

**AN UNDERGRADUATE THESIS**  
**THE EFFECTIVENESS OF LINE APPLICATION AS MEDIUM**  
**FOR LEARNING ENGLISH**

**By:**

**FATIKHATUR ROHMAH**  
**Student Number: 1801071019**



**TARBIYAH AND TEACHER TRAINING FACULTY**  
**ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE OF THE ISLAMIC STUDIES OF METRO**

**1444 H /2022 M**

**AN UNDERGRADUATE THESIS**  
**THE EFFECTIVENESS OF LINE APPLICATION AS MEDIUM**  
**FOR LEARNING ENGLISH**

Presented as a Partial of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
In English Education Department

By:

FATIKHATUR ROHMAH  
Student Number: 1801071019

Tarbiyah and Teacher's Training Faculty  
English Education Department

Sponsor: Trisna Dinillah Harya, M.Pd

**STATE INSTITUTE OF THE ISLAMIC STUDIES OF METRO**  
**1444 H / 2022 M**



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Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
M E T R O Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

---

**APPROVAL PAGE**

*Assalaamu'alaikum Wr. Wb*

Title : THE EFFECTIVENESS OF LINE APPLICATION AS MEDIUM FOR  
LEARNING ENGLISH  
Name : Fatikhatur Rohmah  
Students Number : 1801071019  
Department : English Education  
Faculty : Tarbiyah and Teacher Training

**APPROVED BY:**

To be discussed in the thesis (munaqosyah) in Tarbiyah and Teacher Training Faculty of State Islamic Institute of Metro.

*Wassalaamu'alaikum Wr.Wb*

Metro, October, 2022  
Sponsor

**Trisna Dinillah Harya, M.Pd.**  
NIP. 19830511 200912 2 004



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Telp. (0726) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iainmetro@metrouniv.ac.id](mailto:iainmetro@metrouniv.ac.id)

---

**NOTIFICATION LETTER**

Number :  
Appendix :  
Matter : **In order to hold the Munaqosyah  
of Fatikhatur Rohmah**

To: The Honorable the  
Dean of Faculty of Tarbiyah and Teacher  
Training  
State Islamic Institute of Metro

*Assalamu'alaikum, Wr. Wb*


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

Name : Fatikhatur Rohmah  
Students Number : 1801071019  
Judul Skripsi : THE EFFECTIVENESS OF LINE APPLICATION AS MEDIUM FOR  
LEARNING ENGLISH


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

*Wassalmu'alaikum Wr. Wb*

The Head of English Education Department

  
**Andjanto, M.Pd**  
NIP. 19871102 201503 1 004

Metro, October 2022  
Sponsor

  
**Trisna Dinillah Harya, M.Pd.**  
NIP. 19830511 200912 2 004



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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

**NOTA DINAS**

Nomor :  
Lampiran :  
Perihal : **Mohon dimunaqosyahkan Skripsi  
Fatikhatur Rohmah**

Kepada yth,  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri (IAIN) Metro

*Assalamualaikum Wr.Wb.*

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

Nama : Fatikhatur Rohmah  
Students Number : 1801071019  
Judul Skripsi : THE EFFECTIVENESS OF LINE APPLICATION AS MEDIUM FOR  
LEARNING ENGLISH

Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris

  
**Andiantoro M.Pd.**

NIP. 19871022015031004

Metro, Oktober 2022  
Dosen Pembimbing



**Trisna Dinillah Harva, M.Pd.**  
NIP. 198305112009122004



**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

**RATIFICATION PAGE**

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An Undergraduate thesis entitled: THE EFFECTIVENESS OF LINE APPLICATION AS MEDIUM FOR LEARNING ENGLISH Written by Fatikhatur Rohmah, student number 1801071019, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Friday, November 25<sup>th</sup> 2022 at 09.00 - 11.00 WIB.

**BOARD OF EXAMINERS:**

Chairperson : Trisna Dinillah Harya, M.Pd

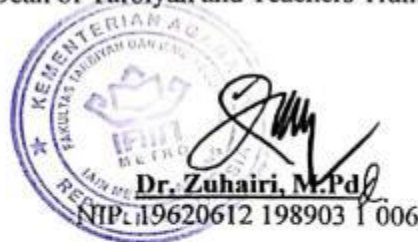
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The Dean of Tarbiyah and Teachers Training Faculty



# THE EFFECTIVENESS OF LINE APPLICATION AS MEDIUM FOR LEARNING ENGLISH

## ABSTRACT

By  
**Fatikhaturohmah**

The main aim of this research was to know whether line application influences the students' particularly writing skill at SMP 4 Tanjung Raja. The researcher investigated whether any positive and significant influence of Line application on the students' writing skill at SMP 4 Tanjung Raja.

The method of this research was quantitative research in the form of quasi-experimental design carried out at SMP 4 Tanjung Raja. The population of this research was the students of the eighth grade. The sample of this research was 48 students in the eighth grade of SMP 4 Tanjung Raja. In collecting data, the researcher used test (pre-test and post-test), observation and documentation.

The result of this research deals with the result of hypothesis testing. It was investigated that sig 2 tailed (0.000) was less than 0.05. Therefore; the hypothesis test proves that the alternative hypothesis ( $H_a$ ) was accepted. In addition, the results of statistical hypothesis testing were known that the observed  $t$  was 15.212, while the  $t$  value at the 5% significance level was 1.674 and the 1% significance level was 2.397. This showed that the value of  $t$  observed was higher than the value of  $t$  in the  $f$  table. Furthermore, the post-test average value in the experimental class was 78 while the average value in the control class was 43. This showed that the post-test score in the experimental class was higher in the control class. In the otherwords, line had a positive and significant influence in learning English, especially those related to writing.

***Keywords: Line Application, Learning English, Writing skill, Quantitative Research.***

# EFEKTIVITAS PENGGUNAAN APLIKASI LINE SEBAGAI MEDIA PEMBELAJARAN BAHASA INGGRIS

## ABSTRAK

Oleh:  
**Fatikhaturohmah**

Tujuan utama dari penelitian ini adalah untuk mengetahui apakah penerapan aplikasi line berpengaruh terhadap keterampilan menulis siswa khususnya di SMP N 4 Tanjung Raja. Peneliti mencoba mengetahui apakah ada pengaruh positif dan signifikan penerapan line terhadap keterampilan menulis siswa di SMP N 4 Tanjung Raja.

Metode penelitian ini adalah penelitian kuantitatif berupa desain kuasi-eksperimental yang dilakukan di SMPN 4 Tanjung Raja. Populasi dalam penelitian ini adalah siswa kelas delapan. Sampel penelitian ini adalah 48 siswa kelas delapan SMP N 4 Tanjung Raja. Dalam mengumpulkan data, peneliti menggunakan tes (pra-tes dan pasca tes), observasi dan dokumentasi.

Hasil penelitian ini berkaitan dengan hasil pengujian hipotesis diteliti bahwa *sig. 2 tailed* (0.000) lebih kecil dari 0.05. oleh karena itu uji hipotesis membuktikan bahwa hipotesis alternative ( $H_a$ ) diterima. selain itu, hasil pengujian hipotesis statistik diketahui bahwa nilai  $t$  yang diamati adalah 15.212. Sedangkan nilai  $t$  pada taraf signifikansi 5% adalah 1.674 dan taraf signifikansi 1% adalah 2.397. hal ini menunjukkan bahwa nilai  $t$  yang diamati lebih tinggi dari nilai  $t$  pada tabel  $f$ . Selanjutnya nilai rata-rata pos tes pada kelas eksperimen adalah 78. sedangkan nilai rata-rata dikelas kontrol adalah 43. Hal ini menunjukkan nilai pos tes dikelas eksperimen lebih tinggi dari kelas kontrol. Dengan kata lain, penggunaan line memiliki pengaruh positif dan signifikan dalam pembelajaran bahasa inggris, khususnya yang berkaitan dengan menulis.

***Kata kunci: Aplikasi Line, pembelajaran bahasa inggris, Keterampilan Menulis, Penelitian Kuantitatif***



## STATEMENT OF RESEARCH ORIGINALITY

This undersigned:

Name : Fatikhatur Rohmah  
St. Number : 1801071019  
Faculty : Tarbiyah and Teacher's Training  
Department : English Education Department

State that this undergraduate thesis is originally the result of the research done by the researcher, in expectation of certain parts which are expected from the bibliographies mentioned.

Metro, 25 November 2022

The Researcher,



**Fatikhatur Rohmah**

**St. Number.1801071019**

## ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Fatikhatur Rohmah  
NPM : 1801071019  
Fakultas : Tarbiyah dan ilmu keguruan  
Jurusan : Tadris Bahasa Inggris

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

Metro, 25 November 2022  
The Researcher,



**Fatikhatur Rohmah**  
**St. Number.1801071019**

## MOTTO

قَالَ يَقَوْمِ أَرَأَيْتُمْ إِنْ كُنْتُ عَلَىٰ بَيِّنَةٍ مِّن رَّبِّي وَرَزَقَنِي مِنْهُ رِزْقًا حَسَنًا وَمَا أُرِيدُ أَنْ أُخَالِفَكُمْ إِلَىٰ مَا أَنهَيْكُمْ  
عَنْهُ أَنْ أُرِيدَ إِلَّا الْإِصْلَاحَ مَا اسْتَطَعْتُ وَمَا تَوْفِيقِي إِلَّا بِاللَّهِ عَلَيْهِ تَوَكَّلْتُ وَإِلَيْهِ أَنِيبُ ٨٨

“He said, “O my people! Consider if I stand on a clear proof from my lord and he has blessed me with a good provision from him. I do not want to do what I am forbidding you from. I only intend reform to the best of my ability. My success comes only through Alloh. In him I trust and to him I turn.”

(Q.S HUD: 88)

وَكُلُّ شَيْءٍ صَغِيرٍ وَكَبِيرٍ مُّسْتَنْطَرٌ ٥٣

“Every matter, small and large, is written precisely”

(Q.S AL-QAMAR: 53)

## DEDICATION PAGE

I am dedicating this undergraduate thesis to:

1. Special felling of gratitude to my loving parents Mr. Nurkolim and Mrs. Rofiqoh, who always teach me to work hard for the things that aspire to.
2. My beloved brother Irfaul Toriqul Yasin and Brother Ahmad Muamar who always support me.
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2. Dr. Zuhairi, M.Pd as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
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5. My parents who always give me support, motivation, and their prayer in the process of writing and counseling this undergraduate thesis.

The researcher apologizes for all the mistakes that she has made in writing and finishing this undergraduate thesis. All criticisms and suggestions are expected to improve the quality of this research. Hopefully, this undergraduate thesis can be useful for the researcher in particular, for our college, and every reader in general.

Metro, 25 November 2022

The Researcher,



**Fatikhatur Rohmah**  
**ST.ID.1801071019**

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# CHAPTER I

## INTRODUCTION

### A. Background of Study

English is one of popular and important languages in this world, so that many people are really interested in mastering it. It could relate us to the people from different countries, which makes people until now are trying to find ways in order to be able at least to speak English well. In this era, learning is not a monotonous activity, where people mostly spend our time in formal education system and way. Activities in learning, especially in English learning, become more attractive. The globalization era with its components of course holds big role on it.

Using technology improvement and internet media, the method of instructional activities are tried from home with this appeal. The rapid advancement of technology has aided the development of instructional tools, particularly the internet. When implementing a mobile learning, people need an app that connects teachers and students as the medium especially for learning English. Many media can be used to learn English, such as Line today which contains interesting information about the latest news, the world of artists, entertainment, games, and others. Line webtoon which contains stories or comics provided online or even net-working site like Line Application.

LINE applications can be implemented in the classroom blended with traditional paper and pen writing. However, implementing it outside the class

provides students more chances to practice writing. Line is a popular application in Asia.<sup>1</sup> The Line application was launched in Japan in 2011 and within two years had reached 200 million users. In Indonesia itself about 80% of line users are dominated by teenagers.

The characteristics of stickers, webtoon, line today, line shopping, and various other interesting features make teenagers in Indonesia still loyal to using line. In the area that I examined, the use of implementing the line itself is unlikely to have been significant. Only teenagers and adults have the ability to use the implementation. WhatsApp and Facebook are most commonly used for messaging. In particular, in the sphere of education through school based teaching and learning activities. Although WhatsApp and Facebook are already well-known in their operations, it is possible that Line has superior features that distinguish it from other messaging apps. The Line application is not inferior to other application features, such as the user ID feature, which Line offers to help you find your Line friends.

Most of the students can use the application, Line applications that were not previously used by students and teachers to provide information related to learning and exchange information for learning are now being used for the learning process, delivery of materials, and collection of assignments. Students are taught how to use the application through tutorials. One of the skills that were focused on in this research is writing skill.<sup>2</sup> In teaching-

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<sup>1</sup> J Chutrtong dan W Chutrtong, "Science Student's to use LINE Application in Laboratory Subject," *International Journal of Information and Education Technology* 10, no. 3 (2020).

learning writing skill, teachers commonly apply process and product approach enabling the students to generate the idea, write the draft, read each other's draft, revise the draft and publish the writing products.<sup>3</sup>

In fact, most foreign learners, whether in SMP 4 Tanjung Raja, still struggle with writing. As a result, because readers' knowledge of foreign languages is still limited, the written messages are difficult to comprehend. To write well, students must have a solid understanding of foreign languages, including vocabulary, punctuation, grammar, spelling, stylistics, and so on.

The researcher had conducted a pre-survey to know the students' writing skill of the eighth grade at SMP 4 Tanjung Raja on 04 September 2021. In fact, most of foreign learners, in this case SMP 4 Tanjung Raja learners, still find difficulties in learning writing. In the pre-survey process, the researcher got an archive of writing skill assignment obtained from the English teacher. Moreover, the explanation of the pre-survey result is illustrated in the following table:

**Table 1. 1**  
**The Result of Pre-Survey the student's Writing Skill**

No	Grade	Frequency	Percentage	Criteria
1	0-74	21	88%	Low
2.	75-85	3	12%	Fair
3.	86-100	0	-	High

(Source: The Students' English Assignment about writing skill)

The results of the pre-survey listed in the table above explain the students' writing skill. It is known 88% of students' belong to low criteria in

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<sup>3</sup> Jumariati dan Emma Rosana Febriyanti, "LINE application: An alternative tool to develop writing abilities," *Journal on English as a Foreign Language* 10, no. 1 (Maret 2020).

their writing skill 12% are fair and 0% are high. Moreover, it is known that the student's writing skill is dominated by low and fair criteria. In the other words, the student's writing skill is not high. In the pre-survey process, the researcher conducted interview with English teacher to find out the problems related to students in learning English, especially writing.

Based on the result of the interview, the researcher received information that students got problems in learning writing. The basic problems are lack vocabulary and grammar mastery, lack effectiveness in using gadgets because student's mostly played gadgets just to play games and other applications that are less useful in learning English. Another problem in learning writing is the lack of intensity of learning practice so that they find difficulty to express ideas in spoken or written form. In relation to student's problem in learning to write, the researcher conducted treatment or teaching using quantitative method. In quantitative research, the researcher applied line application with the benefit of helping student's explore their knowledge in the written form.

Therefore, based on the entire description above, the researcher conducted a quantitative research by applying the line application. Therefore, the researcher constructs an undergraduate thesis entitled "The Effectiveness of Line Application as Medium for Learning English"

## **B. Identification of the problems**

Based on the results of pre-survey have identified, some of the student problems of learning English, including of:

1. The students have lack writing skill.
2. The students have limited English vocabulary mastery.
3. The students had poor English grammar.
4. The students are not able to develop ideas in the writing process.

## **C. Problem Limitation**

The researcher limits the students' problems only to the students' lack writing skill. In this case the researcher intended to do a quantitative study with an application of the line application hence the researcher would do a quantitative study entitled "The Effectiveness of Line Application as Medium for Learning English"

## **D. Problems Formulation**

The researcher formulates the research problems by stating; "Is there any effectiveness of Line application as medium for learning English particularly writing skill at SMP 4 Tanjung Raja?"

## **E. Objective and Benefits of the study**

### **1. Objective of the study**

The objective of this study is in order to know whether there is effectiveness of Line application as medium for learning English particularly writing skill at SMP 4 Tanjung Raja.



## 2. Benefits of the study

### a. For teachers of English

The researcher expect that one day, the findings of their research employing line applications as learning media in online learning was used by teachers, not just English teachers, but all instructors, as an innovative learning medium.

### b. For college students

By utilizing the line application as a tool for students to learn English and, of course, comprehend the material presented by the teacher. Therefore, presumably, by using this online platform, children were exposed to technological sophistication, allowing them to keep up with students in the city in terms of technological sophistication.

### c. For the headmaster

By adopting this line application, particularly as learning medium, SMP Negeri 4 Tanjung Raja hopes to be able to use it as a source of information for more effective English learning.

## F. Prior Research

The research was conducted by considering several previous researches. The first relevant research was conducted by Jumariati and Emma Rosana Febriyanti with the research title “LINE Application: An Alternative Tool to Develop Writing Abilities”.<sup>4</sup> The researchers examined two classes using the quantitative research method. The purpose of that research is to

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<sup>4</sup> Jumariati dan Emma Rosana Febriyanti, “LINE application: An alternative tool to develop writing abilities,” *Journal on English as a Foreign Language* 10, no. 1 (Maret 2020).

investigating the cause-effect relationship between the implementation of Line application and the students' skills in writing. While the result of this research showed that there was significant effect on students writing. The increasing scores are in all writing components under investigation which include the vocabulary, grammar, organization, content, and mechanics consecutively.

