

**THE STUDENTS' ABILITY IN WRITING JOURNALISTIC IN  
MTs AL – ULUM MEDAN**

**SKRIPSI**

*Submitted in Partial of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

**By**

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MEDAN  
2020**



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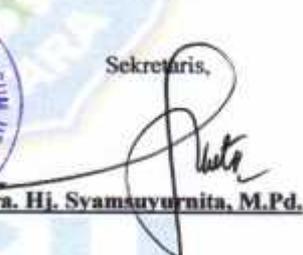


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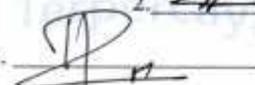
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LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

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## ABSTRACT

**Friska Wati. 1502050233. “The Students’ Ability in Writing Journalistic in MTs Al-Ulum Medan” Skripsi. English Education Program. Faculty of Teachers’ Training and Education. University of Muhammadiyah Sumatera Utara. Medan 2020.**

The study was aimed to find out the process of students’ ability in writing journalistic. The researcher used the descriptive qualitative study. This research describe the students’ ability in writing journalistic. The data was taken from interview, observation and documentation. The location of this reseacrh was Madrasah Tsanawiyah (MTs) Al-Ulum Medan Jl. Amaliun Gang. Johar No.23 Kota Matsun IV, Medan Area, Kota Medan, Sumatera Utara. The subject of this research was the eight grade students which consisted of 13 students. Based on journalistic extracurricular activity has a positive impact as it greatly assists the development of students ' interests and talents. And in the journalistic students can hone the skills of writing, drawing, and MTs Al- Ulum had a magazine that is Tarbiyah magazine.

*Keywords: journalistic, writing, extracurricular*

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In the name of Allah SWT, the most beneficent, the most merciful, praise to Allah SWT the Lord of Universe. Fristly, the researcher would like to thank to Allah SWT the most almighty who has given the chances in finishing the reasearch. Secondly, Bless and peace is upon the prophet Muhammad SAW who has broke human being from the darkness into the brightness era. Thirdly, Thanks to her beloved parents **ASNAL** and **SUMIATI** for their support morally and materially during her academic years in completing her study at Faculty of Teachers' Training and Education, UMSU Medan and thanks to all families.

This research intended to fulfill one of requirements in accomplishing S-1 degree at English Departement of Teachers Training and Education Faculty, Universiy of Muhammadiyah Sumatera Utara. Furthermore in finshing the research entitte "The Students' Ability in Writing Journalistic in MTs Al-Ulum Medan" . In writing this skripsi, there were many difficulies and problem faced by his and without much help from the following people, it might be imposibble for his finish it. Therefore, he would like to thanks to the people mention bellow:

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Finally, the researcher realized that this study was still far from being perfect. So, she expected suggestion and comments from all of the readers, especially for the students of English Department who want to learn about this study. May Allah SWT the most almighty always bless all of us.

Medan, Februari 2020

The Researcher

**Friska Wati**  
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Lembar Pengesahan Proposal

Lembar Pengesahan Hasil Seminar

Surat Pernyataan

Surat Keterangan

Surat Izin Riset

Surat Keterangan Selesai Riset

Berita Acara Bimbingan Proposal

Berita Acara Bimbingan Skripsi

Curriculum Vitae

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

In this era of globalization, English Language is important for our lives. In fact, English is an international language which is widely used in many countries around the world. It is very important for students to master English in all skills. The skills are listening, speaking, reading and writing. Those skills are related to each other. In this case, the researcher going to focus on writing skill especially writing journalistics.

Writing is a skill the most difficult language skill. It requires complex thinking. In writing process we always involve thinking skill and creative skill. Writing skill that is required in written communication. A good writing is not always easy and may be a challenge even for the best students. Mastering vocabularies and tense become the main key to get a good writing. We have to choose appropriate vocabularies to arrange words to be a sentence and develop it to be paragraph. Beside that, we also have to use a compatible tense to express an event in certain time.

