

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the writer wants to explain about conclusion and suggestion.

#### 5.1 Conclusion

This research used the pre-test and post-test design for gathering data. The objective of the study is to investigate the effect 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.

Based on the result of previous chapter, the researcher concluded that using media photo story on short story has effect on the students writing skills. The students writing achievement before being taught by using media photo story on short story is generally low. It is shown from the score of the mean 47.50. the students' writing achievement after being taught by using media photo story is better than before. It is shown from the score from the mean 65.00.

Based on the statistical analysis using paired sample t-test using SPSS V.26, it shown with  $t(0.05)$  the value of t-table is (2.093) and t-value or t-count (6.925). it is known that t-value or t-count is higher than t-table ( $6.925 > 2.093$ ). the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. It means that there is significant difference between the students' writing skill before and after being taught by using media photo story on the students' achievement.

## 5.2 Suggestion

Based on the result of this research positively indicates that there is a positive effect using media photo story on short story text in teaching writing skill. Some suggestions for teaching and learning English are proposed as follows:

### 1. To English Teacher

In order to succeed in teaching English, the teacher should give the students' any treatment to make the students easy to understand the material. Based on the finding, the media photo story on short story text was effective in teaching writing at Senior High School. This strategy has an effect on teaching students writing short story text. And the researcher suggested to the other teacher to use a media photo story on short story in teaching writing in order to make the students easier to understand the material.

### 2. To the Students

The students have to stay focus on the teacher's direction to be able to practice and apply the partner discussion used by the teacher. The students must have high motivation to follow the English lesson, especially in writing skill. Students are advised to write the writing texts carefully to find unknown words to understand the text. Students should help each other to finish the writing task so each member can understand how to do the task.

### 3. To the Researcher

The researcher hoped that will be more experience in the teaching-learning process, especially in teaching writing skill. The researcher also hoped this paper become a little contribution to the teaching of English writing.

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## **APEPENDICES**



**Pre-Test Experimental Class**



**Post-Test Experimental Class**



**Pre-Test Control Class**



**Post-Test Control Class**



**RENCANA PELAKSANAAN PEMBELAJARAN**  
**(RPP)**

**Nama Satuan Pendidikan** :MAN 1 Labuan Bajo  
**Mata Pelajaran** :Bahasa Inggris  
**Kelas/Semester** :X/1  
**Materi Pokok** :Narrative text  
**Skill** :Writing  
**Alokasi Waktu** :2 x 45 Menit (2JP)

**A. Kompetensi Inti (KI)**

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayatidan mengamalkan prilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

**B. Kompetensi dasar dan indikator pencapaian kompetensi :**

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
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1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	Mengungkapkan rasa syukur karena masih diberikan kesempatan dapat mempelajari bahasa Inggris sebagai bahasa
2	Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	Menyapa guru dan teman dengan rasa santun.
3	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks narrative lisan dan tulis berbentuk cerita pendek, sesuai dengan konteks penggunaannya.	Mampu mengidentifikasi fungsi sosial, struktur dan unsur kebahasaan dalam teks narrative secara tertulis.
4	Mengidentifikasi ungkapan yang menanyakan teks narrative lisan dan tulis berbentuk cerita pendek.	Mampu mengidentifikasi gagasan utama atau pesan dalam teks narrative secara tertulis.
5	Mendeteksi makna dan informasi dari teks narrative lisan dan tulis berbentuk cerita pendek.	Menangkap makna jenis teks naratif berbentuk cerita pendek, lisan dan tulis.
6	Mendeteksi fungsi sosial, struktur teks dan unsur kebahasaan dari teks <i>narrative</i> lisan dan tulis berbentuk cerita pendek	Mampu mengidentifikasi fungsi sosial, struktur dan unsur kebahasaan dalam teks prosedur secara tertulis.
7	Menangkap makna jenis teks naratif berbentuk cerita pendek, lisan dan tulis.	Menyunting teks lisan dan tulis sederhana