In addition, the second relevant research was conducted by Siti Syathariah with the title research "The Use of Line Application with Collaboration Method in Chained Writing to Improve Skill in Writing Pantun and Syair in SMA Cendana Pekanbaru."<sup>5</sup> The research was conducted SMA Cendana Pekanbaru in 2016. The researcher examined eleventh grade students of SMA Cendana Pekanbaru using the Class Action Research (CAR). The purpose of this research is the use of line application as media collaboration with serial writing methods can improve student's competence in writing *pantun* and *syair* in clas XI IPA 4 of SMA Cendana Pekanbaru. Meanwhile, the research result show that by seeing the results, it was concluded that utilization of Line apps along with the serial writing method was able to increase student's motivation in developing their imagination and transfer it into a *syair* correctly. Increasing students' motivation in their learning process will affect their final score in a visible amount.

In addition, the third relevant research conducted by Alan Robert White with the research title "A Case Study: Exploring the Use of Line

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<sup>5</sup> Siti Syathariah, "The Use of Line Application with Collaboration Method in Chained Writing to Improve Skill in Writing Pantun and Syair in SMA Cendana Pekanbaru," *Journal Seamolec* 1, no. 1 (2017).

Application for Learning English at a Thai Public University.”<sup>6</sup> The research was conducted at Thai Public University. The researcher examined 30 participants of Thai Public University using research method mixed methods design with collected data being both quantitative and qualitative. The purpose of this research is whether students are positive towards the use of the line application for learning English within a higher education context. While the results showed the use of the line application for practicing and learning English was largely success. The study suggests social networking applications have social presence and this may have contributed to its success.

The research has similarities with some of these relevant studies. The similarity is in the research topics, namely those related to line application as medium for learning English particularly writing skill. Another similarity is in the research method using quantitative research. While this study also has several differences with previous research, namely with one of the objectives of the different goals is with the latest relevant research to improve writing skills because the researcher use CAR (classroom action research). The researcher also gives novelty to this research, which is related to the focus of this research in order to know whether there is positive and significant effect in the use of line application as medium for learning English at SMP 4 Tanjung Raja using quantitative research method.

The novelty of this research seeks to combine online and offline learning at one time. So that students can be more supported by the application

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<sup>6</sup> Alan Robert White, “A Case Study: Exploring the Use of Line Application for Learning English at a Thai Public University,” *Journal of Educational Studies* 6, no. 1 (Juni 2019).

of information and technology in the learning process. So that, the focus and motivation of students becomes better for the support of the process of learning to write through the application of line media. The difference between this study and other studies is that there are differences in objectives and differences in research results.

## CHAPTER II

### THEORETICAL REVIEW

The review of the literature is discussed in this chapter. It covers writing concepts, descriptive text, teaching media, line application, and a review of prior research.

#### A. The Concept of Learning English

##### 1. English Language Teaching

Teaching as "demonstrating or assisting someone in learning how to do something, giving instructions, guiding in the study of something, providing knowledge, causing to know or understand." on the other hand, defines it as "the action of a person imparting skill or knowledge or giving instruction; the job of a person who teaches." According to the definition above, language teaching is the process of assisting language learners in learning how to do something using language. "language teaching is to help learners in any way that motivates them to work with language." The goal of language instruction is to help students improve their communication skills.

The goal of language instruction is to develop communicative competence.<sup>7</sup> The goal of foreign language learning is to develop knowledge and skills required to understand and participate in a wide range of intellectual and practical communicative activities realized through the target language. communicative competence is built up of

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<sup>7</sup> Sajidin, "Integrating Life Skills In English Language Teaching (Elt): Strategies, Problems And Their Possible Solutions," *Journal of Language and Literature* 7, no. 2 (2013): 76–77.

four distinct components: Grammatical competence; discourse competence; sociolinguistic competence; strategic competence; actional competence. Language teaching is the process of passing on the knowledge of a language from one person to another who does not know the language.<sup>8</sup> Preparation of teaching materials is part of the process. Teachers must select the appropriate teaching materials to prepare and later transfer their knowledge to students.

## 2. The Concept of Writing

Everyone should boost their writing skills. As a result, the researcher presents through various writing sub-chapters, which are given below.

### a. Definition of writing

Writing is defined differently by various sources. Nonetheless, Writing is often used to prepare for another activity, such as when students create discussion sentences.<sup>9</sup> Writing is always around us even every day, even though we don't read it we always see written texts ranging from shopping lists to academic essays.<sup>10</sup> In the other words, writing talents are certain qualities that enable researcher to convert their thoughts into meaningful language.

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<sup>8</sup> Sajidin, "Integrating Life Skills In English Language Teaching (Elt): Strategies, Problems And Their Possible Solutions", 76

<sup>9</sup> Avan Kamal aziz Faraj, "Scaffolding EFL Students' Writing through the Writing Process Approach," *Journal of Education and practice* 6, no. 13 (2015): 132–36.

<sup>10</sup> Cornbleet, Sandra, dan Ronald Carter, *The Language of Speech and Writing* (London and New York: Routledge, 2001).

Furthermore, writing is the process of generating written things that readers may utilize.<sup>11</sup> Writing is both a result and a process; the process absorbs ideas and works with them until they are refined and readily comprehended by the reader. It signifies that writing is a mental activity that is converted into a meaningful sentence text. Based on the concept provided above, researcher can conclude that writing develops language from our ideas. Thinking and arranging are required for the writing process.

**b. Type of writing**

The following are the numerous sorts of writing necessary in junior high schools, which are based on competency criteria specified by the government:<sup>12</sup>

- 1) Descriptive writing is a sort of English text in which the features of anything, such as humans, animals, plants, or living objects, are explicitly described.
- 2) A recount text is a type of English writing that recounts a tale, action, or activity. Typically, a retelling text depicts someone's experience. And
- 3) A narrative text is a piece of English that narrates a tale in chronological sequence. The purpose of this article is to assist readers in comprehending a narrative or a story.

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<sup>11</sup> Fardis Shomad Al-Kholis, "Teaching Descriptive Writing Skill By Using Flashcards Media At The Seventh Grade Students Of Mts Darul Ulum Sumenep" (Malang, Maulana Malik Ibrahim State Islamic University, 2021).

<sup>12</sup> Fardis Shomad Al-Kholis, "Teaching Descriptive Writing Skill By Using Flashcards Media At The Seventh Grade Students Of Mts Darul Ulum Sumenep", 11

- 4) A process text is an English text that explains how to accomplish something or the steps to take. This wording can be found on food packaging, medications, technological equipment, food recipes, and other products.

According to this view, there are several forms of writing. The four categories of text are procedure text, descriptive text, recount text, and narrative text.

### c. The Assessment of Writing Skill

There are many factors to consider when evaluating a student's writing ability indicators writing assessment by follow:<sup>13</sup>

No	Writing Aspects	Grade	Criteria	Explanation
1.	Content	30-27	Excellent To Very Good	knowledge-substantive-etc.
		26-22	Good To Average	some knowledge of subject-adequate range -etc.
		21-17	Fair To Poor	limited knowledge of subject
		16-13	Very Poor	does not show knowledge of subject-non-substantive-etc.
2.	Organization	20-18	Excellent To Very Good	fluent expression-ideas clearly stated-etc.
		17-14	Good To Average:	somewhat choppy-loosely organized but main ideas stand out-etc.
		13-10	Fair To Poor	non fluent-ideas confused or disconnected-etc.
		9-7	Very Poor	does not communicate-no organization-etc.
3.	Vocabulary	20-18	Excellent To Very Good	sophisticated range-effective word/idiom choice and usage-etc.
		17-14	Good To Average	Adequate range-occasional errors of word/idiom form, choice, usage but meaning not obscured.
		13-10	Fair To Poor	limited range- frequent errors of word/idiom form, choice, usage-etc.
		9-7	Very Poor	E essentially translation-little knowledge of English vocabulary.
4.	Language use	25-22	Excellent To Very Good	affective complex constructions-etc.

<sup>13</sup> J.B. Heaton, *Writing English Language Test*, United States: New York, 1975, page. 146



		21-19	Good To Average	affective but simple constructions-etc.
		17-11	Fair To Poor	major problems in simple/complex constructions-etc.
		10-5	Very Poor	virtually no mastery of sentence constructions rules-etc.
5.	Mechanics	5	Excellent To Very Good	demonstrates mastery of conventions –etc.
		4	Good To Average	occasional errors of spelling, punctuation- etc.
		3	Fair To Poor	frequent errors of spelling punctuation, capitalization-etc.
		2	Very Poor	no mastery of conventions-dominated by errors of spelling, punctuation, capitalization, paragraphing-etc.

### 3. The Concept of Descriptive Text

As demonstrated below, descriptive text is connected to descriptive in a variety of ways in language teaching and learning.

#### a. Definition of descriptive text

There are several forms of text, and each level of students received a distinct variety.<sup>14</sup> Students must master four abilities while interacting with these texts: listening, speaking, reading, and writing. The descriptive language defined an object that described the specific data, such as a person, a position, or an item. Descriptive text is a kind of text that describes an item, such as a person, position, or product, as well as detailed facts.

The objective of a descriptive text is to information provision.

Descriptive writing emphasizes expression from actions that

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<sup>14</sup> Jazilatul Khofshoh, Endang Retno Winarti, dan Dwi Yogo Drajat, “Model PBL dan Strategi Pembelajaran Writing in Performance Tasks dengan Performance Assessment untuk Meningkatkan Kemampuan Komunikasi Matematis Siswa Ditinjau dari Self-Confidence,” *PRISMA* 4 (2021): 239–46.

individuals perceive experience.<sup>15</sup> This form of literature discusses a specific object, animal, person, or group of people in its setting. Descriptive writing is as a live embodiment of what the five senses perceive.

**b. The Purpose of Descriptive Text**

The researcher clarifies the purpose of descriptive writing in the form of a table, which is shown below:

- 1) To provide solace
- 2) To express one's emotions/feelings
- 3) To connect experience
- 4) to inform (for a reader who is unfamiliar with the subject
- 5) to inform (to foster a new appreciation for the familiar)
- 6) To persuade (An invitation to someone by providing specific reasons and possible outcomes for them to be interested in following what he is asked to do).

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<sup>15</sup> Sevim Inal, "The Effects of the Clustering Pre-Writing Strategy on Turkish Students' Writing Achievement and Their Writing Attitudes," *The journal of Academic Social Science* 2, no. 1 (2014): 593–611.

### c. The Structure of Descriptive Text

To develop descriptive text, some principles, such as generic structure used (identification and description). The descriptive text follows several standards, for example:

#### 1) Identification

A brief sentence or phrase that identifies the thing to be detailed is referred as an identification or introduction. Usually intriguing and might persuade the reader to read the material.

#### 2) Description

This part, as indicated in the identification section, provides an appropriate description of the object.<sup>16</sup> An item can be described using size, length, strength, color, height, condition, location, weather, characteristics, shapes, and other factors.<sup>17</sup> On the other hand, descriptive writing components, on the other hand, have a major generic structure. The overall framework is broken into two parts: recognition and description of parts, characteristics, and qualities.

Furthermore, two aspects in the descriptive text's general structure:<sup>18</sup> An identification that offers the topic being described and a description that describes the situation, which might be

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<sup>16</sup> Shomad Al-Kholis, "Teaching Descriptive Writing Skill by Using Flashcards Media at the Seventh Grade Students of Mts Darul Ulum Sumenep."

<sup>17</sup> Isrina Fitri, Erippudin, dan Pipit Rahayu, "An Analysis of the Students' Skill in Writing Descriptive Text at the Eighth Grade of SMPN 7 Tambusai Utara," *Semanticscholar* 1, no. 1 (2017).

<sup>18</sup> Nurlaila A. P, "The Use of ind Mapping Technique in Writing Descriptive Text.," 2013, 11.

appearance, quality, or occurrence. The phrase descriptive writing generic structure refers to writing that incorporates two generics: identification and descriptions.

#### **d. The Grammatical Features of English Descriptive Text**

The grammatical qualities of descriptive writing take into account language factors (general present tense, action verbs, and adjectives), vocabulary, and mechanics.

##### 1) Language Characteristics (general present tense, verb, and adjective)

In the linguistic features of descriptive text, the most frequent simple present tense in descriptive writing can be utilized.<sup>19</sup> "The simple present tense is used in descriptive writing since it indicates the thing to describe and adjectives are used to explain nouns. The simple present is the most regularly used tense. This is because the descriptive material is factual. This is one of the tenses that students must understand when writing descriptive essays in English. Students who learn it are more likely to communicate properly in writing. There is a pattern in the simple present tense. Sentences are classified into two types: verb sentences and noun sentences.

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<sup>19</sup> Fardis Shomad Al-kholis, "Teaching Descriptive Writing Skill by Using Flashcards Media at the Seventh Grade Students of Mts Darul Ulum Sumenep" (Malang, Maulana Malik Ibrahim State Islamic University, 2021).

## 2) Vocabulary

Important vocabulary for creating a detailed narrative in English. To put it bluntly, being recognized by a junior high school kid is critical. One researcher may encourage the reader to explore further into the story. Learning English has always been a difficult task. Due to a lack of vocabulary, students were still having problems drafting the text.

As a result, they were unable to adequately explain their topical thoughts. Vocabulary is an essential component of language acquisition. "The word is a core linguistic unit," You cannot properly communicate or express yourself if you do not have a big vocabulary. A student's low vocabulary makes it difficult to learn a foreign language. If learners do not know how to enhance their vocabulary, they progressively lose interest in studying. Based on the preceding hypothesis, we may conclude that language played a crucial part in communication.

Furthermore, the use of the term in the text indicates definitions as well as how the phrase fits into the context. To put it another way, the researcher must be clever in selecting proper words for the scenario. The readers struggle to understand the content if the term does not match the context. When writing a descriptive text, students struggle with choosing the right words to communicate their views. Students are unable to complete their descriptive writing tasks as a

result. As a consequence, students must utilize exact terminology and accurate terms in their English descriptive prose dependent on the situation. Students build confidence in their abilities to create a descriptive English text utilizing acceptable vocabulary.

### 3) Mechanics

The ability of a researcher to use written language conventions like punctuation spelling is referred to as mechanics. Punctuation and spelling are examples of mechanics. Punctuation marks are symbols that are used to structure the text and clarify meaning, most notably by separating or connecting words, phrases, and clauses.<sup>20</sup> Following that, correct punctuation is important because it conveys meaning in the same way that words do." When a word's spelling meaning appears as if the researcher misspelled it, it generates meaningless words.<sup>21</sup> It can be concluded that punctuation and spelling are important in writing because they help readers understand what the researcher is saying. Both are accurately presented and studied in the study of English. Punctuation helps to make writing clear and understandable. Although spelling refers to how a word appears, if it is misspelled, the meaning of the word may change.

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<sup>20</sup> Fardis Shomad Al-kholis, "Teaching Descriptive Writing Skill by Using Flashcards Media at the Seventh Grade Students of Mts Darul Ulum Sumenep",10

<sup>21</sup> Alice Oshima dan Ann Hogue, *Introduction to academic writing*, 3rd ed. (New York: Addison-Wesley Publishing Company, Inc, 1988).

## **B. The Concept of Teaching Media**

### **1. Definition of Media**

The media is a component of the educational system. It must be adapted to the overall learning process as part of the learning system. The goal of media selection is to have media available for use when learning activities occur. As a result, the media we use allows participants to interact. The term "media" is derived from the Latin word "medium," which means "intermediate or transmitter." A channel is a medium used to deliver messages or information from a source to a recipient.

The use of media by the giver of ideas in the form of an intermediary allows the idea to be accepted by the recipient. Media is a whole object that can be engineered, seen, heard, read, and discussed, as well as the tools used to do so. Azhar Arsyad (1997) defines media in the learning process as graphic, photographic, or electronic tools for capturing, processing, and rearrangement of visual and verbal information. Learning media, according to Oemar Hamalik (1989), are tools, methods, and techniques used to improve communication and interaction between teachers and students in the education and teaching process in schools. Learning media is either hardware or software that is used as a tool to facilitate and facilitate successful learning by educated participants.

The following are the benefits of using learning media for students:

- a. Allows students to study independently;
- b. Allows for flexibility in time and place of learning; and

- c. Increases student activity and creativity in developing their thinking.
- d. Increase student knowledge

For educators, the following are the benefits of using learning media:

- a. Because of the widespread availability of ICT information, educators are not the only source of learning.
- b. Assist in the strengthening of learning activities to stimulate and motivate students.
- c. Assist in the interaction process of teachers or tutors with students.
- d. More efficient process setting research

Students' disadvantages with learning media include:

- a. Students frequently misuse technology;
- b. Web or application use is frequently difficult to access; and
- c. Oral information delivery by educators is not always clear.

For educators, the following are the disadvantages of learning media:

- a. It is frequently discovered that educators are unable to operate technology, causing the learning process to stall.
- b. Educators are unable to guarantee the success of learning because success is dependent on the independence of students' learning.
- c. Educators find it difficult to limit access to learning, which is frequently blamed on the teacher.



The next barrier is a lack of human resources prepared to use information and communication technology in educational activities.

There are numerous advantages to using media in the teaching and learning process. According to several experts, including Sudjana and Rivai (2011: 2), the benefits of media in the student learning process include: first, focusing attention on the material when studying, which increases enthusiasm for learning. Meanwhile, Asyar (2011:42) states in his book that the benefit of using media in activities and learning processes is to increase students' understanding of the material, allowing students to have a variety of options based on their characteristics or needs. Arsyad (2011:26) provides another explanation of the benefits of learning media, stating that in the teaching and learning process, the benefits of using media include information and messages being conveyed, students' attention is more focused, and the ability to overcome space and time constraints.

