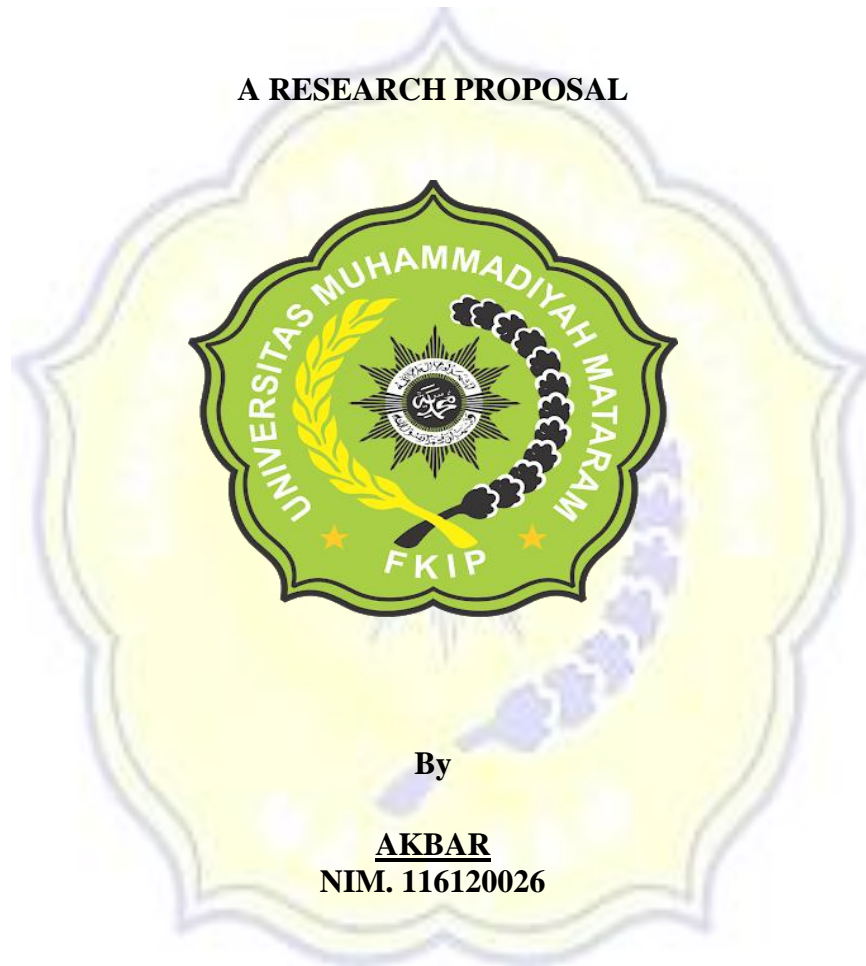


**THE INFLUENCE OF MEDIA PHOTO STORY ON SHORT STORY TEXT IN  
WRITING SKILL AT THE TENTH GRADE STUDENTS OF  
MAN 1 LABUAN BAJO IN ACADEMIC YEAR 2020/2021**