Writing involves transferring message from our thoughts to form of flat surface (written form) using language. Powel (2009) stated that writing is hard to see because it governs our thoughts and hard to talk about because of the lack of consistent reference that communicates information.

Madrasah Tsanawiyah (Mts) Al-Ulum Medan is one of the educational at Jalan Amaliun Gang Johar No. 23 Kota Matsun IV, Medan Area, Kota Medan, Sumatera Utara. This school is also one of the junior high schools that goes to the national standard school.

MTs Al-Ulum focuses on forming a small journalist forum. Basic journalistic training for students who are held for three days from Thursday to Saturday. Journalistic training for these students is focused on forming the MTs Al-Ulum internal journalist forum so that in the future students can manage their own school magazines.

Writing journalistic is not easy for junior high school students, but they have to master this skill well to reach the goal of their future. Therefore, as a compulsory subject in junior high school, in teaching English, the teacher has to teach writing for the students intensively. The students are targeted to reach the informational level to communicate in written.

Writing journalistic is a great skill to developed for many reason. First, of course, it's great if you want to pursue a career in journalism. Studying writing journalistic while still in high school can help you master the features of writing journalistic and development your own writing style early. Second, even for those who aren't interested in becoming journalistic, writing journalistic provides a way to practice writing clearly and concisely; there is no room in news stories for irrelevant details or, usually, for the author's opinion.

Writing for journalist is about the craft of journalistic writing, how to put one word after another so that the reader gets the message or the joke goes on

reading and comes back for more. Good writing is essential to journalism without it important news, intriguing stories, insight and analysis, gossip and opinion could not reach their potential audience.

In addition, students can also contribute writing children's stories, poems, techniques for searching and writing news, and the basics of photography. The enthusiasm of students participating in journalistic training activities is quite high, there were thirty one students who participated in small journalist forum, they were selected from class who were really interested in journalism.

Based on the description above, the writer want to know about writing journalistic so that the writer took the title **“The Students’ Ability in Writing Journalistic in MTs Al - Ulum Medan”** in small journalist forum.

## **B. Identification of the Problem**

The problems of the research will identify as follows:

1. The students have low motivation in learning English writing
2. The difficult of students to write journalistic
3. Students are still confused in organizing the write journalistic
4. Students have limited number of vocabulary that makes students difficult to writing.

## **C. Scope and Limitation**

The scope in the research is the students could be stimulated to explore their writing skill. They were also focused on constructing and generating ideas.

As the limitation, this research is limited on the students of junior high school. And the researcher focused on the writing journalistic for students.

#### **D. Formulation of the Problem**

Based on the background and identification above, the problem in this research is:

1. What the students able to write journalistic?
2. How is the journalistic experience of students at MTs Al – Ulum Medan?

#### **E. Objective of the Study**

The objective of this study was to find out the process of students' writing skill in writing journalistic at MTs Al Ulum Medan.

#### **F. Significance of the Study**

The significance of the research are as follow :

##### **1. Theoretical**

The final result of this research is expect to contribute especially the students' ability in writing journalistic.

##### **2. Practical**

The result of this research will be useful for:

###### **a. The teacher:**

The teachers can teach the students for writing journalistic and the teacher can give ideas for making news.

###### **b. The students:**

Students can improve their ability to think in developing writing especially in writing journalistic

c. The researcher:

The result of the study will answer the curiosity about teach writing journalistic.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

Theoretical framework services any theory which explains more than structure of theories which are arranged by the researcher. The theoretical framework is present in the early section of a scientific writing and provides the rationale for conducting research to investigate a particular research problem.

#### **1. Writing**

##### **1.1 Definitions of writing**

A language is used for many kinds of purpose. Thus, it has many functions as well. Furthermore, there are two macro skills of language; they are receptive and productive skill. Writing skill is one of the productive skill that should be mastered in using language. It is because writing skill has significant in a communicative competence of learning language.

