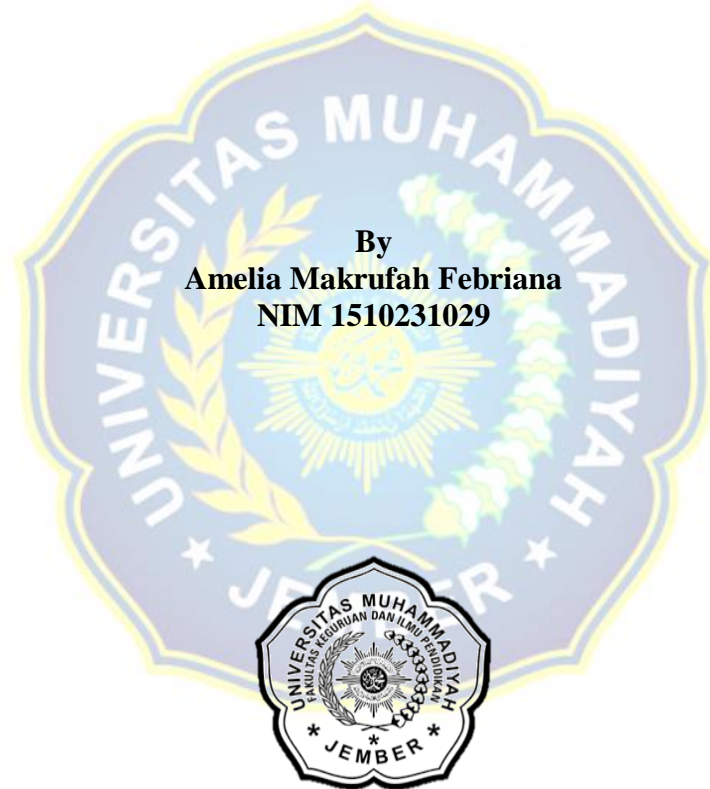


**THE EFFECT OF USING PHOTOGRAPHS ON STUDENTS' WRITING
ABILITY AT MTS AL-QODIRI 1 JEMBER IN THE 2018/2019
ACADEMIC YEAR**

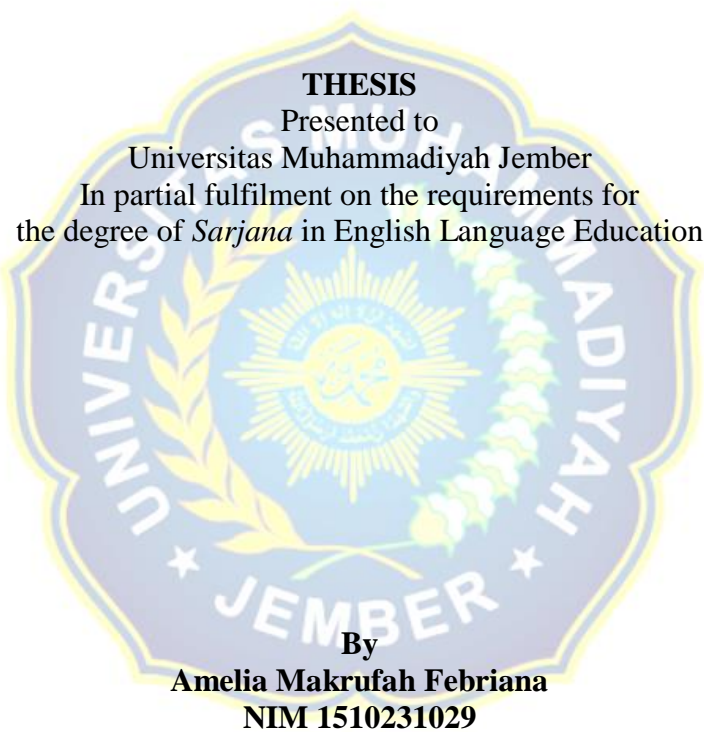
THESIS



**By
Amelia Makrufah Febriana
NIM 1510231029**

**UNIVERSITAS MUHAMMADIYAH JEMBER
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH LANGUAGE EDUCATION PROGRAM
2019**