**A RESEARCH PROPOSAL**



**By**

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FACULTY OF TEACHER TRAINING AND EDUCATION**

**ENGLISH EDUCATION PROGRAM**

**2020**

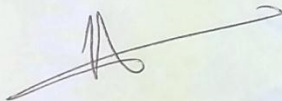
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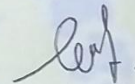
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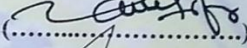
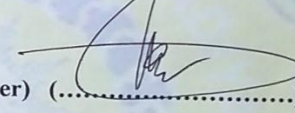
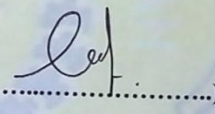
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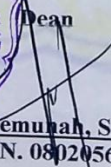
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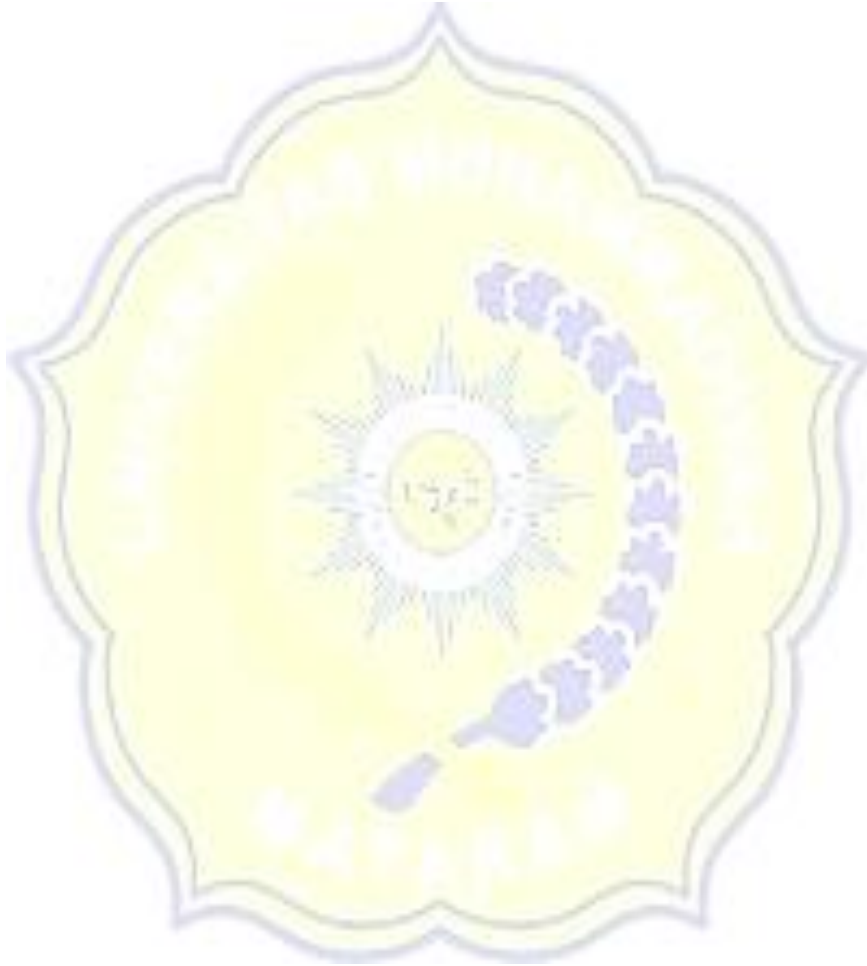
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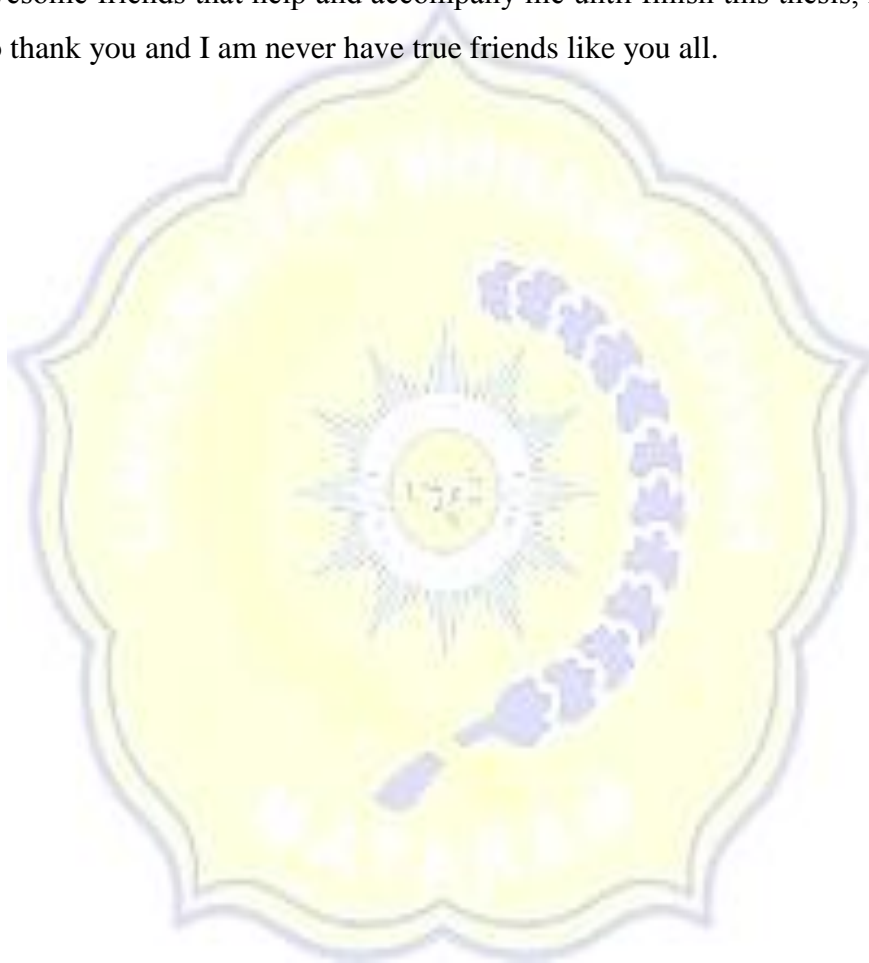
*“Better to feel how hard education is at this time rather than feel the bitterness of stupidity, later.”*



## DEDICATION

The researcher would like to dedicated this thesis to:

- a. My beloved father and my beloved mother, who always pray, support me and guide me to be success in my study and my life. Thanks a lot for all the motivation.
- b. All my beloved sisters,thanks for the unlimited supports, I Love You All.
- c. My owesome friends that help and accompany me until finish this thesis, I don't know how to thank you and I am never have true friends like you all.





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The researcher realized that the completion of this thesis is supported and helped by the various part. Therefore, the authors would like to thank:

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The researcher realized that this thesis is still far from perfection, therefore, created by the author. Finally, the researcher hopes that this thesis can benefit to the development of education.