Students learn and acquire language through both written and spoken ways so that they can improve their communicative competence. In the process of communication, ideally students know the rules on how to communicate others, how to get information, and how to communicate about the language, it means that they have a language competence. Writing is among the most important that foreign language students need to develop. Brown (2001) states that trends in teaching writing of ESL and other foreign language are integrated with teaching other skills, particularly listening and speaking. For example, when students are

asked by their teacher to write related to certain topic, they may collect information from a radio, a television, magazine, internet, and directly communicating with expert of related topic. After they get sufficient information, they can start writing.

Hyland (2004), explains that writing is a way to share their views on a topic. They will share their views on a topic to teach other then. A person's views may be different from other people's views. It depends on their belief.

Writing is very significant for students in term that they should take notes from their teacher, make a report, and finish assignments from the teacher. Brown (2001) illustrates that writing is like swimming. When people want to be able to swim, they must have like an instructor to show them basic ways or trick to swim, although the instructor is only their parents or their friends not professional instructors. After they get the basic ways to swim, they will develop based on their own style. The more chance they get to swim, they will be. Writing has similar illustration with swimming. At the first time, there will be teacher who guide students to write. They will show students principle of writing.

## **1.2 Process of Writing**

In the writing students cannot only focus on their writing. They should pay attention to the processes or step in writing to produce a good writing. A good writing means good in term of language, conten, purpose, and referred reader. Hyland (2004) illustrates the stages of writing to give students clear understanding that writing process is significant to produce a good writing. The first stage is selection of topic. It can be done by both students and teacher. Students can find

their own topic or with teacher's help. Another way, teacher can decide the topic students should use to write. The next stage is prewriting. In this case, students are involved in brainstorming, collecting data, note-taking. And outlining. The third stage is composing. Composing is another term of drafting. In this stage, students begin to write their ideas down on paper. After having composing, the next step response to revision. It can be conducted by teacher or peers.

When the stage of proofreading and editing has been carried out, means that students have finished their writing. It is the time to step on the seventh stage, which is evaluation. In this case, teachers judge the progress students achieve within the process. Students should perform their progress by time. After teacher finished evaluating students's writing, the next step to do is publish. It mean allowing people to read the writing as the finished product. It can be presenting in class or showing on notice boards, or even in website.

### **1.3 Strategies in Teaching Writing**

Hamer (2004) states that students should pay attention not only in *what* to write but also in *how* to write. Writing is more than to write. There are actually several strategies to write well. Students are led to know more about how to write. Therefore, he offers some writing strategies in this case:

#### **a. The way teachers get students to plan**

In this case, there a lot of ways to get students' plan, actually. However, there are two common and guided tasks. Brainstorming can be applied in pairs and group discussion. In the discussion, they can share anything that can be used as their writing topic or content.

b. The way teacher encourage students to draft, reflect, and revise

In this stage students are made to believe that their drafts are not the finished products. They still need to reflect and revise them. It will lead students to collaborative writing. In collaborative writing, they will work side by side with their classmate in order to produces a good writing. They will respond to each other's drafts in terms of language and content. They will give suggestion to each other. They will share idea that is significant to their writing.

c. The way teacher respond to students' writing

There are several ways to respond students' writing. The first way teachers can do is responding to a work-in-progress. It is applied when a teacher is talking to a student in a group while the others are still working on their own. The second way is giving reformulation to students. In this way, teachers write their own version of a good writing. It will be significant for students as a comparison with their work. The last way is conducting peer response. It will be really welcome to students because teachers talk to each student.

#### **1.4 The Purpose of Writing**

According to Braine and May defined common purpose in writing, there are; writing to inform, writing to explain, writing to persuade, and writing to amuse others. First, writing to inform purpose to educate the readers about a topic of which we have some knowledge. Writing that provides interesting details and facts to hold an audience's attetion. It means that writers share interest knowledge to readers knows. Second, writing to explain is to describe the topic which was not clearly becomes more understand able, by using examples or other facts. In

other words, a writer takes what is unclear and makes it clear. Then, writing to persuade is more demanding and more ambitious than many other types of writing. It means that writers convince the readers to accept the ideas. The last, writing to amuse other means someone who uses language and established forms well to express his or her point of view. It is writing to entertain and give the reader something to enjoy.