According to the experts' explanation, the following media benefits can be gathered in learning activities:

- a. Increasing students' enthusiasm and motivation in teaching activities because, by using media during the learning process, students' attention and concentration are more focused on teaching activities.
- b. The delivery of material is wider, without being limited by place and time; this can make students more active when carrying out teaching and learning activities. From the understanding and explanation of the

meaning of the word "learning media" from various experts, it can be concluded that "learning media are everything in the form of tools or materials that can help deliver a message or purpose in learning activities outside of the classroom so that learning objectives can be achieved effectively and efficiently.

## **2. Definition of Teaching Media**

In general, teaching media refers to any instrument that a teacher might use to offer teaching media content to students during the teaching and learning process in order to meet specified learning objectives. Teaching media are types of media that communicate instructional goals or learning information (Arsyad, 2009). Teaching media are media that provide knowledge or learning information in order to achieve instructional goals.<sup>22</sup>

Meanwhile, different teaching methods are used depending on their values or benefits. The same teaching materials can be used in both cases. The media must contribute to the creative content of the materials so that students learn them unconsciously. Unconscious learning is preferable in language learning because students will not regard the English Lesson as a burden due to its difficulty. the value and benefits of educational media as follows:

- a. Teaching will receive more attention to increasing student motivation to learn.

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<sup>22</sup> Insantri Aulia, "Using Flashcards for Teaching English Vocabulary in ELT Classroom".1.

- b. Teaching materials will have clearer meanings that students can understand, and students will be followed to master better teaching purposes.
- c. Teaching methods will be more varied, not just verbal communication through the teacher's narrative of words. As a result, students are not bored, even when teachers teach every hour.
- d. Students or doing more activities to learn, because they do not only listen to teacher descriptions, but also observe, demonstrate, and so on. (teaching media theory)

There are also challenges that teachers and students face in the learning process when using teaching media, such as students' lack of interest. According to Holguin and Morales (2016), student behavior in the classroom demonstrates a lack of interest in learning. Meanwhile, one of the challenges for students is that they do not want to complete the assignments assigned by the teacher.<sup>23</sup> According to Megawati (2016), a student must have met a barrier when studying English. These roadblocks can lead to less-than-ideal student learning results.

### **3. Kind of Teaching Media**

As we all know, teaching media is any tool or assistance that a teacher or student might use to achieve certain educational goals. After then, the instructional medium might be categorised in some way.

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<sup>23</sup> Ramos Holguin, B dan Aguirre Morales, J, "English Language Teaching in Rural Areas : A New Challenge for English Language Teachers in Colombia" 27 (2016): 209–22.

According to Maharajan (2012), media is classified into seven types: graphical media, display media, three-dimensional media, projected media, audio media, video media, and activist media. According to Sahid (2019), the following types of teaching media exist: Visual media, audio media, projected still media, and projected motion media are all types of media.

## **C. The Concept of Line Application**

### **1. Definition of Line Application**

Line application is one of the applications in the smartphone. Line application has three major features, namely calling, message and group note.<sup>24</sup> It is connected with internet. On the other hand, group notes can be used as the media for learning. Hence group note is used for learning writing. Group notes means the students can make a class group where the students can write also see their friends' writing works in the group.

Users can communicate by typing messages from one communication device to another. The line has evolved to support a wide range of applications. The highlights that set Line apart from other chat applications are the stickers that depict basic emotions. Line not only provides instant messaging services similar to Whatsapp and MSN applications, but it also provides a free voice call service that allows you to call over 4G, EDGE, and Wi-Fi networks without paying any extra fees.

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<sup>24</sup> Paskalina Widiastuti Ratnaningsih, "A Descriptive Case Study of Using Line Application for Learning Writing," *Journal of Education and Development* 1, no. 2 (Maret 2018).

The line is an app that combines the features of Whatsapp and Wi-Fi into one. The line has also added a timeline feature, similar to Facebook's. The user can share information and keep up to date on various situations by uploading a photo and changing the status. These make line an application with full functionality that completely responds to the new generation's lifestyle.

The line was created in Japan in 2011 as collaboration between NHN Japan. A company that provides internet games and search engine systems, Naver Japan Corporation, and Live door. The phrase appeared after Japan experienced a major earthquake in 2011, known as the Tohoku Earthquake. Japan's communication systems were paralyzed as a result of this incident. When an unexpected disaster occurs, people are forced to use it. Many people had to wait in line for service.

This is the starting point for the world line. The line is a free instant message delivery app that can be used on a variety of platforms, including smartphones, tablets, and computers. The line operates by utilizing Internet networks to enable Line users to perform activities such as sending text messages, images, videos, voice messages, and so on. In 42 countries, Line is said to be the most recent instant message delivery application. The line was created by NHN Corporation, a Japanese company. The line was first released in June 2011 and could only be used

on iOS and Android systems at the time. The line entered the BlackBerry massive operating system after success on both of those systems.<sup>25</sup>

The line then officially launched an app that can be used on both Mac and Windows devices in 2012. Line's success as an instant messaging app can be seen in the fact that it has 101 million users in 230 countries worldwide. Line ranks first in the free application category in 42 countries, including Japan, Taiwan, Spain, Russia, Hong Kong, Thailand, Singapore, Malaysia, Macau, Switzerland, Saudi Arabia, and the United Arab Emirates. The line officially opened an office in Indonesia in mid-2012, and the content of Indonesian applications began to be located there in 2013. The line can be used on a variety of platforms, including iOS, Android, Windows Phone, BlackBerry OS, and even Mac OS X and Microsoft Windows. The line can only be used by other Line users. Applications are available for download from the official Line website, BlackBerry App World, Google Play, App Store, and Windows Marketplace.

Line's ID is a phone number, and users can create their own to make it easier to invite friends.<sup>26</sup> To protect one's privacy, Line can also hide phone numbers. Line's privacy settings tab includes a Blocked List feature, as well as a password security feature, to prevent others from opening and viewing the contents of the conversation. Line users in

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<sup>25</sup> J Chutrtong dan W Chutrtong, "Science Student's to use LINE Application in Laboratory Subject," *International Journal of Information and Education Technology* 10, no. 3 (2020).

<sup>26</sup> Naldo dan Hardika Widi Satria, "Studi Observasi terhadap Penggunaan Aplikasi LINE oleh Generasi Millennial," *Jurnal Sosial Humaniora Terapan* 1 (2018): 34–37.

Indonesia total 90,000,000 (ninety million), with demography of 55% female users and 45% male users, and active line users total 80% per day.

## **2. The Steps Of Using Line Learning Media**

The steps of using line learning media consist of the following:<sup>27</sup>

- a. The teacher asks students to read the reading text through Line applications.
- b. The teacher asks the students to analyze the linguistic elements of reading text through Line applications.
- c. The teacher asks the students to write the text through Line applications.

## **3. Advantages and Disadvantages**

Furthermore, the Line application has both advantages and disadvantages, which are as follows:

- a. Advantages
  - 1) It has a shake it feature for adding friends based on their user id.
  - 2) It has interesting features such as stickers, and people can even customize the theme you want to use.
  - 3) It has a call feature that can accommodate up to many people.
  - 4) It has a line today feature, which can always be used to see the most recent news.
  - 5) It is simple to use

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<sup>27</sup> Alan Robert White, "The use of the Line application for learning English through repetition," *International Conference on Creative Technology* 10 (July 2018).

6) A lite version is available if the device does not support installing the original line.

b. Disadvantages

- 1) It needs a large storage space.
- 2) The internet must be stable.

## D. Hypothesis

### 1. The definition of a hypothesis

A hypothesis is “a conjectural statement of the relationship between two or more variables”.<sup>28</sup> A hypothesis is a proposition, condition, or principle that is assumed, perhaps without belief, to draw out its logical consequences and by this method to test its accordance with facts that are known or may be determined. A hypothesis is written in such a way that it can be proven or disproven by valid and reliable data; we conduct our study to obtain these data.

According to the definitions above, a hypothesis has the following characteristics:

- a. It is a tentative proposition.
- b. Its reliability is unknown.
- c. It usually specifies a relationship between two or more variables.

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<sup>28</sup> Ranjit Kumar, *Research Methodology : A Step-by-Step Guide for Beginners*, 3rd ed. (India: SAGE Publications Ltd, 2011).



## 2. The functions of a hypothesis

A hypothesis accomplishes the following tasks:<sup>29</sup>

- a. The formulation of a hypothesis lends focus to a study. It instructs you on which aspects of a research problem to investigate.
- b. A hypothesis tells you what data to collect and what not to collect, giving the study focus.
- c. Because it provides a focus, the development of a hypothesis improves objectivity in a study.
- d. A hypothesis may allow you to contribute to the formulation of the theory. It allows you to determine what is true and what is false.

There are two types of hypotheses: research hypotheses and alternative hypotheses. A research hypothesis can be further classified based on how it is phrased as a null hypothesis, a hypothesis of difference, a hypothesis of point-prevalence, or a hypothesis of association. A hypothesis test is meaningless if any aspect of your study design, sampling procedure, method of data collection, data analysis, statistical procedures used, or our conclusions are drawn are flawed or inappropriate.

This can lead to erroneous hypothesis verification: type I error occurs when you reject a null hypothesis that is true and should not have been rejected, and type II error occurs when you accept a null hypothesis that is false and should not have been accepted.<sup>30</sup>

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<sup>29</sup> Ranjit Kumar, *Research Methodology : A Step-by-Step Guide for Beginners*, 83

<sup>30</sup> Ranjit Kumar, *Research Methodology : A Step-by-Step Guide for Beginners*, 84

The following is a hypothesis that can be presented in this study:

a. Null Hypothesis ( $H_0$ )

Using the Line application in learning English does not affect students learning English at SMP 4 Tanjung Raja.

b. Alternative Hypothesis ( $H_a$ )

Using the Line application in learning English has an impact on learning English at SMP 4 Tanjung Raja.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

A research design is a study's plan, structure, and strategy for obtaining answers to research questions or problems. The plan is the research's overall scheme or program. It outlines what the investigator do, from writing hypotheses and their operational implications to data analysis.<sup>31</sup>

This study employs a quantitative research design to determine whether there is any positive and significant effectiveness impact from the use of line applications as media in English learning, specifically on students' ability to write. Quantitative research explains phenomena by collecting numerical data and analyzing it using mathematically based methods, specifically statistics.<sup>32</sup> Quasi Experimental Design research is the experimental design model for this study. According to Creswell a quasi-experimental study is a type of quantitative research that directs researchers to use a control class and an experimental class.<sup>33</sup> Quasi-experimental research is the researcher assigned intact groups, the experimental and control group using pre-test and post-test to both groups.<sup>34</sup> The researcher conducted the

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<sup>31</sup> Ranjit Kumar, *Research Methodology a Step-by-Step Guide for Beginners*, 3 ed. (SAGE Publications Ltd, 2010).

<sup>32</sup> Daniel Muijs, *Doing Quantitative Research in Education with SPSS* (London: Sage Publication Itc, 2004).

<sup>33</sup> John W. Creswell, *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches* (Singapore: SAGE Publications Ltd, t.t.). 219.

<sup>34</sup> Brunce W. Tuckman, *Conducting Educational Research*(Harcourt Brace College,1999).

research with SMP 4 Tanjung Raja eighth graders. In this study, researcher investigated into eighth-grade students at SMPN 4 Tanjung Raja.

The following is an explanation of the Quasi Experimental (Nonequivalent Control Group Design) :

**Table 3. 1**  
**Quasi Experimental (Nonequivalent Control Group Design)**

Classes	Pre-test	Treatment	Post-test
Experimental group	O <sub>1</sub>	X	O <sub>2</sub>
Control group	O <sub>1</sub>		O <sub>2</sub>

O1 = Pre-Test

O2 = Post-Test

X = Treatment

The procedures of quasi-experimental design used two group pre-test and post-test design applied in this research are, they are:

1. Administrating a pre-test before applying the line as medium purpose measuring the student's writing skill in the eighth grade students at SMPN 4 Tanjung Raja.
2. Applying treatment in teaching writing by using Line application to the subject in the eighth grade students at SMPN 4 Tanjung Raja.
3. Administering a post-test after applying line with purpose measuring the students' writing skill in the eighth grade students at SMPN 4 Tanjung Raja.
4. Comparing the scores of pre-test and post-test.

It means that the researcher used two classes in this research. The researcher had two tests, those are before being taught with the line as medium in English learning and after being taught with the Line, the both of students' score are compared to know the significant difference. The reason why the researcher chose two groups pre-test and post-test is because the researcher wanted to focus conducted research on two classes in 3 times of the treatment of this research.

The study was carried out to determine the influence of using line applications on English learning outcomes, particularly in the eighth grade at SMPN 4 Tanjung Raja.

## B. Population, Sample and Sampling Technique

### 1. Population

The population consists of all individuals who are of interest to the researcher.<sup>35</sup> As a data source in a study, a population is an entire research object consisting of humans, objects, animals, plants, symptoms, test values, or events.<sup>36</sup> The population must be defined in order to identify the appropriate subjects to select and to whom the results can be generalized.<sup>37</sup>

This study's population consists of 100 student's eighth graders from SMPN 4 Tanjung Raja, who are divided into four classes. The classes are as follows:

- a. VIII A
- b. VIII B
- c. VIII C
- d. VIII D

### 2. Sample

A sample is a subset of the population that you are interested in.<sup>38</sup> typically, researcher study a subset of the population, which is referred to as a sample.<sup>39</sup> It can be concluded that sample is the small group of elements or individual part of population that is observed. In this study, the

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<sup>35</sup> Alan S. Kaufman dan Nadeen L. Kaufman, *Essentials of Research Design and Methodology*, 1 ed. (Canada: John Wiley & Sons, Inc., Hoboken, New Jersey, 2005).

<sup>36</sup> Hardani, dkk., *Metode Penelitian Kualitatif & Kuantitatif*, 1 ed. (Yogyakarta: CV. Pustaka Ilmu Group, 2020).

<sup>37</sup> Donald Ary dkk., *Introduction to Research in Education* (USA: Wadsworth. Cengage Learning, 2010).

<sup>38</sup> Ranjit Kumar, *Research Methodology a Step-by-Step Guide for Beginners*, 3 ed. (SAGE Publications Ltd, 2010).193.

<sup>39</sup> Alan S. Kaufman dan Nadeen L. Kaufman, *Essentials of Research Design and Methodology*,18

samples in this research are two classes, one as the experimental class and the other one as the control class. They are VIIIA class consist of 24 students and VIIC class which of 24 students. Therefore, there are 48 students in this sample. Related to sample discussion, the students in the eighth grade at Junior High School 4 Tanjung Raja are the subjects of this study.

### 3. Sampling Technique

The process of selecting a sample from a population is known as sampling.<sup>40</sup> The researcher generalized from the sample to the population after determining the characteristics of the sample. The researcher made statements about the population based on their study of the sample. Because a sample is typically much smaller in size than a population, sampling can save both time and money.

The researcher employed random sampling in this study. The researcher used cluster random sampling technique in this research. Cluster sampling is based on the ability of the researcher to divide the sampling population into groups (based upon visible or easily identifiable characteristics), called clusters, and then to select elements within each cluster, using the SRS technique.<sup>41</sup>

This technique was used to determine the sample that has the same characteristic. In addition, this technique is not about personal but about

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<sup>40</sup> R Burke Johnson dan Larry Christensen, *Educational Research: Quantitative, Qualitative, and Mixed Approaches*, 5 ed. (USA: SAGE Publications Ltd, 2014), 343.

<sup>41</sup> Ranjit Kumar, *Research Methodology a Step-by-Step Guide for Beginners*, 3 ed. (SAGE Publications Ltd, 2010)

the group or class. In order that each member of the population in this research has an opportunity to become a sample, the researcher used A as experimental class in this research. The rules consist of writing down the name of each class on small piece of paper (VIII A– VIII B – VIII C - VIII D); rolling the paper and putting them into a can; shaking the can well; dropping two rolled papers and determining them as sample; taking one rolled paper from the sample, then determined it as an sample and the other one as a population; and the paper that came out was choosen as a sample.

### **C. Operational Definition of Variable**

#### **1. Independent variable**

The Independent Variable in this study is Line application. Independent variables are those that (most likely) cause, influence, or influence outcomes. They are also known as treatment variables, manipulated variables, antecedent variables, or predictor variables. The Line application was used in this study to achieve Writing skill. Line application is a writing skill technique that makes use of applications that are already installed on a person's device. This application is very simple to use because teachers and students only need to download it from the Google Play Store. Observation was used by the researcher to measure the independent variable. The researcher then determined some indicators that students should achieve in the line application (independent variable). In addition, operational variable indicator of independent includes:



- a. Students are able to read examples of short and simple descriptive text about objects through the Line application.
- b. Students pay attention to generic structure and linguistic elements of short and simple descriptive texts about objects through line applications.
- c. Students are able to ask, among other things, the difference between various texts or short and simple descriptive text sentences about objects in various contexts through the Line application.
- d. Students are able to Explore/Experiment/Gather Information (Exploring/Experimenting)
- e. Students are able to read examples of short and simple descriptive texts about people, objects and animals from various other sources and through the Line application.
- f. Students are able. In pairs, students analyze descriptive texts with each other with a focus on social functions, structures, and linguistic elements through the Line application.
- g. Students are able to describe objects in written form to introduce them to English, inside and outside the classroom and the surrounding environment according to the context through the Line application.