		<p>menyatakan dan menanyakan tentang teks <i>narrative</i> lisan dan tulis berbentuk cerita pendek.</p> <p>dengan memperhatikan fungsi sosial struktur teks, dan unsur kebahasaan sesuai dengan konteks penggunaannya.</p>
8	Menyusun teks lisan dan tulis sederhana tentang tentang teks <i>narrative</i> lisan dan tulis berbentuk cerita pendek dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan sesuai dengan konteks penggunaannya.	Menyusun teks lisan dan tulis sederhana tentang tentang teks <i>narrative</i> lisan dan tulis berbentuk cerita pendek dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan sesuai dengan konteks penggunaannya.
9	Mengkomunikasikan teks lisan dan tulis sederhana tentang teks <i>narrative</i> lisan dan tulis berbentuk cerita pendek dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai dengan konteks penggunaannya.	Mampu menuliskan tentang teks <i>narrative</i> dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai.

### C. Tujuan pembelajaran

1. Menjelaskan tujuan komunikasi, struktur teks, dan unsur kebahasaan dari teks naratif lisan dan tulis sederhana tentang legenda rakyat dan cerita pengalaman sesuai konteks penggunaannya.
2. Menjelaskan isi cerita legenda rakyat atau cerita pengalaman lisan dan tulis dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks naratif sesuai konteks penggunaannya.
3. Menceritakan legenda rakyat atau cerita pengalaman secara lisan dan tertulis dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks naratif sesuai konteks penggunaannya.

#### **D. Materi pembelajaran**

##### **Narrative Teks**

##### **1. Definition of narrative text**

narrative is a type of text that is proposed to amuse and to deal with actual and vicarious experience in different ways, narrative also deals with problematic events which in turn find a resolution.

##### **2. The generic structure of narrative text**

- Orientation

In orientation, the writer introduces the main characters and possibly some minor characters. Besides, the writer also tells the audience or readers about when the story is taking place and where the action is happening.

- Complication

In complication, it includes the sets off events that influence what will happen in the story. It describes the rising crises or problems which the participants to do with. It is the main component of story.

- Resolution

In resolution, the writer shows the way of participant to solve the crises or problems, better or worse. In addition, a coda can be given in the last part of the text as an optional step. Coda provides a comment or moral based on what has been learned from the story.

##### **3. language features of narrative text**

- A narrative text is focusses on specific participant.
- There are many action verb.

- Direct and indirect speeches are often used.
- It is usually Past Tense
- Linking words are used related with time.
- Sometimes the tense in some dialogs can change.
- Descriptive language is used to create listener's or reader's imagination.
- Temporal conjunctions are also used.

### Example

#### MALIN KUNDANG



Very long time earlier, there was a poor household which included a mother and also her only child, Malin Kundang. Malin's dad was gone, when he was a baby. Malin's mother worked so difficult throughout the day, so they might eat and survive.

Malin was a good wise boy; yet he was bit naughty. He always helped her mom. He enjoyed her so much. Time went quickly, Malin grew up to be a great looking, wise, and strong man. Although he and also her mom had actually functioned so hard, they were still inadequate. Feeling unfortunate seeing his mom still worked in her senior time, Malin requested leaving to locate a job in a big city.



“Ma, I intend to most likely to huge city to find a work.” asked Malin.

“Don't leave me alone, boy” said his mommy.

“I should go, Ma. I do not wish to see you work hard any longer. I guarantee I'll return.” claimed Malin.

With tough feeling, Malin's mommy allowed her boy go. The next day Malin went to the large city by a ship. Malin excelled looking, wise, and solid male. Numerous ladies felt crazy with him, consisting of a daughter of the wealthiest vendor in the city. Malin also really felt in love with her too. To marry the girl, Malin functioned so difficult. He also hidden all his past; his beginning as well as his own mother. In short, they lastly married. Malin then ended up being the wealthiest man in the city with many vendor ships, a huge lovely residence, as well as numerous servants.



Malin was prosperous right now, but he forgot his very own mother. He forgot his mother who in all her prays cried wishing Malin's safety and security. He forgot his mother who constantly waited her kid returned every early morning in the harbor. He neglect his mom that enjoyed as well as missed her child, Malin, so much. Yet, Malin never came back.