### **1.5 Writing of Journalistic**

Writing journalistic is writing for media outlets. And each media outlet has different standards. The more each journalistic piece satisfies a different audience, the more it will be published in different media outlets. Most journalistic writing is non-biased. It should be engaging and factual; a journalist must always consider her audience. First-hand interviews are an important piece of journalistic writing.

The most important part of writing journalistic is dissemination of information. An article must relay the "5W + 1H" (Who, What, Where, When, Why, and How) as quickly as possible. In general this means that every subsequent paragraph is of less significance than the previous one. The author's voice needs to be almost nonexistent and speak of impartiality. To do so, an article should be "shown" rather than "told" by the reporter. This is achieved by allowing the story to be told almost exclusively by the sources. In general this call for balance within an article means that slanted sources must be offset by their opposing viewpoints. In newspaper writing this usually means that for every quote with an opinion, the reporter ought to seek out one with a different opinion.

A key part of any journalistic article is the opening: part of something called a "lead" or "lede." The lead serves to capture a reader's interest and make them want to continue reading. This can be done with shocking statistics, a vivid description of a scene, or an interesting detail. An interesting lead usually has lots of detail and sentences of varying length. A good lead will determine if the rest of the article is read.

## **2. Journalistic**

### **2.1 Definition of Journalistic**

According to Assrgaff (1983) as quoted by Haris Sumadiria (2005), journalistic is an activity to prepare, edit and write for newspapers, magazines or other periodicals. According to *Ensiklopedia Indonesia* journalistic is a field of profession that seeks the presentation of information about events and or daily life (in the form of information, interpretation, and assessment) periodically with existing facilities.

According to Ronald E. Wolseley (1969) as quoted by Haris Sumadiria (2005), journalistic is the collection, writing, interpretation, processing, and dissemination of general information, observer opinions, systematic and reliable public entertainment for publication in newspapers, magazines, and broadcast on broadcast station. According to Erik Hodgins, Editor of *Time Magazine*, journalistic is sending information from here to there correctly, thoroughly, and quickly, in order to defend truth and justice thinking that can always be proven.

Kustadi Suhandang (2004) journalistic is an art or skill in finding, collecting, processing, compiling and presenting news about events that occur in a beautiful day, in order to fulfill all the needs of the conscience of the audience. After taking into account the opinions of the experts, it can be concluded that journalism is the activity of preparing, delivering, searching, collecting, managing, presenting, and disseminating news through the media periodically to the widest possible audience as quickly as possible.

## **2.2 Journalistic Form**

Viewed in terms of form and management, journalistic is divided into three major parts: journalistic print media (*newspaper and magazine journalism*), journalistic auditive electronic media (*radio broadcast journalism*), and audiovisual journalistic (*television journalistic*). Print journalistic includes journalistic newspapers and journalistic magazines. Journalistic audiovisual electronic media is journalistic television broadcasting and journalism on line (internet).

### **a. Print Media Journalistic**

Journalistic print media is influenced by two factors, namely visual and verbal factors. Verbal, strongly emphasizes our ability to choose and compose words in a series of effective and communicative sentences and paragraphs. Visual shows on our ability to organize adjust; design the layout or things that are related to the aspect of appearance. In a juristic perspective, every information presented to the public must be accurate, clear and correct, providing an

interesting, arousing interest and readable taste. Journalistic work must be correct and packaged in interesting language and presentation.

b. Journalistic Auditive Electronic Media

Journalistic Auditive Electronic Media or radio broadcast journalism, more influenced by verbal, technological, and physical dimensions. Verbal, related to the ability to arrange words, sentences, and paragraphs effectively and communicative. Technological, related to technology that enables radio transmit power to be captured clearly and clearly by radio receiver aircraft.

c. Journalistic of Audiovisual Electronics Media

Journalistic Electronic Media Audiovisual or journalistic broadcast television, is a combination of verbal, visual, technological, and dramatic dimensions. Verbal, deals with words that are arranged briefly, densely, effectively. Visual, more emphasis on the language of images that are sharp, clear, lively, and attractive. Technological, related to broadcast coverage, sound quality, and images produced and received by receiving television sets in homes.