Mataram, 3 February 2021

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## ABSTRACT

**AKBAR.** 2021. A Thesis: *"The Influence of Media Photo Story on Short Story Text in Writing Skill for Short Story at the Tenth Grade Students of MAN (Islamic Senior High School) 1 Labuan Bajo in Academic Year 2020/2021"*.:English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram.

Advisors 1) Asbah, M.Hum

Advisors 2) Irwandi, M.Pd

This study aims to determine the influence of Media Photo Story on Short Story Text in Writing Skills at the Tenth Grade Students of MAN (Islamic Senior High School) 1 Labuan Bajo. The method used is the quasi-experimental. The total population of this study was 57 students, 27 students the experimental class and 30 students control class. The researcher used the purposive sampling technique, Were the research took 40 students as the sample. The sample of this study was 20 items. The data was collected through pre-test and post-test, then it followed by analyzing the data based on SPSS V. 17.00. The result of this study showed that the pre-test of experimental the mean score is 47.50 and the Std. Deviation is 13.908. In the post-test experimental the mean score is 65.00 and the std. Deviation is 11.471. In the pre-test of control showed that the mean score is 40.75 and Std. Deviation is 10.672. In the post-test of control class, that the mean score is 49.25 and the Std. Deviation 11.729. So, the mean score of the experimental class is higher than the control class. Based on the above data research of statistics (normality test) if significance (Sig) score is more >(greater) than 0.05 then the data is normally distributed. It means that  $H_0$  was accepted. while if significance (sig) score is more <(than) 0.05 then the data is not normally distributed. It means that the use of media photo story on short story text has significant different in students' score between who are taught using media photo story on short story than without media photo story on short story. Which means the use of media photo story on short story text has effective in writing skill at the Tenth Grade students of MAN 1 Labuan Bajo in Academic Year 2020/2021.

**Keywords:** *Media Photostory-Write Short Story.*

## ABSTRAK

AKBAR. 2021. Skripsi: *“Pengaruh Media Photo Story pada Teks Cerpen dalam Keterampilan Menulis Cerpen pada Siswa Kelas X MAN 1 Labuan Bajo Tahun Ajaran 2020/2021”*.: Program Pendidikan Bahasa Inggris , Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Mataram.

Pembimbing 1) Asbah, M.Hum

Pembimbing 2) Irwandi, M.Pd

Penelitian ini bertujuan untuk mengetahui pengaruh Media Foto Cerita terhadap Keterampilan Menulis Teks Cerpen pada Siswa Kelas X MAN (SMA Islam) 1 Labuan Bajo. Metode yang digunakan adalah eksperimen semu. Jumlah populasi penelitian ini adalah 57 siswa, 27 siswa kelas eksperimen dan 30 siswa kelas kontrol. Peneliti menggunakan teknik purposive sampling yaitu sampel penelitian berjumlah 40 siswa. Sampel penelitian ini sebanyak 20 item. Pengumpulan data dilakukan melalui pre-test dan post-test, kemudian dilanjutkan dengan analisis data berdasarkan SPSS V. 17.00. Hasil penelitian menunjukkan bahwa pada pre-test eksperimental skor rata-rata 47,50 dan Std. Deviasi adalah 13,908. Dalam eksperimen post-test skor rata-rata adalah 65.00 dan std. Deviasi adalah 11.471. Pada pre-test of control menunjukkan bahwa skor rata-rata adalah 40.75 dan Std. Deviasi adalah 10.672. Pada post-test kelas kontrol, nilai rata-rata 49.25 dan Std. Deviasi 11.729. Jadi, nilai rata-rata kelas eksperimen lebih tinggi dari kelas kontrol. Berdasarkan data statistik penelitian di atas (uji normalitas) jika signifikansi (Sig) skor lebih > (besar) dari 0,05 maka data berdistribusi normal. Artinya Ha diterima. Sedangkan jika skor signifikansi (sig) lebih <(dari) 0,05 maka data tidak berdistribusi normal. Artinya, penggunaan media foto cerita pada teks cerita pendek memiliki perbedaan yang signifikan pada nilai siswa yang belajar menggunakan media cerita foto pada cerita pendek dibandingkan dengan siswa yang tidak menggunakan media cerita foto pada cerita pendek. Artinya penggunaan media foto cerita pada teks cerpen telah efektif dalam keterampilan menulis pada siswa kelas X MAN 1 Labuan Bajo Tahun Ajaran 2020/2021.

**Kata Kunci:** *Media Photostory-Menulis Cerpen.*

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## CHAPTER I

### INTRODUCTION

This chapter presents the discussion on the background of the study, statement of the problems, objective of the study, scope and limitation of the study, significance of the study, assumption of the study, and definition of key terms.