Eventually, Malin's partner wished to go vacation in the next island which took 3 days cruising. So Malin prepared his big lavish ship and also whatever to cruise. However, in the center of his trip, storm blockaded his ship. Therefore, the ship needed to board in the closest island, the island where Malin was born.



It was uncommon event, a huge extravagant ship boarded in the harbor of the island where all the villagers are angler. So, when the ship boarded, every citizen near the harbor came to see, including Malin's mother. Malin's mom was shock as well as wept happily. She saw Malin in that ship. She saw Malin returned to see his mom. With hurry, Malin's mom mosted likely to fulfill her beloved child.



“Is that you, Malin? Is that you, my precious child? I’m your mommy, you bear in mind?” asked Malin’s mom.

“Son? She claimed you are her boy? Is it real, Malin? Is this bad, old, stink lady your mommy?” Malin’s wife shocked.

“No. No, my dear better half. I have no idea this poor lady. I aren’t sure you bad, old, have an odor female!” stated Malin.



What Malin stated really injure his mother heart. She cried and cried. She really did not think that her own kid did terrible point on her, his mom. With anger, she prayed to the almighty God to respond exactly what her son had actually done to her.



Unexpectedly, the wind blew hard and also the tornado roared. Malin and his better half returned to the ship take shelter. The tornado got worst as well as hit Malin’s hip, destroyed it. Every person inside was died, including Malin’s better half. Malin himself was cursed. His body was transformed to rock as well as allied with the coral reef.

### E. Metode pembelajaran

Pendekatan : Scientific based learning

Model Pembelajaran : Problem Based Learning



Teknik :diskusi, tanya jawab,penugasan.

#### **F. Media, Alat dan Sumber pembelajaran**

a. Media : Photo story on short story, laptop

#### **G. Sumber belajar :**

1. Bahasa Inggris : buku guru/ Kementerian Pendidikan dan Kebudayaan.-- .Edisi Revisi Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017.
2. Bahasa Inggris : Buku Siswa/ Kementerian Pendidikan dan Kebudayaan.Edisi Revisi Jakarta:Kementerian Pendidikan dan Kebudayaan, 2017

#### **H. Langkah-langkah pembelajaran**

##### **Pertemuan Ke- I**

1. Pendahuluan (10 menit)
  - 1) Guru memberikan salam
  - 2) Guru menyiapkan siswa untuk berdo'a
  - 3) Guru mengabsen siswa
  - 4) Guru mempersiapkan siswa untuk mengikuti proses pembelajaran
  - 5) Guru menjelaskan tujuan pembelajaran.
2. Kegiatan inti (70 menit)

Mengamati

  - 1) Siswa menyimak contoh teks cerpen pada media gambar cerita yang diperdengarkan guru
  - 2) Siswa mendiskusikan tentang media gambar cerita pada cerpen yang disajikan guru
  - 3) guru dan siswa melakukan Tanya jawab terkait materi yang disampaikan
3. Penutup (10 menit)
  - 1) Memberikan umpan balik terhadap proses dan hasil pembelajaran;
  - 2) Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual.
  - 3) Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
  - 4) Guru dan siswa berdo'a bersama-sama sebelum
  - 5) meninggalkan kelas

##### **Pertemuan Ke- 2**

1. Pendahuluan (10 menit)
  - 1) Guru memberikan salam
  - 2) Guru menyiapkan siswa untuk berdo'a
  - 3) Guru mengabsen siswa
  - 4) Guru mempersiapkan siswa untuk mengikuti proses pembelajaran
  - 5) Guru menjelaskan tujuan pembelajaran.
2. Kegiatan Inti  
Meneksplorasi (sesi 1)



- 1) Guru menjelaskan materi tentang cerpen baik legenda maupun cerita pengalaman
  - 2) Siswa di arahkan untuk membaca/mendengarkan beberapa cerita pendek dari berbagai sumber.
3. Penutup (10 menit)
- 1) Memberikan umpan balik terhadap proses dan hasil pembelajaran;
  - 2) Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual.
  - 3) Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
  - 4) Guru dan siswa berdo'a bersama-sama sebelum