### **2.3 Journalistic Products**

Journalistic products are newspapers, tabloids, magazines, newsletters, or other periodicals such as radio, television, and online internet media. But not all newspapers are called journalistic products. Newspapers, tabloids, magazines and bulletins can be classified into three major groups: (1) news, (2) opinion, and (3) advertisements. Of the three major groups, only news and opinions can be called journalistic products. Advertising is not a journalistic product even though the technique used is referring to journalistic techniques.

News groups, including direct news, comprehensive news, depth news, investigative news, Khan news depth reporting, and news (photo news). Opinion groups (views), include editorials, caricatures, corners, articles, columns, essays, and letters of the reader. Whereas the ad group includes various types and properties of advertisements starting from the advertising of goods and services.

The strict separation of news and opinions is a consequence of noble journalistic norms and ethics that do not require the news as objective facts, colored or mixed with opinions as subjective views. Here are the details of the opinion group explanation (Sumadiria, 2004):

1. **Headline of the plan**

The editorial is an opinion containing the opinions and official attitudes of a media as an institution of publishing on actual phenomenal issues, and conventions that develop in society. Opinions written by the editors are assumed to represent and reflect the opinions and official attitudes of the press media as a whole as an integrated media publishing.

2. **Caricature**

In etymologically, caricature comes from Italian, car care, which means exaggerating. The word car care itself is influenced by the word creature, as well as Italian, which means the character of the word in the Spanish language means face. According to Lukman (1989), caricature began to be used for the first time by Mossini, a Frenchman, in his work entitled *Diverse Figure* in 1646.

Whereas the person who first introduced the word caricature was Lorenzo Bernini for his works in France in 1665. Lorenzo Bernini was a sculptor at the

Renaissance (Britannica, 1968: 905). Thus, etymologically caricature is a face image and characteristics of a person who is exaggerated in excess.

In the Encyclopedia of The Art explained caricature is a representation of a person's attitude or character by exaggerating it so that it gives birth to humor. Caricature is also often used as a means of social and political criticism. The representation of a person's characteristics in an exaggerated manner so as to produce a universal effect. It often uses instruments of social and politics criticism.

### 3. Articles

Article is freelance writing containing someone's opinion that thoroughly examines a particular problem that is actual or controversial in order to inform (informative), understand and convince (argumentative persuasion), or entertain the audience (recreational). It is called free because anyone readers can write articles with free topics according to their interests and expertise. In addition, the articles written are not related to certain news or reports.

### 4. Letter of the reader

The letter of the reader is a short opinion written by the reader and contained in the special section of the reader letter. Letters of readers usually contain complaints or comments from readers about anything that concerns their interests or society. The average letter length of the reader is 2-4 paragraphs. The reader letter rubric is more of a public service from the editorial community.

### 3. News

#### 3.1 Definition of News

Paul De Massenner in the book *Here 's The News: Unesco Associate* states, news is information that is important and attracts the attention and interest of the audience. According to Charnley and Jamaes M. Neal (2006) as quoted by Haris Sumadiria (2005), news is a report about an event, opinion, tendency, situation, condition, interpretation that is important, interesting, new and must be immediately conveyed to the. Williard C. Bleyer in *Newspaper Writing and Editing*, news is something that is most likely chosen by the journalist to be published in the newspaper, because he attracts interest or has meaning for the newspaper reader, or because he can attract readers to read the news.

Doug Newsom and James A Wollert in *Media writing: News for the Mass Media* (1985) mention, in a simple definition, news is anything that people want and need to know or broader by the community. By reporting the news, the mass media provides information to the public about what they need. Dean M. Lyle Spencer, in *News Writing stated*, news is a fact or an idea that can really attract the attention of most readers. According to Micheal V. Charnley in *Reporting* (1965) as quoted by Haris Sumadiria (2005), news is the fastest report of interesting or important facts and opinions, or both, for a large number of people.