#### 1.1 Background of Study

It has been realized that writing is one of English skills that must be mastered by the English language learners. Writing is also considered as the indicator toward the students' success in learning English and their future professional careers. Kingston et al (2002:3) state that student's achievement in learning English is only measured by the productive skills, especially the writing performance. Moreover, recently people prefer the written form of communication in accessing information to the oral communication. To support the idea of the importance of writing performance, Abbas (2007:203) states that one of the characteristics of the 21 century is that English has changed its concept in term of the language use; the spoken language which is very dominant will be followed by the more dominant of the written language. Thus, the objective of the English teaching and learning must be emphasized at helping the students to be able to communicate both in spoken and written forms. Writing is one of four basic skills. It is very important in teaching and learning English. Writing involves some language components (spelling, grammar, vocabulary, and punctuation). Writing is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to writing. If their writing skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in writing, they will have a better chance to succeed in their study.

The photo story media is the media in which it has elements of an image and an integrated story. According to Damayanti (2016: 14) A photo story is a book whose content has elements of images and words, where the photo and words do not stand individually but are related to one another so that they become a unified story. Hayamanti (2016: 15) also adds that media photo story is an intermediary that can communicate reality and ideas strongly and clearly with a combination of the expression of words and photo. This explanation has the conclusion that media photo story is a media in which there are ideas, messages, photo and a story in which the photo and stories can depend on each other to become a unity of the story. Gonen and Guler (2011: 3634) state that pictures play a big role in children's lives and serve to strengthen children's knowledge about the environment, create self-confidence. Children generally judge books based on their photos.

Meanwhile, the selection of class X is based on considerations, that many students of class X MAN 1 Labuan Bajo have difficulty in writing narraive text, especially in putting story ideas into writing, so a solution is needed to solve the problem. When the researcher conducted the observation at MAN 1 Labuan Bajo, the researcher found that the tenth grade students, easy to feel bore because they still on the growth period which always curious. another reseon is, while the teacher was giving a writing task, the students tended to do the the task without writing it and they just kept asking the answer of their friends. since, the students had difficultin writing the text because they had intimidated by frustrated with long text passages. thus, the researcher tries to implement the new media of teaching in that school in attempt to interest students in writing.

According to the explanation above, the researcher is interested in investigating the influence of media photo story on short story text in writing skill at the tenth grade students of MAN 1 Labuan Bajo in Academic Year 2020/2021.



## **1.2 Research Question**

The research questions are:

1. Is the use of media photo story on short story text effective in writing skill at the tenth grade students of MAN 1 Labuan Bajo in Academic Year 2020/2021?
2. Is there any significant difference between the student who is taught using Media Photo Story on Short Story and those who are taught without Media Photo Story on Short Story?

## **1.3 Purpose of Study**

Based on the problem formulation above, the purpose of this study is to investigate the influence use of media photo story on short story text in writing skill at the tenth grade of MAN 1 Labuan Bajo in academic year 2020/2021.

## **1.3 Scope of the Study**

This research concentrated on the influence of media photo story on short story text in writing skill at the tenth grade students of MAN 1 (Islamic Senior High School) Labuan Bajo in Academic Year 2020/2021.

## **1.5 Significance of the Study**

The result of the study is expected to be used theoretically and practically:

1. Theoretically
  - a. The findings of this research are expected to become a source of information about the way of the quality of teaching writing to the students using interesting media.
  - b. This study can be a source to conduct further research relevant to the problem in different kind of texts

2. Practically.

- a. The result of this study is expected to become a source of information about writing skill through media photo story on short story
- b. The use of media photo story on short story stimulate students' idea and develop it in good organization.

### **1.6 Hypothesis on The Study**

The hypothesis of this study can be formulated as follow.

- a. Alternative hypothesis (HA): the media photo story on short story text have positive effect in students writing skill at the tenth grade of MAN 1 Labuan Bajo in Academic Year 2020/2021.
- b. Null hypothesis (HO): the media photo story on short story text have no positive effect in students writing skill at the tenth grade of MAN 1 Labuan Bajo in Academic Year 2020/2021

### **1.7. Definition of Key Terms**

In order to clarify the key terms used in this study, some definition are put forward.

1. Media photo story is a picture of a story that has meanig, displayed through video shows using a computer or laptop device, (Mujiono, 2006).
2. Short story is that one should be able to read it in one sitting, a point most notably made in poe's essay, (Edgar Allan, 1846).
3. Writing skill is various stages (planning, drafting, editing, etc) that writers go through in a variety of sequences in order to compose written text, (Harmer, 2007:113).

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents literature review, which covers the definition of writing, the effectiveness of writing practice, the writing process, purpose of writing, kinds of genre, definition media, types of media, function of media, definition of short story, teaching step in writingtext using media photo story on short story, the advantages and disadvantages of using media photo story on short story as media, previous study.

#### 2.1 Writing

##### 2.1.1 Definition of Writing

Writing is one of the parts of language skills besides listening, speaking and reading. Writing is more difficult than other language skills, because it needs well knowledge and hard thinking produce words, sentences and paragraph well. Writing has some purposes. Coffin et al. (2003:20) describe writing is as an evaluation process, helping to promote critical thinking, and developing the students' communication and professionalism. Those purposes can be used based on the need of the students in the classroom in related to the different types of the writing, different audiences, and different kind of languages used in the writing.