**THE EFFECT OF USING PHOTOGRAPHS ON STUDENTS' WRITING
ABILITY AT MTS AL-QODIRI 1 JEMBER IN THE 2018/2019
ACADEMIC YEAR**



**UNIVERSITAS MUHAMMADIYAH JEMBER
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH LANGUAGE EDUCATION PROGRAM
2019**



MOTTO

قُلْ لَوْ كَانَ الْبَحْرُ مِدَادًا لِكَلِمَاتِ رَبِّي لَنَفِدَ الْبَحْرُ قَبْلَ أَنْ نُنْفِدَ كَلِمَاتِ رَبِّي
وَلَوْ جِئْنَا بِمِثْلِهِ مَدَدًا ﴿١٠٩﴾

“Say, "If the sea were ink for [writing] the words of my Lord, the sea would be exhausted before the words of my Lord were exhausted, even if We brought the like of it as a supplement.”

(QS. Al-Kahfi :109)



AGREEMENT SHEET

This is to certify that the *Sarjana* thesis of Amelia Makrufah Febriana has been approved by the thesis advisors for further approval by the Board of Examiners.

Jember, September 5th 2019

Advisor I



Henri Fatkurochman, M.Hum

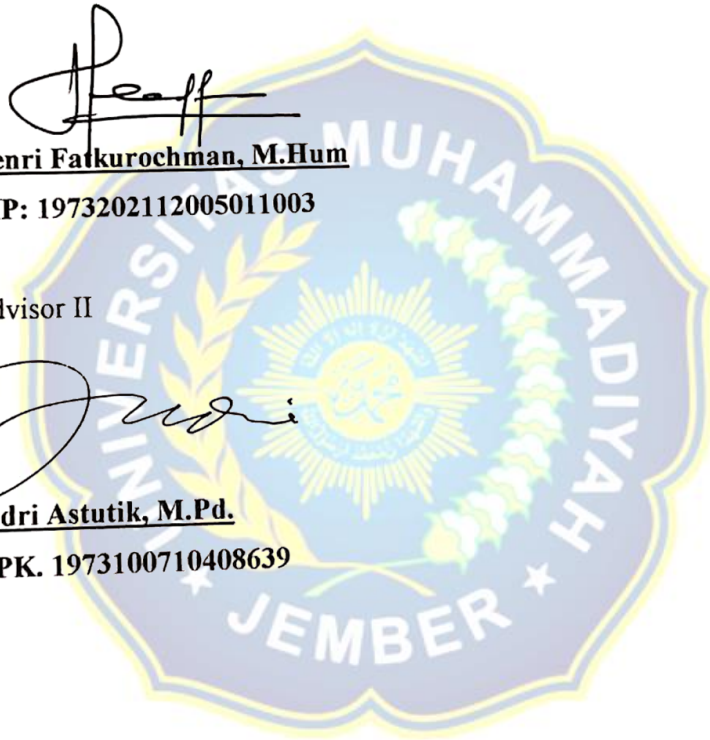
NIP: 1973202112005011003

Advisor II



Indri Astutik, M.Pd.

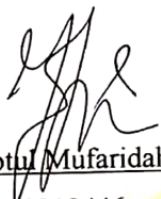
NPK. 1973100710408639



APPROVAL SHEET

This is to certify that the *Sarjana* thesis of Amelia Makrufah Febriana has been approved by the Board of Examiners as the requirement for the degree of *Sarjana* in English Language Education in September 5th 2019.

Board of Examiners,



Fitrotul Mufaridah, M.Pd
NPK. 0312446

Chair



Henri Fatkurochman, M.Hum.
NIP. 1973202112005011003

Member



Indri Astutik, M.Pd.
NPK. 1973100710408639

Member

Acknowledged by

Dean



Faculty of Teacher Training and Education

Dr. Mochamad Hatip, M.Pd.