## 2. Dependent Variable

The treatment is the independent variable in experimental studies, while the outcome is the dependent variable.<sup>42</sup> Sometimes dependent

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<sup>42</sup> Donal Ary, *Introduction to Research*, p. 37

variable is a variable that presumed to be influence by one or more independent variables.<sup>43</sup> A dependent variable, also known as a tied variable, is one that the researcher believes was affected by another variable in an experiment; whereas an independent variable, also known as a free variable, is one that the researcher believes affect the (tied) dependency variable in an experiment.<sup>44</sup> The dependent variable in this study is learning English. The test was used by the researcher to measure the dependent variable. The students are put to the test by the researcher, who asked them to write a descriptive text on a specific topic. It was introduced to the eighth-graders at SMPN 4 Tanjung Raja.

#### **D. Data Collection Method**

##### **1. Test**

Valid data can be obtained using a variety of data collection methods, one of which is testing. A test is carried out by utilizing that element of the survey and determining how well it works. In this study I used a written test. I gave three topics to students, and then students were asked to describe one of the three topics. Typically, the following test was used in this study:

##### **a. Pre-test**

Before administering the treatment, the experimental class was given a pre-test to assess the students' writing skill. The experimental

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<sup>43</sup> R Burke Johnson dan Larry Christensen, *Educational Research: Quantitative, Qualitative, and Mixed Approaches*, 5 ed. (USA: SAGE Publications Ltd, 2014), 92.

<sup>44</sup>Hardani, dkk., *Metode Penelitian Kualitatif & Kuantitatif*,. 399-400

group received the same pre-test. A pre-test was administered to the experimental class prior to treatment to assess students' writing skill. The students did a writing test in which they were given a task to write a descriptive text in English.

b. Post-test

Following the treatment, the researcher administrated a post-test to both experimental groups to determine whether the use of the Line application is effective or not to teach ability students' in writing. Researcher used pre-test and post-test to determine student scores or abilities before and after the treatment.

2. Observation

This is the most commonly used research evaluation technique. It is typically used to assess the cognitive and non-cognitive aspects of respondents, as well as the performance, interests, attitudes, and values of the respondent's problems and situations. Because it is used to evaluate the effect of certain variables on other variables based on research rules, observation or laboratory research falls under the category of observation technique. To observe student learning actives, this often differs from what they do. These reasons demonstrate that the observation technique is a more natural, real, and accurate data collection technique.

Observation is an essential component of any scientific investigation.<sup>45</sup> In the context of science, observation simply means observing the world around us in order to generate research ideas. The method of creating careful and accurate measurements, which is a distinguishing feature of a well-conducted research project, is also referred to as observation. In this research the writer is the only one participant to observe the eighth graders of SMP 4 Tanjung Raja.

### 3. Documentation

Documentation is a method for finding data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, agendas, and so on.<sup>46</sup> Documentation is one of many processes that accompany audit work, and its main goal is to document all activities and facts related to an audit.<sup>47</sup> The researcher employs the documentation method to learn more about:

- a. The profile of SMPN 4 Tanjung Raja
- b. The Building condition and school facilities in SMPN 4 Tanjung Raja
- c. The quantity of the students of SMP 4 Tanjung Raja.
- d. The location sketch
- e. The condition of teachers and staffs

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<sup>45</sup> John Wiley dan Sons, *Essential of Research Design and Methodology* (New Jersey: Hokben, 2005).

<sup>46</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2010).

<sup>47</sup> Henning Kagermann dkk., *Internal Audit Handbook* (Germany, 2008).

#### 4. Questionnaire

Questionnaires are a quick and easy way to collect useful comparable data from a large number of people. Questionnaires, on the other hand, can only yield valid and meaningful results if the questions are clear and precise, and if they are asked consistently across all respondents.<sup>48</sup> Questionnaire a data collection instrument based on self-reports completed by research participants.<sup>49</sup> Researchers can use this technique to determine the variables to be measured as well as what the respondents should expect. It is only done on the experimental class to see what they think about using Line on the learning activity and to collect factual proof and a description of the effect of Line on students' writing skills. I employ the following technique when administering this questionnaire:

- a. Pose questions I ask 10-15 questions and share my answers with the children.
- b. There is an answer in the question that strongly agrees, agrees, disagrees, and strongly disagrees.
- c. The child can then place a check mark ( ) on the selected answer on the provided measurement scale.
- d. The questionnaire will be organized using a Linier scale. Researchers use this scale to assess a person's perceptions, attitudes, or opinions.

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<sup>48</sup> (Nigel Mathers, Nick Fox , and Amanda Hunn, *Surveys and Questionnaires* (The NIHR RDS for the East Midlands / Yorkshire & the Humber 2009), 19

<sup>49</sup> Johnson R. Burke., *Educational research*. p. 274

This scale can be used to assess respondents' attitudes or behavior by asking them a series of questions.

## **E. Research Instrument**

### **1. Writing skill test**

The researcher used a writing skill test to determine the eighth grade students' writing skill at SMP 4 Tanjung Raja. The test assesses students' ability to write about a specific topic. The test consists of a pre-test and a post-test; this research was conducted the form of a writing skill test, in which participants was asked to describe something in English. The students were given a writing test in which they are asked to describe something in English.

### **2. Observation sheet**

Observation is used to observe all of the aspects that can improve and support the students' writing skills during the learning process, such as the school's facilities. The observation sheet is about all of the students' activity during the teaching learning process.

### **3. Documentation sheet**

It refers to the archive data that assists the researcher in gathering the necessary data. The researcher makes use of documents related to the object research, such as a list of students' names and the name of the teacher.

#### 4. Questionnaire

Questionnaire is used to collect data through questionnaires distributed to respondents when they enter the field. A questionnaire is a technique used to collect some data by asking questions in written form statements to the respondent to be answered. With this technique, researchers can find out the variables to be measured and what is expected from the respondents. It is conducted only on the experimental class to see their opinion about using Line application on the learning activity and to collect the factual proof and description about the effect of Line application as medium for learning English.

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

The data was analyzed using the t-test formula to determine the significant effect and treatment, as well as the independent simple T-test to find out what is positive and significant after the research is completed.

In addition, in testing the influences of a variable to another variable SPSS (statistical package for the social science) is outer native way to computer the influence. In this case, in investigating the influence variable x to variable y in quasi-experimental study the researcher will use SPSS 22.0 version. T-test is use to compare the means of the same participants in two conditions or at two points in time by using the following steps SPSS:<sup>50</sup>

1. Opening SPSS 22.0 application for windows
2. Loading the excel file with all the data

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<sup>50</sup> Andy Field, *Discovering Statistics Using IBM SPSS Statistics*, Fifth (London: SAGE Publications Ltd, t.t.).

3. Opening show data view
4. Copying the grades of pretest and posttest in the data view
5. Opening variable view by changing VAR 1 to be pretest and VAR 2 to be post test
6. Editing label VAR 1 to be pretest and VAR 2 to be post test
7. Selecting analyze, compare means, independent sample T-test
8. Moving pre-test and post-test to the right
9. Selecting ok.

Independent Sample T-Test Guidelines;

- a. If the probability or Sig.  $< \alpha$  (0.05), then the null hypothesis ( $H_0$ ) is rejected and ( $H_a$ ) is accepted
- b. If the probability or Sig.  $> \alpha$  (0.05), then the null hypothesis ( $H_0$ ) is accepted and ( $H_a$ ) is rejected.



## CHAPTER IV

### RESULT OF THE RESEARCH AND DISCUSSION

#### A. Description of Research Result

##### 1. Description of The Research Location

###### a. The Description of SMP 4 Tanjung Raja

The general description about research location is as the complementary data. It is subjectively concerned of the condition of school, such as the brief of school, vision and mission, the number of the students, teachers, and buildings. SMPN 4 Tanjung Raja is established on July 17<sup>th</sup>, 1999, and has been registered in Indonesian Educational Department with school statistic number: 201130206093.

**Table 4.1 Profile of SMP N 4 Tanjung Raja**

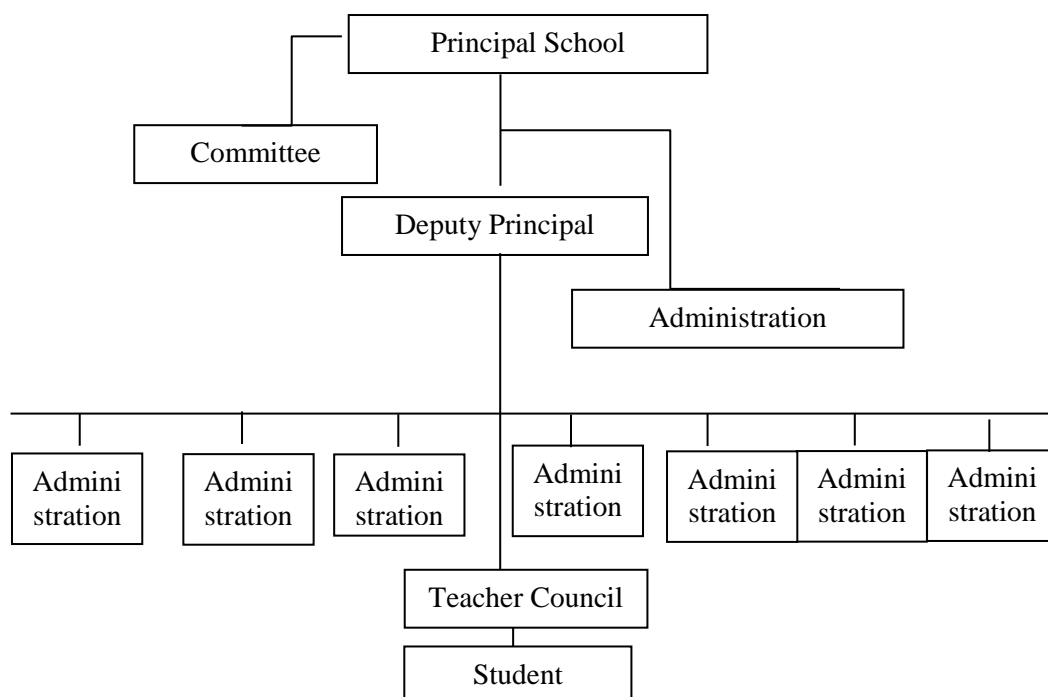
NPSN	10802914
Status	State
Form of Education	SMP
Ownership Status	Central government
SK School Establishment	0
Date of SK Establishment	1999-07-17
SK Operational Permit	91/PUK/2000
Date of SK Operational Permit	2000-07-25

The vision of this school is creating student that has "Intelligent, Skilled, Exemplary in Faith and Piety". And the missions of this school are:

- 1) Creating an Active, Innovative, Creative, and Educational Teaching and Learning Process.
- 2) Developing Student's Learning Motivation and Talent.
- 3) Cultivating a sense of Faith and Devotion to God Almighty in the Teaching and Learning Process.
- 4) Improve politeness inside and outside the school

The School itself located at Karang Waringin village, Tanjung Raja, North Lampung.

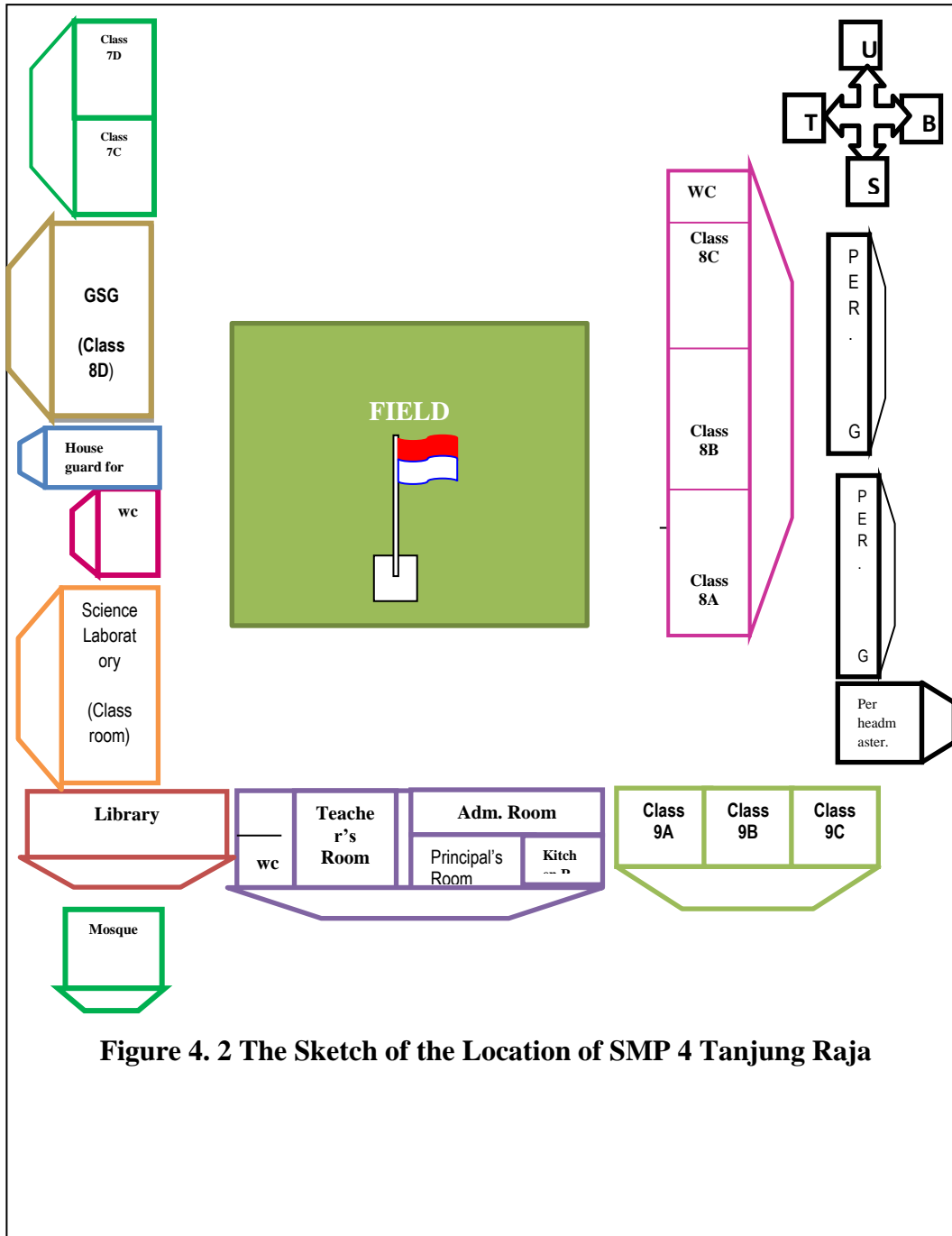
#### b. Structure Organization at SMPN 4 Tanjung Raja



**Figure 4. 1 Structure organization**

**c. The Sketch of The Location of SMP 4 Tanjung Raja**

The sketch location of SMP 4 Tanjung Raja as followed:



**Figure 4. 2 The Sketch of the Location of SMP 4 Tanjung Raja**

## 2. The Description of Research Data

The description of this research includes the description of the results of the pre-test of the treatment implementation, the post-test and statistical test analysis. The description of the research results is explained below:

### a. Pre-Test Result

**Table 4.2**  
**The Pre-Test Result of Experimental Class**

No	Name	Score	Grade
1.	AP	38	VIII A
2.	AS	64	VIII A
3.	AM	41	VIII A
4.	BG	37	VIII A
5.	DG	49	VIII A
6.	DW	40	VIII A
7.	DN	40	VIII A
8.	DH	45	VIII A
9.	HE	55	VIII A
10.	IO	35	VIII A
11.	IY	50	VIII A
12.	IF	35	VIII A
13.	KS	38	VIII A
14.	MZ	64	VIII A
15.	MH	41	VIII A
16.	PN	40	VIII A
17.	OP	36	VIII A
18.	ND	46	VIII A
19.	NH	34	VIII A
20.	N	35	VIII A
21.	RE	34	VIII A
22.	RD	42	VIII A
23.	SA	40	VIII A
24.	SS	34	VIII A
Total		1013	
Average of Students' grade		42, 2	

**Table 4.3**  
**The Pre-Test Result of Control Class**

No	Name	Score	Grade
1.	AP	40	VIII C
2.	AA	36	VIII C
3.	AR	34	VIII C
4.	FD	37	VIII C
5.	FR	38	VIII C
6.	FA	39	VIII C
7.	FW	36	VIII C
8.	HA	42	VIII C
9.	IF	39	VIII C
10.	KA	36	VIII C
11.	KR	37	VIII C
12.	LA	35	VIII C
13.	MM	36	VIII C
14.	ME	60	VIII C
15.	MN	37	VIII C
16.	MS	55	VIII C
17.	RK	36	VIII C
18.	RM	34	VIII C
19.	R	35	VIII C
20.	RR	35	VIII C
21.	RA	38	VIII C
22.	SK	36	VIII C
23.	SJ	37	VIII C
24.	RD	36	VIII C
Total		924	
Average of Students' grade		38,5	

**b. Treatment by Using line media**

In conducting the treatment in this study, the researcher taught English related to writing skill in grade 8 SMP 4 Tanjung Raja 3 times. The first treatment is carried out on September 09, 2022, the second treatment is carried out on September 15, 2022, and the third treatment is carried out on September 16, 2022. Overall treatment uses the efforts

made by the researcher in conducting quantitative research on basic competencies 4.11 and 4.12. In line with the basic competencies, researcher used line application in the learning process in the Class.

The steps that the researcher took for each treatment included asking students to pay attention to examples of short and simple descriptive texts about objects through the Line application. In each treatment, at the beginning of the lesson, the researcher teaches descriptive text about its definition, language features and provides examples of descriptive text.