Harmer (2004 : 33) says that writing is used to help students perform a different kind of activity (in this case speaking and listening). Graham and Hebert (2010 : 9) state that writing is often recommended as a tool for improving reading . It means that writing is crucial to develop language skills. Especially for reading, it will help students to understand what they read and know what they write. And Finnochiaro (1974:84) states that writing has been characterized as written thinking. It means that writing is a process to express the idea that comes thought, so it can developed the ideas to make a good sentence or essay.

### **2.1.2 The Effectiveness of Writing Practice**

Effective writing practices have a proven record of success. In other words, they have been shown to be successful in enhancing students' writing on multiple occasions (Graham, 2004:4)

There are seven recommendations for teaching writing practice (Graham, 2004:4) it can be showed as follows:

1. Decided time to writing, with writing occurring across the curriculum, and involve students in various forms of writing over time.
2. Increase students' knowledge about writing.
3. Foster students' interest, enjoyment, and motivation to write.
4. Help students become strategic writers.
5. Teach basic writing skills to mastery.
6. Take advantage of technological writing tools.
7. Use assessment to gauge students' progress and needs.

### **2.1.3 The Writing Process**

Writing process is the stage a writer goes through in order to produce something in its final written form. There are stages in writing process : Prewriting, drafting, revising, and editing (John Langan, 2001:17)

#### **a. Prewriting**

Prewriting is the term given to all of the activities that prepare us to write first a draft. These generally include defining the writing task, gathering material, and planning the first draft.

#### **b. Drafting**

First draft are made to put in additional thoughts and details that did not emerge during prewriting.

c. Revising

Revise is complete again the sentences from bad writing into good writing.

d. Editing

After revise overall about organize writing, next editing. Editing is checkagain the mistakes in written like error in grammar, about spelling in writing, and punctuation and then eliminate the mistakes from that writing.

#### 2.1.4 Purpose of Writing

According to Martha Heasley Cox (1962:261-330) writing has four purposes. They are to inform, to amuse, to satirize, and to persuade.

- a. To *inform*, it means there have more than one purpose in any assignment and to convey information.
- b. To *amuse*, the purpose in writing is to amuse or entertain, make it be fun but examine carefully the humor plan the use.
- c. To *satirize*, satire is often a form of humor, but it is always humor with a serious purpose – to effect reform.
- d. To persuade, it is desired to influence your reader's thoughts or actions.

## 2.2 Media

### 2.2.1 Definition of Media

Media is the communication outlets or tools used to store and deliver information or data. The term refers to components of the mass media communications industry, such as print media, publishing, the news media, photography, cinema, broadcasting (radio and television), and advertising.

In addition, Brown (2004:2-3) in Ana FaridatusSaidah (2016: 18) stated that “Media are tools or physical things used by the teacher to facilitate the instruction. In general, media

may be defining as many form of device equipment, which is normally used to transmit information between people.”

### **2.2.2 Types of Media**

According to Sadiman (2003:4) stated that instructional media for teaching and learning process especially in Indonesian can be classified into five categories, they are:

1. Games and stimulation such as word, puzzle, and role playing.
2. Visual media. It is media that we can see such as picture, photo, diagram, poster, map, etc.
3. Audio visual. It is media that we can listen the sound such as radio, tape recording, language laboratory and etc.
4. Audio-visual media. It is media that we can listen the sound and we can see the picture. For example is television while producing sounds as well as picture.
5. Still projected media. It is the same as visual media such as slid, film, film strip, micro projector, etc.

### **2.2.3 Function of Media**

Media is one of things that is very important when doing the teaching learning process. It can help the teachers in conveying the materials efficiently. It can also make the students easily to master the materials which presented by the teachers. According to Sudjana and Rivai (2002: 180) there are three functions of using media:

1. To make students more interested in teaching learning process.
2. To make students easy to understand the meaning.
3. To provide various kinds of teaching methods and techniques to learners so that they are not so exhausted.

## **2.3 Photo Story**

### **2.3.1 Definition of Photo Story**

Photo story is a type of photography that tells the story through the visual realm that is conveyed from the photo. This story can be assembled from one or many photos which have continuity with each other. So that the audience can understand what story is being built in the picture. According to Damayanti (2016: 14) A photo story is a book whose content has elements of images and words, in which the photo and words do not stand individually but have a relationship with each other so that they become a unified story.

### **2.3.2 Steps to Make a Photo Story**

According to Keith Jenkins (2012), Photo story are a great way of marrying photos with narrative. There are four steps to make a photo story :

1. Designing an Image Capture Shot List

The shot list is a document that is deliberately created to map all aspects that must be completed when you are creating a photo story

2. Making the Opening Part

Starting with shooting the first part of the photo story

3. Photographing Contents

which is part of the content of the photo story, capturing the core of the topic you want to raise.

4. Time to Shoot the Closing Part

Focusing on big and detailed things can be one way that is applied to the closing part of the photostory

## **2.4 Short Story**

### **2.4.1 Definition of Short Story**

The short story is a crafted form in its own right. Short stories make use of plot, resonance, and other dynamic components as in a [novel](#), but typically to a lesser degree. While the short story is largely distinct from the [novel](#) or [novella/short novel](#), authors generally draw from a common pool of [literary techniques](#).