NPK. 87 02 165

PREFACE

First of all, praise and gratefulness might always be delivered to the Almighty, Allah SWT. Because of His mercy and blessing, the writer are able to keep tough writing this thesis. Therefore, this thesis is finally completed.

This thesis is composed to make readers understand about the effect of using photographs on students' writing ability. Because in fact, many students think that writing is one of the most difficult skill in English. In order to face this common problem, the researcher wants to know is there any significant difference toward students' writing ability between those who are taught by using photographs and those who are not.

The chapter in this thesis are arranged in six chapters. There are introduction, review of related literature and hypothesis, the research method, the result of the research, discussion, and the last is conclusion and suggestion.

As this thesis is far from being perfect, suggestion and criticism are needed. Finally, it is expected that the result of the study will be valuable for the English teacher, the students, and the future researchers.

Jember, September 5th 2019

The Writer

ACKNOWLEDGMENT

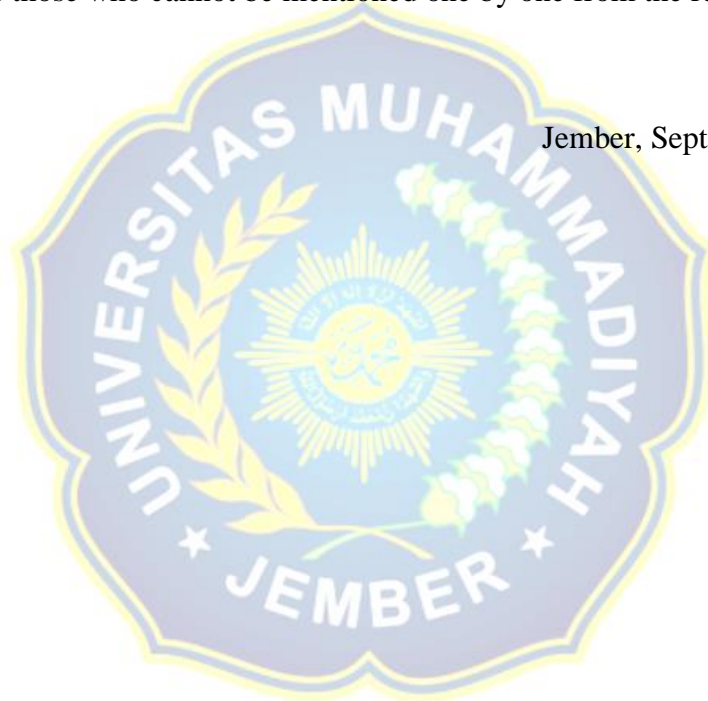
Glory to Allah SWT, Most Merciful, Most Compassionate that blessed the researcher with health and tremendous power to finish this research as a partial requirement for getting Sarjana Degree of English Education of Universitas Muhammadiyah Jember.

The researcher would express appreciation to those who have helped, namely:

1. Dr. Mochamad Hatip, M.Pd, as the Dean of Faculty of Teacher Training and Education Universitas Muhammadiyah Jember.
2. Anita Fatimatul, M.Pd, as the Head of English Language Education Program of Faculty of Teacher Training and Education Universitas Muhammadiyah Jember.
3. Henri Fatkurochman, M.Hum, as my first advisor, who taught me to write patiently.
4. Indri Astutik, M.Pd, as my second advisor, who has patiently guided me in writing my thesis.
5. All lecturers of Faculty of Teacher Training and Education Universitas Muhammadiyah Jember, thank you very much for the knowledge and lesson you have taught and given.
6. Staff of FKIP. Thank you for best service and your kindness.
7. The Headmaster, the English Teacher, the staffs and the students of MTs Al-Qodiri 1 Jember.