Researcher asked the students to pay attention to social functions, text structure, linguistic elements, and the format of making descriptive text sentences about objects through the Line application. With the guidance and direction of the teacher, students ask the difference between various short and simple descriptive texts about objects in various contexts through line applications. The researcher asked the students to read/listen to some descriptive texts from various sources and through the Line application. The researcher asked students in pairs to analyze descriptive texts with a focus on social functions, structures, and linguistic elements.

Moreover, the researcher asked the students to write a descriptive text. In the first treatment, the researcher wrote a topic about descriptive text. In the second treatment, students wrote the topic about

“Apple”, and in the third treatment, the students wrote the topic “My Cat”.

**c. Post-Test Result**

The researcher conducted a post-test on September 22<sup>th</sup> 2022 by giving the writing skill test to the eighth graders VIII A and VIII C at SMP 4 Tanjung Raja. The type of writing skill test is composition text in the form of factual report text in English topic. In the post-test process, the researcher asked the students to answer the questions of writing skill test in order to know to their writing of descriptive text. The post-test results are illustrated in the following table:

**Table 4.4**  
**The Post-Test Result of Experimental Class**

No	Name	Score	Grade
1.	AP	65	VIII A
2.	AS	98	VIII A
3.	AM	88	VIII A
4.	BG	68	VIII A
5.	DG	78	VIII A
6.	DW	86	VIII A
7.	DN	77	VIII A
8.	DH	76	VIII A
9.	HE	96	VIII A
10.	IO	83	VIII A
11.	IY	75	VIII A
12.	IF	68	VIII A
13.	KS	79	VIII A
14.	MZ	68	VIII A
15.	MH	86	VIII A
16.	PN	81	VIII A
17.	OP	74	VIII A
18.	ND	76	VIII A
19.	NH	78	VIII A
20.	N	77	VIII A

21.	RE	76	VIII A
22.	RD	72	VIII A
23.	SA	90	VIII A
24.	SS	75	VIII A
25.	TA	92	VIII A
26.	YP	68	VIII A
27.	YM	79	VIII A
Total		1890	
Average of Students' grade		78	

**Table 4.5**

**The Post-Test Result of Control Class**

No	Name	Score	Grade
1.	AP	38	VIII C
2.	AA	52	VIII C
3.	AR	49	VIII C
4.	FD	37	VIII C
5.	FR	35	VIII C
6.	FA	50	VIII C
7.	FW	35	VIII C
8.	HA	62	VIII C
9.	IF	40	VIII C
10.	KA	39	VIII C
11.	KR	35	VIII C
12.	LA	48	VIII C
13.	MM	38	VIII C
14.	MEZ	49	VIII C
15.	MN	36	VIII C
16.	MS	52	VIII C
17.	RK	44	VIII C
18.	RM	34	VIII C
19.	R	35	VIII C
20.	RR	52	VIII C
21.	RA	36	VIII C
22.	SK	47	VIII C
23.	SJ	40	VIII C
24.	RD	50	VIII C
Total		1033	
Average of Students' grade		43	



## **B. The Effect of Using Line Applications on Students' Writing Ability**

Immediately after the researcher implemented a series of research activities using the Line application, the researcher analyzed the data with the Independent sample t-test with the help of SPSS 22.0 for windows. Researchers analyzed the data to prove whether there was a positive and significant influence using the Line application on the writing ability of class VIII students of SMP 4 Tanjung Raja.

It would be ( $H_0$ ) defined if the use of the Line application had a positive and significant effect on the writing ability of students and ( $H_a$ ) approved if the use of the Line application had no positive and significant influence on the writing ability of students.

### **1. Prerequisite Test**

#### **a. Normality Test**

The normality test was a test that was investigated whether or not the data distribution was naturally distributed. The normality test was usually distributed or taken from a normal population, which was useful for assessing the data obtained. In order to get the test of normality information the researcher used SPSS 22.0 for windows.

After getting research data from the results of the pre-test and post-test, the researcher conducted a hypothesis test to find out whether there is a positive and significant influence in the use of Line telecommunications media. First, the researcher conducted a

normality test using SPSS version 22. The results of the normality test are shown in the following table. After performing a series of SPSS calculations in variable X (Line application) tests to variable Y (Learning English), the researcher obtained the results described as follows:

**Table 4.6**  
**The result of Normality Tests by using SPSS**

Tests of Normality							
	CLASS	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
GRADE	PRE-EXP	.222	24	.003	.819	24	.001
	POST-EXP	.160	24	.114	.947	24	.229
	PRE-CON	.301	24	.000	.594	24	.000
	POST-CON	.195	24	.019	.887	24	.012

a. Lilliefors Significance Correction

From the results of the SPSS test, it is known that the sig value in the experimental class pre-test is 0.003 it indicates that the sig value is less than 0.05. It means that the pre-test data in the experimental class is not normally distributed. While the significance value in the experimental class posttest is 0.114. This means that it is greater than 0.05 so it can be analyzed that the post-test scores in the experimental class are normally distributed. In addition, from the SPSS test results, it is known that the sig value in the control class pre-test is 0.000.it shows that the sig value is less than 0.05. This means that the pre-test data in the control class is not normally distributed.

While the significance value in the control class posttest is 0.019. This means that it is greater than 0.05 so it can be analyzed that the post-test scores in the control class are normally distributed. Therefore, because the post-test scores in the experimental class and the post-test in the control class are normally distributed. Then the data from this study can be continued with the t-test using the independent simple T-test.

In addition, in order to make clear understanding, the researcher has made the interpretations' table of normality test. The table as followed;

**Table 4.7**  
**The Interpretation table of normality test**

No	Class	Sig	Criteria	Category
1	Post-Test Experimental Class	.114	> 0.05	Normal
2	Post-Test Control Class	.019	> 0.05	Normal

## 2. Testing of Hypothesis

Hypothesis testing is conducted to determine whether there is a significant influence between variable X (Line application) on variable Y (Learning English). Hypothesis testing is carried out in several ways, such as t-test (manual) or computerized t-test (using the SPSS application).

In testing of hypothesis of this research, the researcher refers to two hypotheses, as follow:

- a. Ho: There is no positive and significant influence of using Line Strategy on writing skill at the eighth graders of SMP 4 Tanjung Raja
- b. Ha: There is positive and significant of using Line Strategy on writing skill at the eighth graders of SMP 4 Tanjung Raja.

This is the statistical hypothesis:

- 1) If the sign.2-tailed is lower than 0.05 and  $t$ -value is higher than  $f$ -table, so the null hypothesis (Ho) is rejected, and alternative hypothesis (Ha) is accepted. While, if sig.2-tailed is higher than 0.05 and  $t$ -value is lower than  $f$ -table, so the null hypothesis (Ho) is accepted and alternative hypothesis (Ha) is rejected.<sup>51</sup>
- 2) If mean score in experimental and control group to be compared. If the mean score in experimental group is higher than the mean score in control group, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. While, if the mean score in experimental group is lower than the mean score in control group, so the null hypothesis (Ha) is accepted and the alternative hypothesis (Ha) is rejected.

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<sup>51</sup> David J. Sheskin, *Handbook of Parametric and Nonparametric Statistical Procedures*, Second (Florida: Chapman & Hall/CRC, 2000).

**Table 4. 8**  
**The Result of Independent T-test by Using SPSS**  
**Group Statistics**

	CLASS	N	Mean	Std. Deviation	Std. Error Mean
GRADE	Post_Experimen	24	78.75	8.522	1.740
	Post_Control	24	43.04	7.721	1.576

**Table 4. 9 Independent Samples Test**  
**Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
GRADE	.046	.832	15.212	46	.000	35.708	2.347	30.983	40.433
Equal variances assumed			15.212	45.558	.000	35.708	2.347	30.982	40.434
Equal variances not assumed									

Hypothesis testing is conducted to determine whether there is a significant influence between variable X (Line application) on variable Y (Learning English). Hypothesis testing is carried out in several ways, such as t-test (manual) or computerized t-test (using the SPSS application).

Based on the results of the normality test table, that the distributed data is normal. Both in the experimental post-test and

control post-test because the results of the normality test are greater than sig 0.05. Then from the results of the independent simple T-test it is stated that sig (2-tailed) is 0.000 so it is less than 0.05 and that means that there is a positive and significant effect of using the line application on writing.

Based on the SPSS result, it is investigated that the result of *sig. 2 tailed* in this research is 0.000. It is clear that if the probability or  $\text{Sig.} < \alpha$  (0.05), the alternative hypothesis ( $H_a$ ) is accepted. It means that there is a positive and significant influence of variable X on variable Y. In the other words,  $H_a$  is accepted and  $H_o$  is rejected. Therefore, it is concluded that this research successfully proves that there is a positive and significant influence of line media on writing skill.

In addition, the table above illustrated that *t observed* is 15.212 with degree of freedom is 46 to confidence interval of the difference 95%. After considering the t-test table by using *df* 46. Therefore, it can be found that:

**Table 4.10**  
**Critical Value of f-table**

		<b>Critical Value of f-table</b>
Level of significant	5%	1%
<i>Df</i>	1.674	2.397

- a. The critical value of t-test (ttable) for the 5% level is 1.674
- b. The critical value of t- test (ttable) for the 1% level is 2.397

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

- 1) “t-observed” = 15.212
- 2) “f-table” level of significant 5% = 1.674
- 3) “f-table” level of significant 1 % = 2.397

It means that” t-observed” is higher than “f-table” or it can be written as  $1.674 < 15.212 > 2.397$ . It means that from the value above there is any positive and significant influence of Line media Strategy on students writing skill among the eighth graders at SMP 4 Tanjung Raja. It can be seen from the result of the students’ pre-test and post-test.<sup>52</sup>

- a. If  $t\text{-observed} > f\text{-table}$ ,  $H_a$  is accepted and  $H_o$  is rejected.
- b. If  $t\text{-observed} < f\text{-table}$ ,  $H_a$  is rejected and  $H_o$  is accepted.

The researcher has formulated the alternative Hypothesis ( $H_a$ ) such as:

“There is a positive and significant influence of Line Application on students writing skill among the eighth graders at SMP 4 Tanjung Raja”.

Finally, the data confirmed that” t-observed” = 15.212 is higher than “f-table” level of significant 5% = 1.674 and “f-table” level of significant 1 % = 2.397. Therefore, it can be concluded that  $H_a$  is accepted and  $H_o$  is rejected. It means that there is a positive and

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<sup>52</sup> David J. Sheskin, *Handbook of PARAMETRIC and NONPARAMETRIC STATISTICAL PROCEDURES*, Second (Florida: Chapman & Hall/CRC, 2000).

significant the Line media strategy on students writing skill among the eighth graders at SMP 4 Tanjung Raja.

In addition, in testing this hypothesis, this researcher also compared the average value between the experimental and control classes. It is known that the average value of the experimental class in the post-test is 78 while in the control class the average value is 43. it shows that the average post-test experimental value is greater than the post-test control class. According to the hypothesis test, if the mean score in the experimental group is higher than the mean score in the control group, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted.

Therefore, it is concluded that in this study the null hypothesis ( $H_0$ ) is rejected and  $H_a$  is accepted. In other words, the use of line application can have a positive and significant influence on writing skill.

### **C. Discussion**

The discussion of this research consists of the results of this study that showed that the result of sign. 2-tailed was 0.000. It showed that sign. 2-tailed was less than 0.05 so that the hypothesis test proves that the alternative hypothesis ( $h_a$ ) was accepted and the null hypothesis or ( $H_0$ ) is rejected. In the other words, this study showed that there was a significant effect of using line media in learning English, especially writing.



In addition, the results of statistical hypothesis testing were known that the observed  $t$  was 15,212, while the  $t$  value at the 5% significance level was 1.674 and the 1% significance level was 2.397. This showed that the value of  $t$  observed was greater than the value of  $t$  in the  $f$  table. This showed that there was a positive and significant influence from the use of Line media in learning English, especially writing.

Furthermore, the post-test average value in the experimental class was 78 while the average value in the control class was 43. This showed that the post-test score in the experimental class was higher in the control class. If the post-test value of the experimental class was higher than the control class, it showed that there was a significant positive effect of using Line media on learning English towards learning English. Based on the overall description above, it was concluded that line user had a positive and significant influence in learning English, especially those related to writing.

Before doing research using media lines on the English learning process related to writing skills, researchers asked students to work on pretes. By asking students to write by suggesting with three topics of choice. From pretes' results can be known their average ability is 43. That indicates his weakness writing students before line detection. And then the researchers involved students in the treatment process by actively asking students to do writing practices with the selected themes through the media line. In the treatment process, students actively develop their writing ideas using the correct vocabulary of the initial according to the learning context. By writing

and sending through the media line. The treatment was carried out three times by asking students to set up a topic of learning about “an apple, my cat, and watermelon”. After three treatments teach writing using a line, researchers ask students to do posts by asking students to write English. These posters show an average value of 78. So that there is a better change from the pretest value after the media line is applied. This means that there is an effect of using line media on the enthusiasm and desire of students to write because students are more focused in the process of writing through the media line.

The proof is also supported by the spss results which are indicated by the sig 2 tailed values and the t value on the f-table. The use of line in the writing process is effective because even though students are in class, when students are supported by the use of line media students become the focus because psychologically students tend to like the implementation of technology, especially the use of android in the learning process. So that students' interest increases in the writing process

The results of this study were closely related to the relevant research conducted by Jumariati and Emma Rosana Febriyanti which showed that the use of line media has an influence on learning to write.<sup>53</sup> The results of their study showed a significance level on independent simple T-test depicted in Table the p value was .000 which was less than the significance level .05. Therefore, there was not enough evidence to accept the null hypothesis. This

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<sup>53</sup> Jumariati dan Emma Rosana Febriyanti, “LINE application: An alternative tool to develop writing abilities,” *Journal on English as a Foreign Language* 10, no. 1 (Maret 2020)

was to say that there was a significant effect on the use of Line application on the students' abilities in writing.

In addition, the results of this study were also closely related to relevant research conducted by W. Widodo, R. Darmawan Setijanto, and Agung Sosiawan.<sup>54</sup> which shows that the use of line media has a significant effect based on results of this research revealed that there is a significant difference in the frequency of tooth brushing activity between on the third 7 days of the treatment and on the fourth 7 days after the treatment was discontinued (Sig=0.001 <  $\alpha$ : 0.05).

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<sup>54</sup> W Widodo, R. Darmawan Setijanto, dan Agung Sosiawan, "Effectiveness of Line communication application as a social media on changes in tooth brushing behavior of junior high school students in Banjarmasin," *Dental Journal (Majalah Kedokteran Gigi)* 49, no. 4 (Desember 2016): 223–228.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

In this chapter, the researcher concludes this research. It can be seen that the result pre-test in the experimental class with an average score of 42 and in control class with an average score of 38. After pretest doing, the treatment and the result posttest in experimental class with an average score of 78 and in control class with an average score of 43.

Based on the SPSS result, it was investigated that the result of sig. 2 tailed is 0.000. It is clear that if the probability or Sig.  $> \alpha$  (0.05), the alternative hypothesis ( $H_a$ ) is accepted. It means that there is a positive and significant influence of variable X on variable Y. In the other words,  $H_a$  is accepted and  $H_o$  is rejected. Therefore, it is concluded that there is an effectiveness of line application as medium for learning English.

#### B. Suggestion

The researcher provides some suggestion for the students, the teacher, and the headmaster, as follow:

##### 1. For the Students

It is suggested that the students to be more active in learning English, particularly in learning to write the English text. Therefore, the students can understand and write the material that the teacher has given and influences their write especially in writing skill.

## 2. For the Teachers

It is recommended that the teacher to be more creative in motivating the students in learning English and to use line application as the learning media in teaching process, especially in writing in order to engage the students to be active in learning process.

## 3. For the Headmaster

It was suggested that headmaster to support the teacher in using the line application in learning process because it could teach the students' writing skill and the students to be more active.