An invented prose narrative shorter than a novel usually dealing with a few characters and aiming at unity of effect and often concentrating on the creation of mood rather than plot. The short story is usually concerned with a single effect conveyed in only one or a few significant episodes or scenes (Arlen J Hansen 1974:93). The form encourages economy of setting, concise narrative, and the omission of a complex plot; character is disclosed in action and dramatic encounter but is seldom fully developed. Despite its relatively limited scope, though, a short story is often judged by its ability to provide a “complete” or satisfying treatment of its characters and subject.

### **2.4.2 The Advantages of Media Photo Story on Short Story**

In Arlen J. Hansen (1974:93) There are some advantages and disadvantages of using media photo story on short story:

#### **1. Advantages**

- a. The students are stimulated and motivated to be more observant and express themselves.
- b. The students are easier to understand the meaning based on the picture.
- c. The students add the frequency of speaking activity

#### **2. Disadvantages**

- a. Can not depict motion as the film does



- b. the students sometimes can get misunderstanding the meaning when they speak
- c. the students find difficult to pronounce the words well.

### **2.4.3 Teaching Step in WritingText Using Media Photo Story On Short Story**

There were some steps to teach writing using media photo story on short story as media to teach writing of media photo story text :

1. The teacher opens the class and checks the students' attendant list.
2. The teacher tells the students that they are going to learn the parts of narrative text using media photo story on short story as media.
3. The teacher explains about what is narrative text completely includes the purpose, social function, generic structures and language features using media photo on short story as media.
4. The teacher asks the students to make a group consist of 4-5students
5. The teacher give the copy of media photo story to the students.
6. The teacher ask the students to do assignment and gives times to the students to discuss with their groups.
7. The teacher guides the students to identify the function, structure and language feature of narrative text.
8. The teacher leads a class discussion and helping students to evaluate whether their answers are correct.

### **2.5 Previous Study**

The researcher has collected some previous data where he used the data to ensure himself that the researcher pick a right place for his study.

The first research is entitled “media photostory” has been studied by Muhammad ZairomadionLubis in "News Text Writing Skills Using media Photostory”in Class VIII Middle School 2 Tanjungpinang atAcademic Year 2013/2014. The study states that

photostory learning techniques improve news text writing skills. Improved skills in writing news texts using these media can be seen based on improvements in the product and process. In his conclusion stated that the media photostory makes students more enthusiastic in participating in the learning process. The difference is in the dependent variable which is the skill of writing. The second research is entitled "The Life of Nancy Iskandar (A Transvestite) in Photo Story". This is a research "impact media photo story in telling" a life journey of a transvestite. The result, the life of Nancy the transvestite, can be explained in photographs taken directly by researchers. Various transvestite activities since their activities at home and outside the home, can be utilized with various types of journalistic photo taking. The difference is that uses media photostory as its independent variable and Nancy Iskandar (a transsexual) life as its dependent variable, while this study's independent variables are media photostory and short story text writing skills as its dependent variable. The researcher here has the title of "The influence media photo story on short story" as Media in Teaching Writing Ability in writing Text at Tenth Grade Students of MAN 1 Labuan Bajo in academic years 2020/2021. In teaching learning activity, writing text should be interesting for student but in fact, the students just feel bored with the lesson. This situation will be happen when the teacher cannot show media related to the topic. To solve the problems, the researcher choose media photo on short story as media to teach writing ability in procedure text. It will make the student's interesting and enjoy in learning English writing. Using media photo the students can receive material easily and will make students enthusiasm in learning process. The research chooses media photo story on short story as a media in teaching writing text because student can be understand about the material after learning process. This media is interested to teach writing text because it covers necessary step in effective learning order. The media photo story on short story steps give student the opportunity to see the detail to do or make something then they write the text.

## CHAPTER III

### RESEARCH METHOD

This chapter explains the research design, population and sample, instrument research, technique of data collection data and procedure of the data analysis.

#### 3.1 Research Design

This study used quantitative method and belongs to quasi-experimental research. Nunan (1992:24) states that experiments are carried out in order to explore the strength of relationships between variables. While according to Frankel and Wallen (1993:240) state that experimental research is one of the most powerful research methodologies, because it is the best way to establish cause and effect relationship between variables. This research involves two groups. They receive different treatments. the research use a Quasi Experimental Design that non Equivalent control group design because the research did not take the sample of both classes through randomization. The researcher used quantitative research to collect the data. The reason of the researcher chose this design because the researcher cannot manipulate all the students as the sample. Therefore as an alternative, the researcher used Quasi Experimental Design. The design can be illustrated as follows: The table of quasi-experimental designs could be illustrated as follows.

**Table 3.1 Quasi Experimental Design**

<b>Group</b>	<b>Test</b>	<b>Treatment</b>	<b>Test</b>
Experimental Group	Pre-Test	Experimental Treatment	Post-Test
Control Group	Pre-Test	Common Treatment by Use Teacher	Post-Test

## 3.2 Population and Sample

### 3.2.1 Population

Population is all subjects of a research (Arikunto, 2014:173). The population of this research is 10<sup>th</sup> grade students of MAN 1 Labuan Bajo in academic year 2020/2021. The total number of population there's 57 students divided into 2 class. Each class consists of 27-30 students.