### **Pertemuan Ke- 3**

1. Pendahuluan (10 menit)
  - 1) Guru memberikan salam
  - 2) Guru menyiapkan siswa untuk berdo'a
  - 3) Guru mengabsen siswa
  - 4) Guru mempersiapkan siswa untuk mengikuti proses pembelajaran
  - 5) Guru mengulas ulang pembelajaran sebelumnya.
2. Kegiatan Inti
 

Mengeksplorasi (sesi 2)

  - 1) Siswa di berikan cerita dan gambar media gambar cerita pada cerpen tentang legenda dan cerita pengalaman.
  - 2) Siswa melakukan diskusi Tanya jawab tentang materi yang di sampaikan
  - 3) Siswa melakukan tugas menulis cerpen terkait materi yang di sampaikan
3. Penutup (10 menit)
  - 1) Memberikan umpan balik terhadap proses dan hasil pembelajaran;
  - 2) Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual.
  - 3) Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
  - 4) Guru dan siswa berdo'a bersama-sama sebelum

### **Pertemuan Ke- 4**

1. Pendahuluan (10 menit)
  - 1) Guru memberikan salam
  - 2) Guru menyiapkan siswa untuk berdo'a
  - 3) Guru mengabsen siswa
  - 4) Guru mempersiapkan siswa untuk mengikuti proses pembelajaran
  - 5) Guru mengulas ulang pembelajaran sebelumnya.
2. Kegiatan Inti
 

Mengeksplorasi (sesi 3)

- 1) Siswa di berikan pemahaman mengenai cerita tentang legenda dan cerita pengalaman nitan pamenggunakan media gambar
- 2) Siswa melakukan diskusi Tanya jawab tentang materi yang di sampaikan
- 3) Siswa melakukan tugas menulis cerpen terkait materi yang di sampaikan
- 4) Siswa menyampaikan hasil diskusinya di depan guru dan teman-teman terkait materi yang di sampaikan oleh guru.

### 3. Penutup (10 menit)

- 1) Memberikan umpan balik terhadap proses dan hasil pembelajaran;
- 2) Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual.
- 3) Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 4) Guru dan siswa berdo'a bersama-sama sebelum

## **Pertemuan Ke- 5**

### 1. Pendahuluan (10 menit)

- 1) Guru memberikan salam
- 2) Guru menyiapkan siswa untuk berdo'a
- 3) Guru mengabsen siswa
- 4) Guru mempersiapkan siswa untuk mengikuti proses pembelajaran
- 5) Guru mengulas ulang pembelajaran sebelumnya.

### 2. Kegiatan Inti

- 1) Guru memberikan penugasan terkait materi yang di pelajari
- 2) Siswa mulai mengidentifikasi dan menganalisis bagian-bagian cerita yang di pelajari di kelas.
- 3) Pemberian tugas pre-test dan post-test

### 3. Penutup (10 menit)

- 1) Memberikan umpan balik terhadap proses dan hasil pembelajaran;
- 2) Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual.
- 3) Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 4) Guru dan siswa berdo'a bersama-sama sebelum

## **Pertemuan Ke- 6**

### 1. Pendahuluan (10 menit)

- 1) Guru memberikan salam
- 2) Guru menyiapkan siswa untuk berdo'a
- 3) Guru mengabsen siswa
- 4) Guru mempersiapkan siswa untuk mengikuti proses pembelajaran

- 5) Guru mengulas ulang pembelajaran sebelumnya.
2. Kegiatan Inti
    - 1) Guru memberikan penugasan terkait materi yang di pelajari
    - 2) Siswa mulai mengidentifikasi dan menganalisis bagian-bagian cerita yang di pelajari di kelas.
    - 3) Pemberian tugas pre-test dan post-test
  3. Penutup (10 menit)
    - 1) Memberikan umpan balik terhadap proses dan hasil pembelajaran;
    - 2) Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual.
    - 3) Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
    - 4) Guru dan siswa berdo'a bersama-sama sebelum

## F. Penilaian

### Rubrik Penilaian

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, few 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, use of synonym (but always inappropriate), imprecise and vague, effects meaning.
	1	<b>Poor:</b> Inappropriate use of synonym seriously hinders communication.
Form	5	<b>Excellent:</b> Flowing style – very easy to understand – both complex sentences very effective.
	4	<b>Good:</b> Quite flowing style-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, links could occasionally be clearer but communication not impaired.
	3	<b>Fair:</b> 80% some lack organization, re-reading required for clarification of ideas.
	2	<b>Low:</b> 75% little or no attempt at connectivity though. Reader can deduce some organization, individual ideas, may be clearer but very difficult to deduce.
Style	1	<b>Poor:</b> Only 50% lack of organization to serve that communication is seriously impaired.
	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 effective.
	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 effort 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”.