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# **APPENDICES**

**Appendix 1****1. Syllabus**

**KURIKULUM 2013 REVISI**  
**SILABUS PEMBELAJARAN**  
**Sekolah Menengah Pertama (SMP)/**  
**Madrasah Tsanawiyah (MTs)**  
**Mata Pelajaran : Bahasa Inggris**

**Satuan Pendidikan : SMPN 4 TANJUNG RAJA**

**Kelas : VIII / 1- 2**

**Nama Guru : Ayu Zukriyah, S.Pd**

## 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
3. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan	Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda <ul style="list-style-type: none"> <li>• <i>Fungsi sosial</i> Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</li> <li>• <i>Struktur text</i> (gagasan utama dan informasi rinci)               <ol style="list-style-type: none"> <li>a. Menyebutkan nama orang, binatang, benda dan</li> </ol> </li> </ul>	Mengamati <ul style="list-style-type: none"> <li>• Menyalin dengan tulisan rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.</li> <li>• Membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.</li> <li>• Dengan bimbingan</li> </ul>	Kriteria Penilaian <ul style="list-style-type: none"> <li>• Tingkat ketercapaian fungsi sosial teks deskriptif tentang orang, binatang, benda, pendek dan sederhana.</li> <li>• Tingkat kelengkapan dan keruntutan</li> </ul>	6 JP	Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat <ul style="list-style-type: none"> <li>• Co</li> </ul>

<p>nya .</p> <p>2.1. 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.</p>	<p>nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>b. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p>Panjang teks: kurang lebih 6 (tiga) kalimat.</p> <ul style="list-style-type: none"> <li>• <i>Unsur kebahasaan</i> <ol style="list-style-type: none"> <li>(1) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (<i>-s</i>).</li> <li>(2) Kata ganti <i>it</i>, <i>they</i>, <i>she</i>, <i>we</i>, dst.; <i>our</i>, <i>my</i>, <i>your</i>, <i>their</i>, dst.</li> <li>(3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan</li> </ol> </li> </ul>	<p>guru, mengidentifikasi fungsinya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut.</p> <p>Menanya Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> <li>• Secara kolaboratif, mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.</li> <li>• Membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan</li> </ul>	<p>dalam menyebabkan dan menanyakan akan tentang deskripsi orang, binatang, benda dalam teks derkriptif.</p> <ul style="list-style-type: none"> <li>• Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan.</li> <li>• Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebabkan dan</li> </ul>	<p>nto h teks dari sumber otentik</p> <ul style="list-style-type: none"> <li>• Sumber dari internet, seperti : <a href="http://www.dailynenglish.com">www.dailynenglish.com</a> <a href="http://americanenglish.state.gov/files/ae/esource_files">http://americanenglish.state.gov/files/ae/esource_files</a> <a href="http://learnenglish.council.org/en/https://www.google.com/">https://www.google.com/</a></li> </ul>
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	<p>atau tanpa kata keterangan <i>quite, very</i>.</p> <p>(4) Frasa nominal seperti <i>dark brown, cute little cat, beautiful red flower</i></p> <p>(5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: <i>be, have, go, play, get, take</i>, dll.</p> <p>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata,</p>	<p>dari teks deskriptif tentang orang, binatang, dan benda.</p> <ul style="list-style-type: none"> <li>• Membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> <li>- fungsi sosial setiap teks</li> <li>- nama orang, binatang, benda yang dideskripsikan</li> <li>- sifat orang, binatang, benda yang dideskripsikan</li> <li>- tindakan orang, binatang, benda yang dideskripsikan</li> <li>- kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan</li> </ul> </li> <li>• Secara kolaboratif meniru contoh-</li> </ul>	<p>menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif.</p> <p>CARA PENILAIAN: SIKAP</p> <ul style="list-style-type: none"> <li>• Observasi</li> <li>• Observasi terhadap kesungguhan, tanggungan jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</li> <li>• Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar</li> </ul>	
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	<p>intonasi (8) Ejaan dan tanda baca (9) Tulisan tangan</p> <p><i>Topik</i> Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<p>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.</p> <p>Menalar/Mengasosiasi</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan.</li> </ul> <p>Mengomunikasikan</p> <ul style="list-style-type: none"> <li>• Membuat</li> </ul>	<p>kelas.</p> <ul style="list-style-type: none"> <li>• Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesulitannya.</li> </ul> <p>PENGETAHUAN</p> <ul style="list-style-type: none"> <li>• Tes tertulis Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda.</li> <li>• Portofolio Menilai penggunaan fungsi sosial, unsur kebahasaan</li> </ul>	
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		<p>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).</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</p>	<p>, dan struktur teks melalui karya-karya peserta didik dalam bentuk teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat.</p> <p>Keterampilan</p> <ul style="list-style-type: none"> <li>• Unjuk kerja Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan deskripsi orang, binatang, benda</li> <li>• Portofolio <ul style="list-style-type: none"> <li>o Penilaian melalui karya-karya peserta didik dalam bentuk teks deskriptif sangat pendek dan sederhana tentang orang, binatang,</li> </ul> </li> </ul>	
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			<p>benda yang telah dibuat melalui tahap draf, telaah, perbaikan sampai menghasilkan karya terbaik sesuai dengan fungsi sosialnya.</p> <ul style="list-style-type: none"><li>• Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</li></ul> <p>Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas.</p>	
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## Appendix 2

### 2. Lesson Plan

#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 04 Tanjung Raja  
 Mata pelajaran : Bahasa Inggris  
 Kelas/Semester : VIII  
 Materi Pokok : Teks deskriptif pendek dan sederhana, tentang orang, binatang dan benda  
 Alokasi Waktu : 6 JP

#### 1. Kompetensi Inti (KI)

- 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 dalam jangkauan pergaulan dan keberadaannya  
 KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.  
 KI 4: Mengolah, menyaji, dan menalar 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 s pandang/teori.

#### 2. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.	1.1.1. Menunjukkan rasa syukur Kepada Tuhan selama pembelajaran.
2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Fungsional	2.3.1. Menunjukkan perilaku peduli dalam pembelajaran
fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.10.1. Memberi nama benda 3.10.2. Mengidentifikasi sifat 3.10.3. Mendeskripsikan benda 3.10.4. Menyebutkan fungsi Deskriptif.

4.11. Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan Sederhana.	4.11.1. Menemukan gambaran umum dari sebuah teks. 4.11.2. Menemukan informasi tertentu dari teks sederhana 4.11.3. Menemukan informasi rinci dari teks sederhana
4.12. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur Kebahasaan yang benar dan sesuai konteks.	4.12.1. Melengkapi teks deskriptif sederhana tentang benda 4.12.2. Menyusun teks deskriptif sederhana tentang benda

### 3. Materi Pembelajaran

#### 1. Materi Reguler

Teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda.

#### **My Friend**

His name is Kevin anggara, he is my classmate, he has tall body, he is 170 cm, he has straight black hair, he has oval face, he has small eyes, he has sharp nose, he has thick lips, he dark brown skin, he has thin body, he always wears black shirt, he is kind, he is smart, he is helpful, he is generous, and he is diligent.

#### 2. Materi Remedial

Generic Structure Descriptive Text

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

Ciri-ciri Deskriptive Text

- a. Menggunakan simple present tense
- b. Menggunakan attribute verb, seperti be (am, is, are)
- c. Mudah dipahami
- d. Menggambarkan
- e. Komunikatif
- f. Dapat membuat pembaca tertarik
- g. Menggambarkan objek secara spesifik

#### 3. Materi Pengayaan

Buat sebuah contoh deskriptive teks tentang orang, hewan atau benda sesuai dengan penggunaan struktur bahasa.

#### 4. Media, Alat dan Sumber Pembelajaran

- Media : Aplikasi Line  
 Alat/Bahan : Hand phone, whiteboard  
 Sumber Belajar : Buku When Rings a Bell? Chapter 8, dictionary

#### 5. Langkah-langkah Kegiatan Pembelajaran

##### Pertemuan Ke-1

##### a. Pendahuluan/Kegiatan Awal

Apersepsi dan motivasi

- Guru Masuk kelas dan menyapa dengan menggunakan bahasa Inggris agar English Environment dapat langsung tercipta.
- Guru mengecek kehadiran siswa
- Guru mereview materi sebelumnya
- Guru mengajukan pertanyaan menantang pada siswa
- Guru menyampaikan manfaat materi pembelajaran
- Guru mendemonstrasikan sesuatu yang terkait dengan materi pembelajaran. Penyampaian Kompetensi dan Rencana Kegiatan
- Menyampaikan kemampuan yang akan dicapai peserta didik.
- Menyampaikan rencana kegiatan misalnya, individual, kerja kelompok, dan melakukan observasi.

##### b. Kegiatan Inti

PESERTA DIDIK	GURU	WAKTU
Mengamati ( <i>observing</i> ) - Peserta didik membaca contoh teks deskriptif singkat dan sederhana tentang, benda melalui aplikasi Line. - Siswa memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif singkat dan sederhana tentang benda melalui aplikasi line.	Meminta peserta didik menonton dan memperhatikan contoh teks deskriptif singkat dan sederhana tentang benda melalui aplikasi Line Meminta peserta didik memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format pembuatan kalimat teks deskriptif tentang benda melalui aplikasi Line.	90 menit
Menanyakan ( <i>Questioning</i> ) Menanyakan antara lain perbedaan antara berbagai teks atau kalimat teks deskriptif singkat dan sederhana tentang benda dalam berbagai konteks melalui aplikasi Line.	Dengan bimbingan dan arahan guru, siswa menanya perbedaan antar berbagai teks deskriptif singkat dan sederhana tentang benda dalam berbagai konteks melalui aplikasi line	
Mengeksplorasi/Bereksperimen /Mengumpulkan Informasi ( <i>Exploring/Experimenting</i> ) · Siswa membaca contoh-	Meminta peserta didik membaca/mendengarkan beberapa teks deskriptif dari berbagai sumber dan	

contoh teks descriptive singkat dan sederhana tentang orang, benda dan binatang dari berbagai sumber lain dan melalui aplikasi Line.	melalui aplikasi Line.	
<b>PESERTA DIDIK</b>	<b>GURU</b>	
Mengasosiasi ( <i>Associating</i> ) Secara berpasangan peserta didik saling menganalisis teks deskriptif dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan melalui aplikasi Line.	Meminta peserta didik berpasangan saling menganalisis teks deskriptif dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.	
Mengkomunikasikan/ ( <i>Communicating/Networking</i> ) · Siswa mendeskripsikan benda dalam bentuk tulisan untuk mengenalkan, dengan bahasa Inggris, di dalam dan di luar kelas serta lingkungan sekitar sesuai dengan konteksnya melalui aplikasi Line.	Meminta peserta didik mendeskripsikan benda yang ada disekitarnya dengan bahasa Inggris baik yang ada didalam maupun diluar kelas serta lingkungannya sesuai dengan konteksnya melalui aplikasi Line. ·	

c. Penutup (10 Menit)

- Melakukan refleksi atau membuat rangkuman dengan melibatkan peserta didik.
- Memberihan tes lisan
- Mengumpulkan hasil kerja sebagai bahan portofolio.
- Melaksanakan tindak lanjut dengan memberikan arahan kegiatan berikutnya dan tugas pengayaan

**Pertemuan Ke-2**

a. Pendahuluan/Kegiatan Awal

Apersepsi dan motivasi

- Guru Masuk kelas dan menyapa dengan menggunakan bahasa Inggris agar English Environment dapat langsung tercipta.
- Guru mengecek kehadiran siswa
- Guru mereview materi sebelumnya
- Guru mengajukan pertanyaan menantang pada siswa
- Guru menyampaikan manfaat materi pembelajaran
- Guru Mendemonstrasikan sesuatu yang terkait dengan materi pembelajaran. Penyampaian Kompetensi dan Rencana Kegiatan
- Menyampaikan kemampuan yang Akan dicapai peserta didik.
- Menyampaikan rencana kegiatan misalnya, individual, kerja kelompok, dan melakukan observasi.

## d. Kegiatan Inti

<b>PESERTA DIDIK</b>	<b>GURU</b>	<b>WAKTU</b>
<p>Mengamati (<i>observing</i>)</p> <p>-Peserta didik membaca contoh teks deskriptif singkat dan sederhana tentang, benda melalui aplikasi Line.</p> <p>-Siswa memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif singkat dan sederhana tentang benda melalui aplikasi line.</p>	<p>Meminta peserta didik menonton dan memperhatikan contoh teks deskriptif singkat dan sederhana tentang benda melalui aplikasi Line</p> <p>Meminta peserta didik memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format pembuatan kalimat teks deskriptif tentang benda melalui aplikasi Line</p>	90 menit
<p>Menanyakan (<i>Questioning</i>)</p> <p>Menanyakan antara lain perbedaan antaraberbagai teks atau kalimat teks deskriptif singkat dan sederhana tentang benda dalam berbagai konteks melalui aplikasi Line.</p>	<p>Dengan bimbingan dan arahan guru, siswa menanya perbedaan antar berbagai teks deskriptif singkat dan sederhana tentang benda dalam berbagai konteks melalui aplikasi line.</p>	
<p>Mengeksplorasi/Bereksperimen /Mengumpulkan Informasi (<i>Exploring/Experimenting</i>)</p> <p>· Siswa membaca contoh-contoh teks descriptive singkat dan sederhana tentang orang, benda dan binatang dari berbagai sumber lain dan melalui aplikasi Line.</p>	<p>Meminta peserta didik membaca/mendengarkan beberapa teks deskriptif dari berbagai sumber dan melalui aplikasi Line.</p>	

<b>PESERTA DIDIK</b>	<b>GURU</b>	
<p>Mengasosiasi (<i>Associating</i>)</p> <p>Secara berpasangan peserta didik saling menganalisis teks deskriptif dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan melalui aplikasi Line.</p>	<p>Meminta peserta didik berpasangan saling menganalisis teks deskriptif dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.</p>	
<p>Mengkomunikasikan/ (<i>Communicating/Networking</i>)</p> <p>Siswa mendeskripsikan benda dalam bentuk tulisan untuk mengenalkan, dengan bahasa Inggris, di dalam dan di luar kelas serta lingkungan sekitar sesuai dengan konteksnya melalui aplikasi Line.</p>	<p>Meminta peserta didik mendeskripsikan benda yang ada disekitarnya dengan bahasa Inggris baik yang ada didalam maupun diluar kelas serta lingkungannya sesuai dengan konteksnya melalui aplikasi Line.</p>	

- e. Penutup (10 Menit)
- Melakukan refleksi atau membuat rangkuman dengan melibatkan peserta didik.
  - Memberikan tes lisan
  - Mengumpulkan hasil kerja sebagai bahan portofolio.
  - Melaksanakan tindak lanjut dengan memberikan arahan kegiatan berikutnya dan tugas pengayaan

## 6. Penilaian

### The Rubric Score of Writing

No	Writing Aspects	Grade	Criteria	Explanation
6.	Content	30-27	EXCELLENT TO VERY GOOD	knowledge-substantive-etc.
		26-22	GOOD TO AVERAGE	some knowledge of subject-adequate range -etc.
		21-17	FAIR TO POOR	limited knowledge of subject
		16-13	VERY POOR	does not show knowledge of subject-non-substantive-etc.
7.	Organization	20-18	EXCELLENT TO VERY GOOD	fluent expression-ideas clearly stated-etc.
		17-14	GOOD TO AVERAGE:	somewhat choppy-loosely organized but main ideas stand out-etc.
		13-10	FAIR TO POOR	non fluent-ideas confused or disconnected-etc.
		9-7	VERY POOR	does not communicate-no organization-etc.
8.	Vocabulary	20-18	EXCELLENT TO VERY GOOD	sophisticated range-effective word/idiom choice and usage-etc.
		17-14	GOOD TO AVERAGE	Adequate range-occasional errors of word/idiom form, choice, usage but meaning not obscured.
		13-10	FAIR TO POOR	limited range- frequent errors of word/idiom form, choice, usage-etc.
		9-7	VERY POOR	E essentially translation-little knowledge of English vocabulary.
9.	Language use	25-22	EXCELLENT TO VERY GOOD	affective complex constructions-etc.
		21-19	GOOD TO AVERAGE	affective but simple constructions-etc.
		17-11	FAIR TO POOR	major problems in simple/complex constructions-etc.
		10-5	VERY POOR	virtually no mastery of sentence constructions rules-etc.
10.	Mechanics	5	EXCELLENT TO VERY GOOD	demonstrates mastery of

				conventions –etc.
		4	GOOD TO AVERAGE	occasional errors of spelling, punctuation- etc.
		3	FAIR TO POOR	frequent errors of spelling punctuation, capitalization-etc.
		2	VERY POOR	no mastery of conventions- dominated by errors of spelling, punctuation, capitalization, paragraphing-etc.