Table 3.2: Population students of MAN 1 Labuan Bajo in academic year 2020-2021

No	Class	Students Number
1	X IPA	27
2	X IPS	30
TOTAL		57

(source, MAN 1 Labuan Bajo, 2020)

### 3.2.2 Sample

The sample is the part of quantity and characteristics that have by the population (Sugiyono,2016: 118). Researcher used the purposive sampling technique because the two-class are capable to represent the pupolation. The sample in this research was X IPA as the experimental class which consisted of 20 students and X IPS as the control class which consisted of 20 students. The total number of the sample in this study is 40 students.

Table 3.3 Sample at the 10<sup>th</sup> grade students of MAN 1 Labuan Bajo in academic year 2020/2021

No.	Class	Students Number
1.	X IPA	20
2.	X IPS	20
Total		40

### 3.3 Instrument of Research

An instrument is need on a research to collect the data. According to Arikunto (2002: 136) in Ana Faridatus Saidah (2016: 31) stated that instrument is a tool used by a researcher in collecting the data in order to facilitated the data process. Based on Brown (2001: 232) in Ana Faridatus Saidah (2016: 31) a test is method of measuring one's ability or knowledge in a given area. It means that test used to know the students ability, knowledge and performance in writing form.

The researcher used writing test which is present in the essay writing form. It means that the students create a narrative text based on their favorite menu which is considered on the generic structure and language features of narrative text. Then, the text which they created minimum should consist of 70 words. There are two kinds of tests that will be used in this study, namely pre-test and post-test. Pre-test will give to measure the students' ability in writing narrative text before the treatment will give and post-test will give after conducting the treatment.

In addition, Jacobs, et al (1981) differentiated five aspects: content is weighed 30 points, language use is 25 points, organization and vocebulary are weighed 20 points, and mechanics is weighed 5 points.

These are criteria:

**Table 3.4. writing rubric assessment Heaton Grid in Saidah (2016:31).**

Criteria of Mastery	Score	Criteria of Scoring
Grammar	5	<b>Excellent</b> : Able to write more than 110 words, properly.
	4	<b>Good</b> : No more than 100 words, mistakes only (preposition, article, and etc).
	3	<b>Fair</b> : Only able to write 75 words.
	2	<b>Low</b> : Lack of mastery of sentence construction

	1	<b>Poor</b> : The sentences constructions are not acceptable.
Vocabulary	5	<b>Excellent</b> : Use of synonym which appropriate, using appropriate words.
	4	<b>Good</b> : Good use of new word acquired and circumlocutions.
	3	<b>Fair</b> : Attempt to use words acquired, use words on a few creation.
	2	<b>Low</b> : Restricted vocabulary, yse of synonym (but always inappropriate), imprecise and vague, effects meaning.
	1	<b>Poor</b> : innappropriate use of synonym seriously hinders comminication.
Form	5	<b>Excellent</b> : Flowing style – very easy to understand – both complex sentences very effective.
	4	<b>Good</b> : Quite flowing stylr – most easy to understand a few complex sentences very effective.
	3	<b>Fair</b> : Style reasonably smooth – not too hard to understand and enjoy complex sentences fairly effective.
	2	<b>Low</b> : Jerky style – an effort needed to understand and enjoy – complex sentence confusing mostly simple sentences or compound sentences.
	1	<b>Poor</b> : Very jerky – hard to understand – cannot enjoy reading – almost all simple sentences – complex sentences – excessive use of “and”.
Contents	5	<b>Excellent</b> : 100% all sentences support the topic, highly organized, clear progression of ideas well linked.
	4	<b>Good</b> : 95% ideas well organized, lonks could occasionally be clearer but communication not impaired.
	3	<b>Fair</b> : 80% some lalc organization, re-reading required for clarification of ideas.
	2	<b>Low</b> : 75% little or no attempt at connectivly though, reader can deduce some organization, individual ideas, may be clearer but very difficult to deduce.
	1	<b>Poor</b> : Only 50% lack of organization to serve that communication is seriously imparted.
Style	5	<b>Excellent</b> : Flow style very easy to understand, both complex and simple sentences, very effective.
	4	<b>Good</b> : Quite flowing in style, mostly easy to understand, and few complex sentences, very effectife.
	3	<b>Fair</b> : Style reasonably smooth, not too hard to understand mostly (but not all), simple sentences, fairly effective.
	2	<b>Low</b> : Bad style, an effert needed to understand and

		enjoy, complex sentences, confusing, mostly simple sentences or compound sentences.
	1	<b>Poor</b> : Very bad, hard to understand, cannot enjoy reading, almost all simple sentences, complex sentences confusing, excessive use of “and”.