8. All my friends of English Education 2015, especially Class A, thank you for everything you have shared with me, for all great moments and togetherness.
9. My best friends, Thegurls, that I could not mention their names one by one, thank you for all the love, laugh and your support.
10. My best friends since in senior high school, Wida Safitri, Mery Silvia, Isna Hartatik, and Nada Addinia, who always cheer me both in my happiness and sadness. Thanks for all crazy moments.
11. Also for those who cannot be mentioned one by one from the report.

Jember, September 5th 2019



DEDICATION

My thesis honorably dedicated to:

1. My beloved parents, Nursalim and Dwi Astutik, who always pray, support, advice, and take care of me. There is no words can represent my praise and love to both of you. You're my inspiration to do the best in my life, your difficulties and your tears are spirits for me to do the best.
2. My beloved little sister, Faizzatul Afifah, thank you very much for all the support and your love, your cheerful, to keep my spirit to do the best.
3. My beloved grandparents, thank you very much for your support and your best pray for me.
4. My beloved almamater, Muhammadiyah University of Jember.

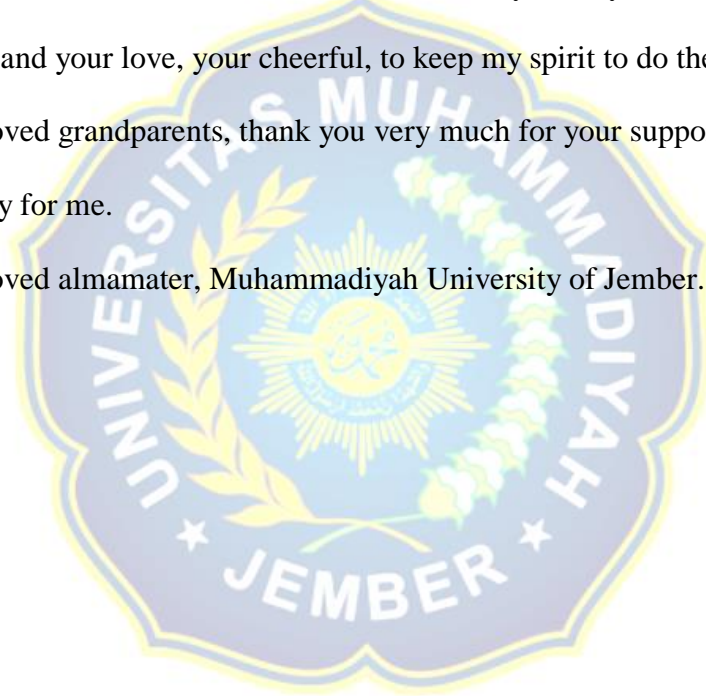


TABLE OF CONTENTS

COVER	i
TITTLE SHEET	ii
LOGO.....	iii
MOTTO.....	iv
AGREEMENT	v
APPROVAL SHEET	vi
PREFACE	vii
ACKNOWLEDGEMENT	viii
DEDICATION	x
TABLE OF CONTENT	xi
LIST OF TABLES	xiii
LIST OF DIAGRAMS	xiv
LIST OF APPENDICES	xv
ABSTRACT.....	xvi
CHAPTER I INTRODUCTION	
1.1. Background of the Research	1
1.2. Problem of the Research	4
1.3. Objectives of the Research.....	4
1.4. Operational Definition of the Terms	4
1.5. Significances of the Research	5
1.6. Scope of the Research	5
CHAPTER II REVIEW OF RELATED LITERATURE AND HYPOTHESIS	
2.1. Review of Related Literature	7
2.2. Hypothesis	20
CHAPTER III RESEARCH METHOD	
3.1. Kind of the Research	21
3.2. Design of the Research.....	22
3.3. Procedure of the Research.....	23
3.4. Respondent of the Research	24
3.5. Area of the Research	25
3.6. Data Collecting Technique.....	25
3.7. Instrument of the Research.....	25
3.8. Data Analysis	30
CHAPTER IV THE RESULT OF THE RESEARCH	
4.1. The Description of Research Data	31
4.2. Hypothesis Testing.....	33
CHAPTER V DISCUSSION	
5.1. Discussion	38