### 3.2 Type of News

According to Haris Sumadiria (2005) types of news can be divided into three groups, namely: elementary, intermediate, advance. Elementary News includes straight news, depth news reports, and comprehensive news reports. Intermediate news includes interpretative news report and essay feature story report. As for the advance group, it points to depth reporting, investigative reporting, and editorial writing.

The following is a brief explanation about straight news report, depth news report, comprehensive news report, interpretative news report, feature story report, depth reporting, investigative reporting, and editorial writing

1. Straight news report is a direct report on an event. For example, a speech is usually direct news that only presents what happens in a short time.
2. The depth news report is a report that is slightly different from a straight news report. Reporters (reporters) gather information with facts about the event itself as additional information for the event.
3. Comprehensive news report is a comprehensive report on facts in various aspects. Comprehensive news, in fact, is an answer to the criticism and weaknesses found in straight news.
4. Interpretative news report is more than straight news and news depth. Interpretive news usually focuses on issues, problems, or controversial events. However, the focus of the news report is still talking about facts that are proven not opinion. In this type of report, reporters analyze and explain.

5. Feature story report. In features, the author looks for facts to attract the attention of his readers. The feature writer promises a reading experience that depends more on writing style and humor than the importance of the information presented.
6. Depth reporting is journalistic reporting that is profound, sharp, complete, and intact about a phenomenal or actual event. In reading in-depth reporting works, people will know and understand well the sit-in of a problem viewed from various perspectives or perspectives.
7. Investigative reporting contains things that are not much different from interpretive reports. This type of news usually focuses on a number of problems and cantors.
8. Editorial writing is the mind of an institution tested in front of a public opinion hearing. Editorial is the presentation of facts and opinions that interpret important news and influence public opinion.

### **3.3 News Writing Techniques**

The news concept and general criteria for news value applies universally. Universally, such as, news is written using a report technique, referring to an inverted pyramid pattern, and refers to the formula 5W+1H.

1. The Pattern of Writing the *inverted pyramid*

*Inverted pyramid*, it means that news messages are arranged deductively. Conclusions are stated first in the first paragraph, then followed by explanations and descriptions in more detail in the following paragraphs. The first paragraph is a summary of the most important facts in all descriptions of

news stories (news stories). Thus, if the first paragraph is a very important news message, then the next paragraph falls into the important, quite important, less important, less important, unimportant, and not at all important category.

## 2. News Written with 5W 1H Formula

News is written using the 5W 1H formula, so that the news is complete, accurate, and simultaneously meets technical journalistic standards. That is, the news is easily arranged in a standardized pattern, and is easily and quickly understood by readers, listeners, or viewers. In each reported event, there must be six basic elements, namely what, who, when, where, why, and how. What means what events will be reported to the public. Who means who is the actor in the event. When means when the event happened: year, month, week, day, hour, minute. Where it means where the event occurred. Why means that the event happened. How it means how the course of events or how to cope with these events. The six elements are expressed in concise, clear, and interesting sentences.

## **B. Relavant Studies**

There is previous researches relating to this present research. First, a research by I Wayan Artika (2018), entitles "Kegiatan Menulis Pada Ekstrakurikuler Jurnalistik Di SMA Negeri 1 Mengwi". The results of the study is extracurricular activities can help the students especially to develop students' talents and interests. Extracurricular activities are carried out by students outside

of hours of learning as an extension of school activities with the aim of developing the talents, interests and abilities of each student.

The second, a study conducted by Gita Wiastra (2015), entitled, “Pembinaan dan Manajemen Produksi Majalah Sekolah pada Ekstrakurikuler Jurnalistik di SMA Negeri 4 Singaraja”. The result of the study is teaching the school magazine publication in journalism extracurricular and the management of school magazine production in journalism.

### **C. Conceptual Framework**

Writing is skill the most difficult language skill. In writing process we always involve thinking skill and creative skill. Writing skill that is required in written communication. A good writing is not always easy and may be a challenge even for the best students. Mastering vocabularies and tense become the main key to get good writing. The writing is one important skill that should be known and mastered by the students. If we take a look at the teaching learning process at school, writing is difficult to be learned by students but it is important for them which especially in writing journalistic.