The researcher calculates the test into the numerical data which 100 is the highest score, and the uses formulate:

Where:

$$TS = SC \times 5$$

TS : Total Score

### 3.4 Technique of Data Collection

This study used test for collecting data. The research takes data from pre-test, treatment and post-test. The research will give pre-test to the subject before training using media photo on short story. Meanwhile, the researcher gives post-test after gaining treatment using tecqnique of the data collection. The steps of collecting data as follows:

#### 3.4.1 Pre-test

the researcher will give the pre-test to both group (experimental group and control group) as the sample of the research. Pre-test aims to know the student ability before they use media photo story on short story of treatment. The pre-test used by researcher for students to make's short story text about the last holidaythey know.

#### 3.4.2 Treatment

In the process of treatment, the researcher needs the different treatment to both groups. The researcher will teach students by using media photo story on short story and without media photo story on short story to the control group. The first step, inpre-activity the researcher will great, give motivation and explain the main materials of learning. The second steps, the researcher will teach the students can implement social function, structure

next, grammar to make narrative text relate to short story. The third steps, that the researcher will give the students some photo story to make narrative text related about short story using photo story media by paying attention to social functions, structure text, grammar, correctly and in context through teacher instruction and respond collaboratively. The last steps, in the close the researcher will review the learning material which had by students and close the meeting.

### **3.4.3 Post-test**

in this part, after the students treated by using media photo story on short story for experimental group and without teach by media photo story on short story for control group. The researcher will give test of post-test to all students as the sample, both experimental group and control group. The post-test will ask the students some duty to make narrative text related about short story using media photo story by paying attention to social functions, structure text, grammar, correctly and in context through teacher instruction and respond collaboratively. The content of post-test has a bit different then pre-test.

### **3.5 Procedure of the Data Analysis**

To analyze the data the researcher used SPSS V.26, the data collecting from pre-test and post-test. To investigate the effect of process reading the researcher will use Normality Test, and if the data is normally the researcher will use Paired Test, while the data is not normally the researcher will used Wilcoxon test. To analyze the student who is taught by using process reading than without using process reading the researcher will use Homogeneity Test, if the data is Homogeny the researcher will use Independent test, while the data is not Homogeny the researcher will use Mann Whitney Test



### **3.5.1 Descriptive Data**

Descriptive statistical data is useful for explaining and describing research data including the amount of data, maximum score, minimum score, average score and other.

### **3.5.2 Normality Test**

- a. Normality test is done to find out whether the research data is normally distributed or not.
- b. Normal data is an absolute requirement before we do parametric statistical analysis.
- c. In parametric statistics, there are two types of normality test that are often used, namely Kolmogorov-Smirnov test and Sharpio-Wil test.

If significance (Sig) score is more  $>$  (great) than 0.05 then the data is normally distributed, while if significance (Sig) score is more  $<$  than 0,05 then the data is not normally distributed.

### **3.5.3 Paired Test**

- a. Test paired sample t-test is used to determine whether there are differences in the average of two samples in pairs
- b. Requirements in the paired sample t-test are normal distribution data
- c. For homogeneous variant data, it is not a requirement in the paired sample t-test.
- d. The paired sample t-test in this research is used to answer the problem statement.
- e. To answer the formulation of the problem, a paired sample t-test is conducted on the pre-test experimental class data with post-test experimental class, then the pre-test control class data with the control class post-test data.

### **3.5.4 Wilcoxon Test**

- a. Test Wilcoxon aims to determine whether there is a difference in the average of two samples paired in pairs
- b. The research data used in the Wilcoxon test is ideally ordinal or interval data
- c. Wilcoxon test is part of non-parametric statistics, so in the Wilcoxon test there is not needed for research data that are normally distributed
- d. Wilcoxon test is used as an alternative to the sample t-test diagnostic test if there is a study that is not normally distributed.

### **3.5.5 Homogeneity Test**

- a. Homogeneity test aims to determine whether a data variant of two or more groups is homogeneous or heterogeneous.
- b. Homogeneous data is one of the requirements in the independent sample t-test.
- c. In this research, the homogeneity test is used to determine whether the variant of the post-test data of the experimental class and the post-test data of the control class are homogeneous or not. If significance (Sig) score based on mean  $> 0,05$  then the data variant is HOMOGEN, while if significance (Sig) score based on mean  $< 0,05$  then the data variant is NOT HOMOGEN.

### **3.5.6 Independent Test**

- a. The independent sample t-test is used to determine whether there are differences in the average of two unpaired samples.
- b. The basic requirements in the independent sample t-test are data that is normally distributed and homogeneous.
- c. The independent sample t-test in this research is used to answer the problem formulation.

- d. To answer the formulation of the problem, the independent sample t-test was conducted on the post-test data of the experimental class with control class post-test data.

### 3.5.7 Mann Whitney Test

- a. Mann Whitney test aims to determine whether there is differences in the average of two unpaired samples
- b. The number of samples used does not have to be the same
- c. Mann Whitney test is part of non-parametric statistics, so in Mann Whitney test there is not needed for research data that is normally distributed and homogenous
- d. Mann Whitney test is used as an alternative to independent sample t-test if the research data is not normally distributed and not homogeneous.