CHAPTER VI CONCLUSION AND SUGGESTION

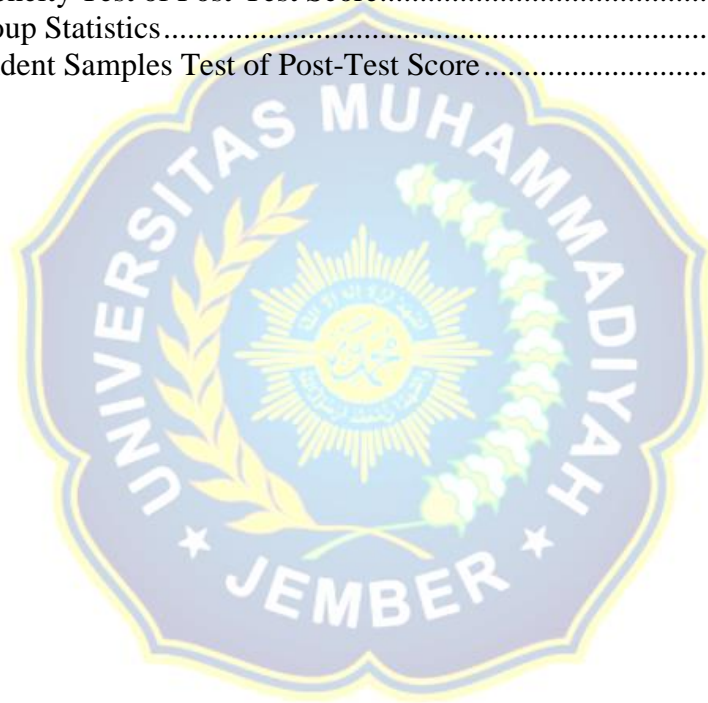
6.1. Conclusion.....42
6.2. Suggestion42

REFERENCES.....44



LIST OF TABLES

Table	Page
3.1. Nonrandomized Control Group, Pretest-Posttest Design.....	22
3.2. Aspect of Evaluation.....	26
3.3. Analytical Scoring Rubric of Students' Writing.....	26
3.4. Competency Based Curriculum	28
4.1. Descriptive Statistics of Pre-Test Score.....	32
4.2. Descriptive Statistics of Post-Test Score	32
4.3. Normality Test of Pre-Test Score	33
4.4. Normality Test of Post-Test Score.....	34
4.5. Homogeneity Test of Pre-Test Score	35
4.6. Homogeneity Test of Post-Test Score.....	35
4.7. The Group Statistics.....	36
4.8. Independent Samples Test of Post-Test Score.....	36



LIST OF FIGURES

Figure	Page
2.1. The Wheel Process of Writing	10



LIST OF APPENDICES

Appendix	Page
1. Research Matrix	47
2. Try Out Subject	48
3. Item of Try Out Test	49
4. Try Out Score	50
5. Reliability Analysis of Try Out Score	51
6. Student's Writing of Try Out	52
7. Lesson Plan of Control Group	53
8. Lesson Plan of Experimental Group	65
9. Student's Handout	77
10. Research Subject of Control Group	79
11. Research Subject of Experimental Group	80
12. Item of Pre-Test	81
13. Pre-Test Score	83
14. Students' Pre-Test Writing of Control Group	85
15. Students' Pre-Test Writing of Experimental Group	88
16. Item of Post-Test	91
17. Post-Test Score	93
18. Students' Post-Test Writing of Control Group	95
19. Students' Post-Test Writing of Experimental Group	98
20. Descriptive of the Data	101
21. Hypothesis Testing	103
22. Students' Exercise Writing of Control Group	106
23. Students' Exercise Writing of Experimental Group	107
24. Documentation	109
25. Statement of Originality	110
26. Curriculum Vitae	111