Catatan Guru

1. Masalah : .....
2. Ide Baru : .....
3. Momen Special : .....

Mengetahui,  
Guru Pamong

Salahudin, S.Pd

Labuan Bajo, 2020

Peneliti

Akbar

NIM. 116120026

Mengetahui,  
Kepalasekolah

Drs. H. Sahamad H. Yusuf  
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**UNIVERSITAS MUHAMMADIYAH MATARAM**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

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Nomor : 0211/II.3.AU/FKIP-UMMat/F/XII/2020  
Lamp. : 1 (Satu) Eksemplar  
Perihal : **Permohonan Izin Penelitian**

**Kepada**  
**Yth. Kepala Sekolah MAN 1 Labuan Bajo**  
**di**  
**Tempat**

*Assalamu'alaikum Wr. Wb.*

Dengan hormat, mohon kiranya mahasiswa yang tersebut namanya di bawah ini dapat diberikan izin penelitian dalam rangka penulisan Skripsinya dengan penjelasan sebagai berikut:

Nama : Akbar  
NIM : 116120026  
Jurusan/ Program Studi : Pendidikan / Pend. Bahasa Inggris  
**Judul : The Influence of Media Photo Story Text in Writing Skill at The Tenth Grade Students of MAN 1 Labuan Bajo in Academic Year 2020/2021**  
**Tempat Penelitian : MAN 1 Labuan Bajo**

Demikian untuk maklum dan atas kerjasama yang baik diucapkan terima kasih.

*Wabillahitaufiq Walhidayah*  
*Wassalamu'alaikum Wr. Wb.*

Mataram, 18 Desember 2020  
An. Dekan,  
Wakil Dekan I



*Sri Maryani*  
**Sri Maryani, S.Pd., M.Pd.**  
NIDN 0811038701

Tembusan:

1. Rektor UM Mataram (sebagai laporan)
2. Ketua Jurusan/ Program Studi
3. Yang bersangkutan
4. Arsip



PEMERINTAH KABUPATEN MANGGARAI BARAT  
DINAS PENDIDIKAN, KEBUDAYAAN PEMUDA DAN OLARHAGA  
MADRASAH ALIYAH NEGERI 1 LABUAN BAJO  
Alamat : Jln. Alo Tanis Labuan Bajo Kode Pos (86700)

**KETERANGAN PENELITIAN DAN SURVEY**

NOMOR : 004/163/01,1/02/MAN 1 Labuan Bajo/2020/2021

Yang bertanda tangan dibawah ini Kepala Sekolah Madrasah Aliyah Negeri 1 Labuan Bajo  
Kec. Komodo Kab, Manggarai Barat Provinsi Nusa Tenggara Timur Menerapkan Bahwa :

Nama : Akbar  
Nim/Registrasi : 116120026  
Fakultas/Jurusan : Pendidikan/Pend. Bahasa Inggris  
Lembaga/Universitas : Universitas Muhammadiyah Mataram

Bahwa yang namanya diatas berdasarkan pengamatan kami benar-benar melakukan kegiatan  
penelitian dan survey tentang :

***“The Influence of Media Photo Story on Short Story Text in Writing Skill At the Ninth  
Grade Students of MAN 1 Labuan Bajo in Academic Year 2020/2021”***

Penelitian ini telah dilaksanakan selama 2 (Dua) Minggu terhitung dari tanggal 7 s/d 23  
Desember 2020

Demikian surat keterangan kami buat untuk dipergunakan sebagaimana perlunya

Manggarai Barat, 23 Desember 2020

Kepala Sekolah,

  
LABUAN BAJO  
Drs. H. Sahamad H. Yusuf  
NIP. 196012311993031014