Mengetahui  
Kepala Sekolah

Tanjung Raja,  
Guru Mapel

.....  
Heru Subagio S.Pd

.....  
Ayu Zukriyah S.Pd

### Appendix 3

#### The condition of the students of SMP 4 Tanjung Raja in the 2022 academic year

No	Class	Total of student		
		male	female	Total
1.	7A	16	17	33
2.	7B	16	15	31
3.	7C	15	17	32
4.	8A	13	14	27
5.	8B	10	16	26
6.	8C	14	8	22
7.	8D	12	13	25
8.	9A	12	10	22
9.	9B	13	12	25
10.	9C	11	11	22
11.	9D	14	11	25
				300

#### The Condition of Teachers and Education Personnel of SMP 4 Tanjung Raja

No	Name Of Teacher/employee	M/F	Position
1.	Heru Subagio, S.Pd	M	Principal
2.	Atmadiharja, A.Ma.Pd, S.Pd	M	Vice principal
3.	Joko Setiyono, S.Pd	M	Teacher
4.	Edi Sutarno, S.Ag	M	Teacher
5.	Gasal Muhari R., S.Pd	M	Teacher
6.	Bihanto, S.Pd	M	Teacher
7.	Asep Herwiyadi, S.Ag	M	Teacher
8.	Nurul Saniah, S.Ag	F	Teacher
9.	Nurmilawati, S.Pd	F	Teacher
10.	Yuliatin, S.Pd	F	Teacher
11.	Lilis Sunarti, S.Pd	F	Teacher
12.	Ayu Zukriyah, S.Pd	F	Teacher
13.	Sukoco, S.Pd	M	Teacher



14.	Reni Widaniati, S.Pd	F	Teacher
15.	Hendry Susilawati, S.Pd	F	Teacher
16.	Evi Susanti, S.Pd	F	Teacher
17.	Dwi Purwanti, S.Pd	F	Teacher
18.	Hernani, S.Pd	F	Teacher
19.	Iis suhartini, S.Pd	F	Teacher
20.	DzulfinaAlmukaromah,S.Pd	F	Teacher
21.	Fitri Lestari, S.Pd	F	Teacher
22.	Radilah, A.Ma.Pd	M	Administration Staff
23.	Sutrisno, A.Md	M	Administration Staff
24.	Aniatun	F	Administration Staff
25.	Siti Nuriah	F	Administration Staff
26.	N.A. Suroto s.s	M	Administration Staff

#### Facilities at SMP Negeri 4 Tanjung Raja

No	Kind of facilities	Location	Total
1.	Cupboard	Library	1
2.	Rubbish bin	Library	1
3.	Wall clock	Library	1
4.	Bookshelf	Library	1
5.	Magazine shelf	Library	1
6.	Newspaper Rack	Library	1
7.	Reading Desk	Library	1
8.	Reading Chair	Library	1
9.	Office chair	Library	1
10.	Workbench	Library	1
11.	Catalog Cabinet	Library	1
12.	Bulletin board	Library	1
13.	Multimedia Desk	Library	1

<b>14.</b>	Cupboard	Library	1
<b>15.</b>	Multimedia Tools	Library	1
<b>16.</b>	Power Socket	Library	1
<b>17.</b>	Power Socket/Contact Box	Library	1
<b>18.</b>	Other Learning Res.	Library	1
<b>19.</b>	Sink	Library	1
<b>20.</b>	Student Desk	9B Class	1
<b>21.</b>	Student Chair	9B Class	1
<b>22.</b>	Teacher's desk	9B Class	1
<b>23.</b>	Teacher's chair	9B Class	1
<b>24.</b>	Whiteboard	9B Class	1
<b>25.</b>	Cupboard	9B Class	1
<b>26.</b>	Rubbish bin	9B Class	1
<b>27.</b>	Wall clock	9B Class	1
<b>28.</b>	Power Socket	9B Class	1
<b>29.</b>	Sink	9B Class	1
<b>30.</b>	Cupboard	Principal's Office	1
<b>31.</b>	Wall clock	Principal's Office House	1
<b>32.</b>	Student Desk	8C Class	1
<b>33.</b>	Student Chair	8C Class	1
<b>34.</b>	Teacher's desk	8C Class	1
<b>35.</b>	Teacher's chair	8C Class	1
<b>36.</b>	Whiteboard	8C Class	1
<b>37.</b>	Cupboard	8C Class	1
<b>38.</b>	Rubbish bin	8C Class	1
<b>39.</b>	Wall clock	8C Class	1
<b>40.</b>	Power Socket	8C Class	1
<b>41.</b>	Sink	8C Class	1
<b>42.</b>	Power socket	8C Class	1
<b>43.</b>	Box contact	8C Class	1

<b>44.</b>	Sink	8C Class	1
<b>45.</b>	Student Desk	Gsg/7d	1
<b>46.</b>	Student Chair	Gsg/7d	1
<b>47.</b>	Teacher's desk	Gsg/7d	1
<b>48.</b>	Teacher's chair	Gsg/7d	1
<b>49.</b>	Whiteboard	Gsg/7d	1
<b>50.</b>	Sink	Gsg/7d	1
<b>51.</b>	Wardrobe	Teacher's Office	1
<b>52.</b>	Guest table and chairs	Teacher's Office	1
<b>53.</b>	Student Desk	8A Class	1
<b>54.</b>	Student Chair	8A Class	1
<b>55.</b>	Teacher's desk	8A Class	1
<b>56.</b>	Teacher's chair	8A Class	1
<b>57.</b>	Whiteboard	8A Class	1
<b>58.</b>	Cupboard	8A Class	1
<b>59.</b>	Rubbish bin	8A Class	1
<b>60.</b>	Wall clock	8A Class	1
<b>61.</b>	Power Socket	8A Class	1
<b>62.</b>	Sink	8A Class	1
<b>63.</b>	Power socket	8A Class	1
<b>64.</b>	Electrical Socket	8A Class	1
<b>65.</b>	Sink	8A Class	1
<b>66.</b>	Student Desk	7A Class	1
<b>67.</b>	Student Chair	7A Class	1
<b>68.</b>	Teacher's desk	7A Class	1
<b>69.</b>	Teacher's chair	7A Class	1
<b>70.</b>	Whiteboard	7A Class	1
<b>71.</b>	Cupboard	7A Class	1
<b>72.</b>	Rubbish bin	7A Class	1
<b>73.</b>	Wall clock	7A Class	1

<b>74.</b>	Sink	7A Class	1
<b>75.</b>	Whiteboard	prayer room	1
<b>76.</b>	Cupboard	prayer room	1
<b>77.</b>	Rubbish bin	prayer room	1
<b>78.</b>	Wall clock	prayer room	1
<b>79.</b>	Sink	prayer room	1
<b>80.</b>	Rubbish bin	Women's Toilet	1
<b>81.</b>	Water Place (Tub) Squat Toilet	Women's Toilet	1
<b>82.</b>	Water Place (Tub)	Women's Toilet	1
<b>83.</b>	Dipper	Women's Toilet	1
<b>84.</b>	Dipper (Small Bucket) Clothes Hanger	Women's Toilet	1
<b>85.</b>	Dipper (Small Bucket)	Women's Toilet	1
<b>86.</b>	Water Dipper Place	Women's Toilet	1
<b>87.</b>	Water container	Women's Toilet	1
<b>88.</b>	Student Desk Place	Field ceremony	1
<b>89.</b>	School bell	Sports field	1
<b>90.</b>	Administration desk	Adm. Room	1
<b>91.</b>	Administrative chair	Adm. Room	1
<b>92.</b>	Cupboard	Adm. Room	1
<b>93.</b>	Computer	Adm. Room	1
<b>94.</b>	Trash cans	Adm. Room	1
<b>95.</b>	Wall o'clock	Adm. Room	1
<b>96.</b>	Office chair	Adm. Room	1
<b>97.</b>	Workbench / circulation	Adm. Room	1
<b>98.</b>	Safe	Adm. Room	1
<b>99.</b>	Filing Cabinet	Adm. Room	1
<b>100.</b>	Time Marker (School Bell)	Adm. Room	1
<b>101.</b>	Safe	Adm. Room	1
<b>102.</b>	Filing Cabinet	Adm. Room	1

<b>103.</b>	Statistic board	Adm. Room	1
<b>104.</b>	Power socket	Adm. Room	1
<b>105.</b>	Box contact	Adm. Room	1
<b>106.</b>	Phone	Adm. Room	1
<b>107.</b>	Wardrobe	Teacher's room	1
<b>108.</b>	Trash cans	Teacher's room	1
<b>109.</b>	Wall clock	Teacher's room	1
<b>110.</b>	Leadership seats	Teacher's room	1
<b>111.</b>	Leadership desk	Teacher's room	1
<b>112.</b>	Chairs and guest table	Teacher's room	1
<b>113.</b>	Symbols of statehood	Teacher's room	1
<b>114.</b>	Filling Cabinet	Teacher's room	1
<b>115.</b>	Statistic board	Teacher's room	1
<b>116.</b>	Sink	Teacher's room	1
<b>117.</b>	Teacher's desk	Official residence	1
<b>118.</b>	Teacher seats	Official residence	1
<b>119.</b>	Wardrobe	Official residence	1
<b>120.</b>	Trash cans	Official residence	1
<b>121.</b>	Washing hand place	Official residence	1
<b>122.</b>	Wall clock	Official residence	1
<b>123.</b>	Work chairs	Official residence	1
<b>124.</b>	Working table	Official residence	1
<b>125.</b>	Notice board	Official residence	1
<b>126.</b>	Chairs and tables	Official residence	1
<b>127.</b>	Statistic board	Official residence	1
<b>128.</b>	Sink	Official residence	1
<b>129.</b>	Student seats	7B Class	1
<b>130.</b>	Teacher desk	7B Class	1
<b>131.</b>	Teacher's chair	7B Class	1
<b>132.</b>	blackboard	7B Class	1

<b>133.</b>	Wardrobe	7B Class	1
<b>134.</b>	Trans cans	7B Class	1
<b>135.</b>	Wall clock	7B Class	1
<b>136.</b>	Sink	7B Class	1
<b>137.</b>	Students desk	9A Class	1
<b>138.</b>	Student seats	9A Class	1
<b>139.</b>	Teacher desk	9A Class	1
<b>140.</b>	Teacher's chair	9A Class	1
<b>141.</b>	Blackboard	9A Class	1
<b>142.</b>	Wardrobe	9A Class	1
<b>143.</b>	Trash cans	9A Class	1
<b>144.</b>	Washing hand place	9A Class	1
<b>145.</b>	wall clock	9A Class	1
<b>146.</b>	Display board	9A Class	1
<b>147.</b>	Power socket	9A Class	1
<b>148.</b>	Box contact	9A Class	1
<b>149.</b>	Sink	9A Class	1
<b>150.</b>	Students desk	GSG/7C	1
<b>151.</b>	Student seats	GSG/7C	1
<b>152.</b>	Teacher desk	GSG/7C	1
<b>153.</b>	Teacher's chair	GSG/7C	1
<b>154.</b>	Blackboard	GSG/7C	1
<b>155.</b>	Sink	GSG/7C	1
<b>156.</b>	Globe	SCIENCE LABORATORY	1
<b>157.</b>	Students desk	Laboratory/Used For Class 9d, 8d	1
<b>158.</b>	Student seats	Laboratory/Used For Class 9d, 8d	1
<b>159.</b>	Teacher desk	Laboratory/Used For Class 9d, 8d	1

<b>160.</b>	Teacher's chair	Laboratory/Used For Class 9d, 8d	1
<b>161.</b>	Wardrobe	Laboratory/Used For Class 9d, 8d	1
<b>162.</b>	Wall clock	Laboratory/Used For Class 9d, 8d	1
<b>163.</b>	Tuning fork	Laboratory/Used For Class 9d, 8d	1
<b>164.</b>	Fire extinguishers	Laboratory/Used For Class 9d, 8d	1
<b>165.</b>	Human skeleton anatomy	Laboratory/Used For Class 9d, 8d	1
<b>166.</b>	Anatomy of human organs	Laboratory/Used For Class 9d, 8d	1
<b>167.</b>	Beaker	Laboratory/Used For Class 9d, 8d	1
<b>168.</b>	Globe	Laboratory/Used For Class 9d, 8d	1
<b>169.</b>	Venire calipers	Laboratory/Used For Class 9d, 8d	1
<b>170.</b>	Tripod	Laboratory/Used For Class 9d, 8d	1
<b>171.</b>	Scales	Laboratory/Used For Class 9d, 8d	1
<b>172.</b>	Venire caliper	Laboratory/Used For Class 9d, 8d	1
<b>173.</b>	Long Expansion Test Tool	Laboratory/Used For Class 9d, 8d	1
<b>174.</b>	Is tub	Laboratory/Used For Class 9d, 8d	1
<b>175.</b>	Evaporating D	Laboratory/Used For Class 9d, 8d	1
<b>176.</b>	Evaporating Cup (Porcelain)	Laboratory/Used	1

		For Class 9d, 8d	
<b>177.</b>	Dynamometer	Laboratory/Used For Class 9d, 8d	1
<b>178.</b>	Measuring cup	Laboratory/Used For Class 9d, 8d	1
<b>179.</b>	Venire Caliper	Laboratory/Used For Class 9d, 8d	1
<b>180.</b>	Magnifying glass	Laboratory/Used For Class 9d, 8d	1
<b>181.</b>	Tool Cabinet	Laboratory/Used For Class 9d, 8d	1
<b>182.</b>	Thermometer	Laboratory/Used For Class 9d, 8d	1
<b>183.</b>	Sink	Laboratory/Used For Class 9d, 8d	1
<b>184.</b>	Rubbish bin	Men's Toilet	1
<b>185.</b>	Water Place (Tub) Squat Toilet	Men's Toilet	1
<b>186.</b>	Water Place (Tub)	Men's Toilet	1
<b>187.</b>	Dipper	Men's Toilet	1
<b>188.</b>	Dipper (Small Bucket) Clothes Hanger	Men's Toilet	1
<b>189.</b>	Dipper (Small Bucket)	Men's Toilet	1
<b>190.</b>	Water Dipper Place	Men's Toilet	1
<b>191.</b>	Water container	Men's Toilet	1
<b>192.</b>	Student Desk Place	9C Class	1
<b>193.</b>	Student seats	9C Class	1
<b>194.</b>	Teacher desk	9C Class	1
<b>195.</b>	Teacher's chair	9C Class	1
<b>196.</b>	blackboard	9C Class	1
<b>197.</b>	Wardrobe	9C Class	1
<b>198.</b>	Trans cans	9C Class	1



<b>199.</b>	Wall clock	9C Class	1
<b>200.</b>	Power sockets	9C Class	1
<b>201.</b>	Sink	9C Class	1
<b>202.</b>	Student Desk Place	8B Class	1
<b>203.</b>	Student seats	8B Class	1
<b>204.</b>	Teacher desk	8B Class	1
<b>205.</b>	Teacher's chair	8B Class	1
<b>206.</b>	blackboard	8B Class	1
<b>207.</b>	Wardrobe	8B Class	1
<b>208.</b>	Trans cans	8B Class	1
<b>209.</b>	Hand washing places	8B Class	1
<b>210.</b>	Wall clock	8B Class	1
<b>211.</b>	Display board	8B Class	1
<b>212.</b>	Power socket	8B Class	1
<b>213.</b>	Box contact	8B Class	1
<b>214.</b>	Sink	8B Class	1

#### **Infrastructure at SMP Negeri 4 Tanjung Raja**

<b>No</b>	<b>Infrastructure Name</b>	<b>Inform</b>	<b>Long</b>	<b>Wide</b>
<b>1.</b>	GSG/7C	2	6	4
<b>2.</b>	GSG/7D	2	6	4
<b>3.</b>	Laboratory	1	6	4
<b>4.</b>	Laboratory/used for 9d, 8d	1	12	8
<b>5.</b>	Sports field	1	50	50
<b>6.</b>	Field ceremony	1	30	40
<b>7.</b>	Mosque Field	1	6	10
<b>8.</b>	Library	1	12	8
<b>9.</b>	Teacher's room	1	6	4
<b>10.</b>	Class room 8 a	1	9	8
<b>11.</b>	Class room 8 b	1	9	8
<b>12.</b>	Class room 8c	1	9	8
<b>13.</b>	Class room 9b	1	9	7
<b>14.</b>	Class room 9c	1	9	7
<b>15.</b>	Class room 7a	1	9	8

<b>16.</b>	Class room7b	1	9	8
<b>17.</b>	Class room 9a	1	9	8
<b>18.</b>	Administration staff	1	6	4
<b>19.</b>	Principal's Office Room	-	8	6
<b>20.</b>	Men's rest room Office		6	6
<b>21.</b>	Women's Toilet		7	3

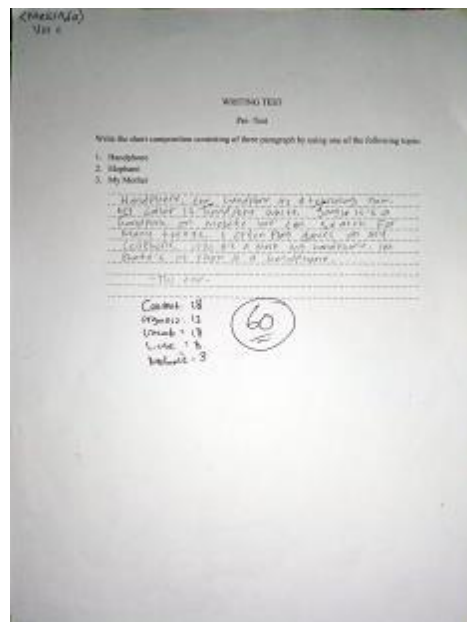
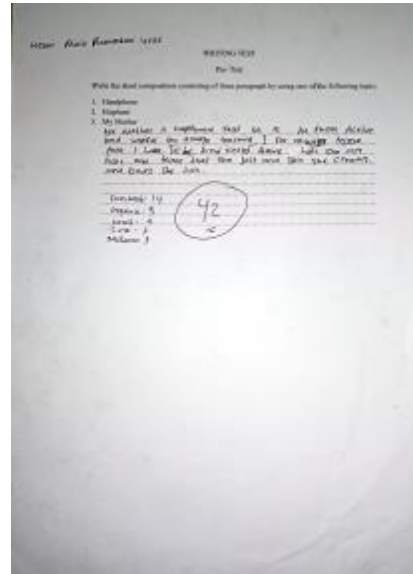
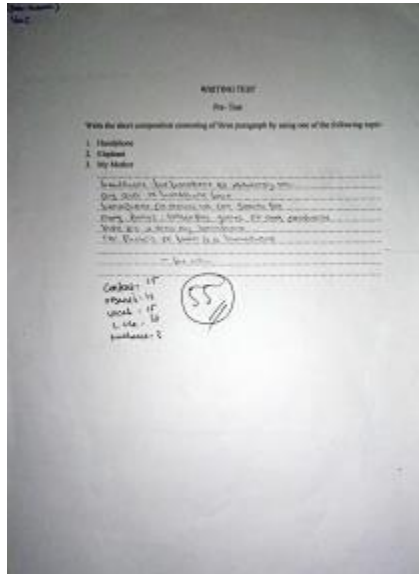
**Appendix 4****3. Blueprint of Writing Test****BLUEPRINT OF WRITING TEST**

<b>Basic Competence</b>	<b>Test</b>	<b>Writing Topics</b>
4.12 Arrange the text descriptive of the texts and write, short and simple, about people, animals. And things, paying attention to social functions, textual structure, and the right and context elements of terrorism.	Pre –Test	Students are asked to write a short essay consisting of three paragraphs in the form of descriptive text with the following topic choices : 1, Hand phone 2. Elephant 3. My mother
	Post-Test	Students are asked to write a short essay consisting of three paragraphs in the form of descriptive text with the following topic choices : 1. My Mouse 2. Giraffe 3. My Father



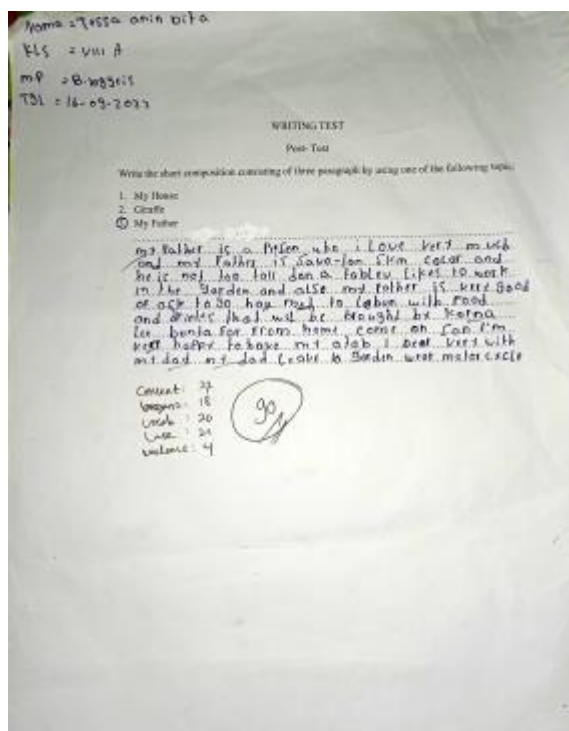
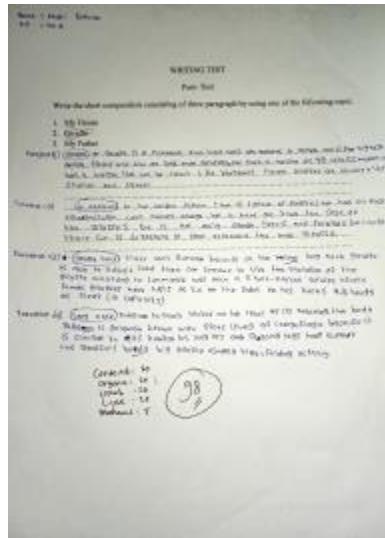


### The Answer of Pre-Test in Control Class



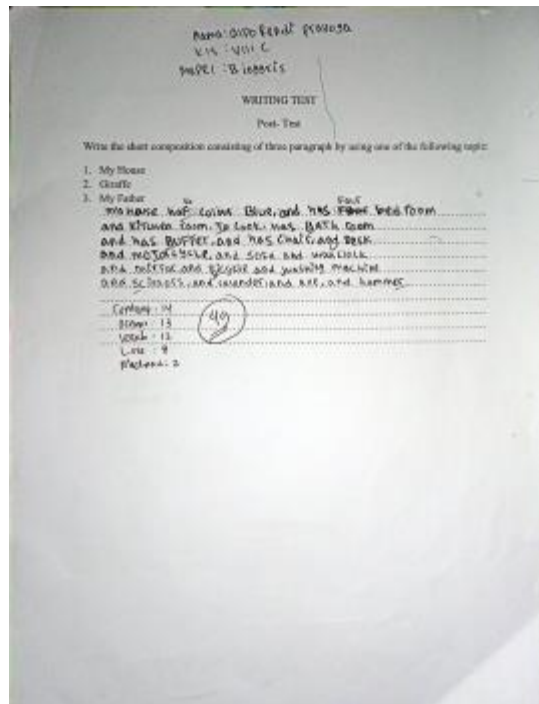
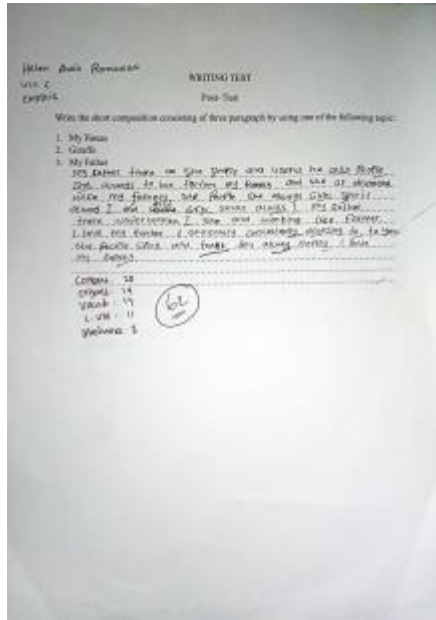


## The Answer of Post-Test Result in Experimental Class





### The Answer of Post-test in Control Class



## Appendix 7

### 6. Blueprint of Observation Sheet

#### BLUEPRINT OF OBSERVATION SHEET

Aspect	Sub Aspect	Reference
Observing the students' learning activity by using Line Application in learning writing	Students read examples of short and simple descriptive texts about people, things and animals from different sources various other sources and through Line applications	Alan Robert White,"The use of the Line application for learning English through repetition," <i>International Conference on Creative Technology 10</i> no.1, July 2018.
	In pairs, students analyze each other's descriptive texts with a focus on social functions, structures, and linguistic elements.	
	Students in group describe objects in written form to introduce them to English inside and outside the classroom and the surrounding environment according to their context through Line applications.	

**Appendix 7****7. Observation Sheet The Student's writing Activity****Observation Sheet****The Student's writing Activity**

<b>No</b>	<b>Learning activity</b>	<b>Description</b>
<b>1.</b>	Students read examples of short and simple descriptive texts about people, things and animals from different sources various other sources and through Line applications.	The students read the sample descriptive text provided by the researcher. However, 20 of them read carefully and seriously and 4 of the lacked focus because they were not so serious in the reading process.
<b>2.</b>	In pairs, students analyze each other's descriptive texts with a focus on social functions, structures, and linguistic elements.	At this stage there are 12 pairs of students who really read and studied the elements, especially about language features, generic structure of descriptive text.
<b>3.</b>	Students in group describe objects in written form to introduce them to English inside and outside the classroom and the surrounding environment according to their context through Line applications.	24 students who were divided into 3 groups actively carried out the process of writing in English by describing several topics in the first treatment on the topic about "Apple" and "My Cat" and submitting through line application

**Appendix 9****8. Documentation Sheet****DOCUMENTATION SHEET**

No	Aspect of documentation sheet	Available	Unavailable
1.	Profile of SMPN 4 Tanjung Raja	✓	
2.	The Building condition and school facilities in SMPN 4 Tanjung Raja	✓	
3.	The quantify of student at SMPN 4 Tanjung Raja	✓	
4.	Location sketch	✓	
5.	The condition of teachers and staffs	✓	

**Note:**

- (✓) Tick for each positive availability

**Appendix 10****9. Writing Grading Sheet Post-Test (Experimental Class)**

No	Name of Students	Components of writing					
		Content	Organization	Vocabulary	Language Use	Mechanics	T
1.	AP	19	14	15	14	3	65
2.	AS	30	20	20	23	5	98
3.	AM	23	20	19	22	4	88
4.	BG	20	19	19	17	3	68
5.	DG	22	15	19	19	3	78
6.	DW	21	19	20	22	4	86
7.	DN	21	18	18	17	3	77
8.	DH	20	18	18	17	3	76
9.	HE	28	19	20	25	4	96
10.	IO	22	19	18	20	4	83
11.	IY	20	18	17	17	3	75
12.	IF	20	15	14	16	3	68
13.	KS	21	19	17	19	3	79
14.	MZ	19	15	15	16	3	68
15.	MH	24	20	20	18	4	86
16.	PN	22	17	20	18	4	81
17.	OP	20	17	18	16	3	74
18.	ND	20	18	18	17	3	76
19.	NH	21	16	19	18	4	78
20.	N	21	18	18	17	3	77
21.	RE	20	19	18	16	3	76
22.	RD	21	14	17	17	3	72
23.	SA	27	18	20	21	4	90
24.	SS	20	18	18	16	3	75

## Appendix 11

**10. Writing Grading Sheet Posttest (Control Class)**

No	Name of Students	Components of writing					
		Content	Organization	Vocabulary	Language Use	Mechanics	T
1.	AP	13	9	8	7	2	38
2.	AA	17	13	10	10	2	52
3.	AR	14	13	12	8	2	49
4.	FD	13	8	8	6	2	37
5.	FR	13	7	7	6	2	35
6.	FA	15	12	13	7	3	50
7.	FW	13	8	7	5	2	35
8.	HA	20	14	14	11	3	62
9.	IF	13	11	8	6	2	40
10.	KA	13	9	8	7	2	39
11.	KR	13	7	7	6	2	35
12.	LA	14	13	12	7	2	48
13.	MM	13	10	7	6	2	38
14.	M	14	13	12	8	2	49
15.	MN	13	8	7	6	2	36
16.	MS	15	14	13	8	2	52
17.	RK	13	11	10	8	2	44
18.	RM	13	7	7	5	2	34
19.	R	13	8	7	5	2	35
20.	RR	16	12	13	9	2	52
21.	RA	13	8	7	6	2	36
22.	SK	14	12	11	8	2	47
23.	SJ	13	9	9	7	2	40
24.	RD	16	13	10	9	2	50

## Appendix 12

### 11. The result of SPSS

#### a. Normality Test

		Tests of Normality					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	CLASS	Statistic	df	Sig.	Statistic	df	Sig.
GRADE	PRE-EXP	.222	24	.003	.819	24	.001
	POST-EXP	.160	24	.114	.947	24	.229
	PRE-CON	.301	24	.000	.594	24	.000
	POST-CON	.195	24	.019	.887	24	.012

a. Lilliefors Significance Correction

#### b. Hypothesis testing

	CLASS	N	Mean	Std. Deviation	Std. Error Mean
GRADE	Post_Experimen	24	78.75	8.522	1.740
	Post_Control	24	43.04	7.721	1.576

#### c. Critical value of f-table

	Critical Value of f-table	
Level of significant	5%	1%
<i>Df</i>	1.674	2.397

**d. Independent Simple T Test**

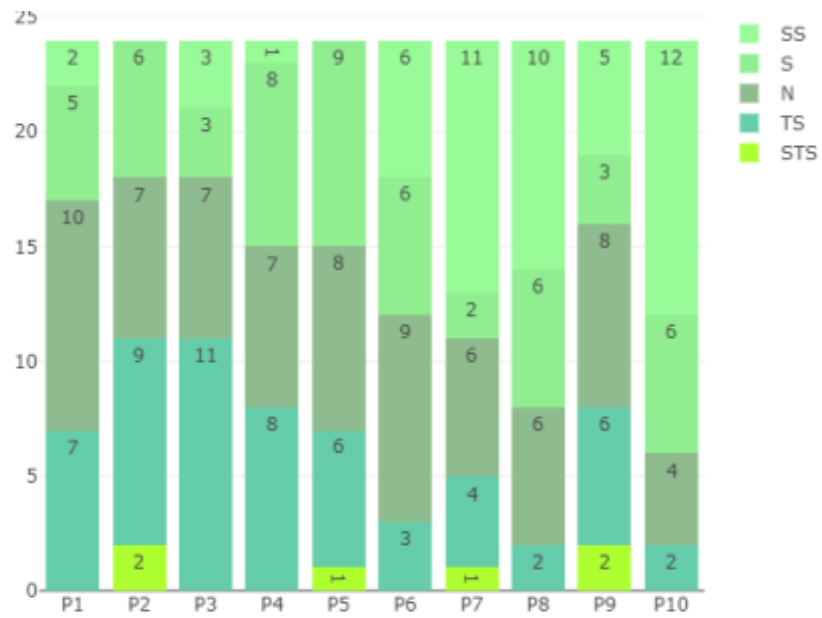
Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
GRADE Equal variances assumed	.046	.832	15.212	46	.000	35.708	2.347	30.983	40.433
Equal variances not assumed			15.212	45.558	.000	35.708	2.347	30.982	40.434



## Appendix 13

### 12. The result of Questionnaire



## Appendix 14

### 13. Documentation

#### The Documentation of Research Process







**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

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Fatikhatur Rohmah  
NPM : 1801071019

Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin, 10/01/2022	✓	CH I - Revisi kurang; Teori	
2.	Rabu, 02/03/2022	✓	Acc CH I	
3.	Senin, 11/04/2022	✓	Acc CH II	
4.	Rabu, 25/05/2022	✓	Acc CH III	

Mengetahui  
Ketua Jurusan TBI

**Andianto, M.Pd**  
NIP.198711022015031004

Dosen Pembimbing

**Trisna Dinillah Harva, M.Pd**  
NIP. 198305112009122004



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

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telp (0725) 41057 faksimili (0725) 47296; Website: tarbiyah.iain@metrouniv.ac.id;E-mail:  
 www.tarbiyah.metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Fatikhatur Rohmah

Jurusan : Tadris Bahasa Inggris (TBI)

NPM : 1801071019

Semester : IX / 2022

No	Hari / Tanggal	Pembimbing	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin <sup>22</sup> / 08 / 2022	✓	Acc APD	

Mengetahui,  
 Ketua Jurusan TBI

**Andianto, M.Pd**

NIP. 19871102201503 1 004

Dosen Pembimbing

**Trisna Dinillah Harva, M.Pd**

NIP. 198305112009122004



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3771/In.28.1/J/TL.00/08/2022  
Lampiran :-  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Trisna Dinillah Harya (Pembimbing 1)(Pembimbing 2)  
di-  
Tempat  
*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **FATIKHATUR ROHMAH**  
NPM : 1801071019  
Semester : 9 (Sembilan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : **THE EFFECTIVENESS OF LINE APPLICATION AS MEDIUM FOR LEARNING ENGLISH**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 05 Agustus 2022  
Ketua Jurusan,



**Andianto M.Pd**  
NIP 19871102 201503 1 004



**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

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Nomor : B-4063/In.28/D.1/TL.00/08/2022  
 Lampiran : -  
 Perihal : **IZIN RESEARCH**

Kepada Yth.,  
 KEPALA SMP NEGERI 4 TANJUNG  
 RAJA  
 di-  
 Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-4062/In.28/D.1/TL.01/08/2022, tanggal 31 Agustus 2022 atas nama saudara:

Nama : **FATIKHATUR ROHMAH**  
 NPM : 1801071019  
 Semester : 9 (Sembilan)  
 Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 4 TANJUNG RAJA, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF LINE APPLICATION AS MEDIUM FOR LEARNING ENGLISH".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 31 Agustus 2022  
 Wakil Dekan Akademik dan  
 Kelembagaan,



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



**PEMERINTAH KABUPATEN LAMPUNG UTARA  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
UPTD SMP NEGERI 4 TANJUNG RAJA**  
NPSN : 10802914      AKREDITASI : B  
Alamat : JL. Desa Karang Waringin Kecamatan Tanjung Raja  
Kabupaten Lampung Utara Kode Pos : 34557



Nomor : 421.2/ /SMPN4.TR/45-LU/2022  
Lamp : -  
Hal : Balasan izin Research

Kepada ;  
Yth, Universitas IAIN Metro  
Di –  
Metro

Dengan Hormat,  
Sehubungan dengan surat dari Universitas IAIN Metro Nomor : B-3940/In.28/J/TL.01/08/2022. Hal untuk izin Research pada tanggal : 05 September 2022, maka dengan ini menerangkan bahwa :

Nama : FATIKHATUR ROHMAH  
NPM : 1801071019  
Semester : 9 ( Sembilan )  
Jurusan : Tadris Bahasa Inggris

Benar telah mengadakan Research /Survey di UPTD SMPN 4 Tanjung Raja Kecamatan Tanjung Raja Kabupaten Lampung Utara, Guna melengkapi Penyelesaian Tugas Akhir / Skripsi yang berjudul THE EFFECTIVENESS OF LINE APPLICATION AS MEDIUM FOR LEARNING ENGLISH.

Demikian surat ini kami sampaikan dan atas kerjasamanya kami ucapkan terima kasih.

Tanjung Raja, 05 September 2022  
KEPALA SEKOLAH  
  
**HERU SUBAGIO, S.Pd**  
NIP. 19670313192031005







**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](http://digilib.metrouniv.ac.id); [pustaka.iain@metrouniv.ac.id](mailto:pustaka.iain@metrouniv.ac.id)

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**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-525/In.28/S/U.1/OT.01/05/2022**

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

Nama : Fatikhatur Rohmah  
NPM : 1801071019  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1801071019

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 24 Mei 2022  
Kepala Perpustakaan

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



**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](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

## **SURAT TUGAS**

Nomor: B-4062/In.28/D.1/TL.01/08/2022

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

Nama : **FATIKHATUR ROHMAH**  
NPM : 1801071019  
Semester : 9 (Sembilan)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP NEGERI 4 TANJUNG RAJA, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF LINE APPLICATION AS MEDIUM FOR LEARNING ENGLISH".
  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 : 31 Agustus 2022

Mengetahui,  
Pejabat Setempat

Wakil Dekan Akademik dan  
Kelembagaan,



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

### **CURRICULUM VITAE**



The name of researcher is Fatikhatur Rohmah. She was born in Brabasan , Tanjung Raya on Desember 20<sup>th</sup>1999. She is the first Daughter of Mr. Nurkolim and Mrs. Rofiqoh. She has two younger brothers whom she loves dearly named Paul and Amar.

She was enrolled her study at SDN Gunung Katon, on 2006-2012. She continued her study at junior high school at SMPN 1 Tanjung Raya 2012-2015. She continued her study at senior high school at SMAN 1 Tanjung Raya on 2015 and completed in 2018. After graduating of SMAN 1 Tanjung Raya, the researcher continued her study at Metro city. In 2018, she was registrated as a students of S1 English Education Department State Institute for Islamic (IAIN) Metro. Furhermore, the researcher takes as an S1 Students of English Education Department State Institute for Islamic Studies of (IAIN) Metro.