Writing journalistic describe the important, factual based news of the day. It is important to be accurate, and written with audience it's targeting in mind. With writing journalistic the person can relay information quickly to broad audience. It's arguably the most useful form of writing because it keeps people aware, informed and prompts inquiry.

#### **D. Hypothesis**

Based on the theories above, the hypothesis of this study is the students can writing journalistic of the students at MTs Al-Ulum Medan are able to write journalistic form.

## **CHAPTER III**

### **RESEARCH OF METHODOLOGY**

#### **A. Location of the Research**

This research was conducted at MTs Al-Ulum In Jalan Amaliun Gang Johar No.23 Kota Matsun IV, Medan Area, Kota Medan, Sumatra. The reason for choosing this location was accessible in ter of time and found.

#### **B. Population and Sample**

The population in this research was conducted the small journalistic forum at MTs Al-Ulum in Jalan Amaliun Gang Johar No.23 Kota Matsun IV, Medan Area, Kota Medan, Sumatra Utara.

The sample was chosen by cluster sampling. The sample of this research is all students in small journalistic forum.

#### **C. Research Design**

In This research uses a qualitative approach with qualitative descriptive research. Qualitative descriptive approach is used to analyze and describe writing activities, implementation of writing activities, and student barriers in writing activities in journalistic extracurricular classes.

According to Suharsimi Arikunto, (Descriptive research is a research that is purposed to gather the information about the status of phenomenon, which is condition of a phenomenon objectively based on the condition when the research

was done. Descriptive research does not need administration or controlling to the treatment. Descriptive research is purposed to make description about the situation or event, and the phenomenon just the way it is and usually is not directed to test the hypothesis, but to find some information which can be used for making an inference).

#### **D. Instrument of the Research**

In this research, the instrument of the research by using qualitative descriptive research. In qualitative descriptive research, the writer uses, interview, observation, and documentation.

#### **E. Technique for Collecting Data**

In collecting data, the researcher employed four technique of data collecting as follow:

1. Interview

Interviews are used to get information or data related to planning writing activities and obstacles faced by students in writing.

2. Observation

Observation is collecting the data with using participants observation is showing to express the meaning of the heavent is the essensial in qualitative observation. Observation is used to see and get data about writing activities.

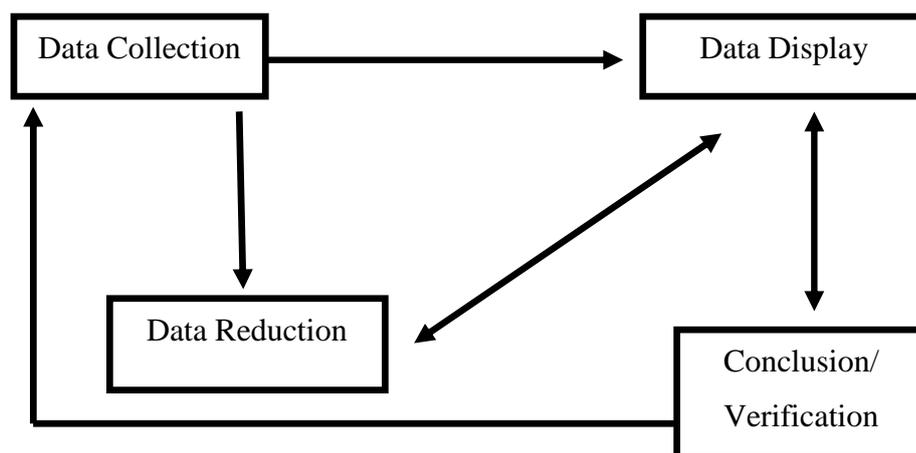
### 3. Documentation

Documentation is used to capture the implementation of writing activities.

Documentation is all of data are collected and interpreted by researcher and they also was supported by some media.

## F. Techniques of Analyzing Data

**TABLE 3.1**  
**Techniques of Analyzing Data**



In this research the researcher used model Miles and Huberman (Sugiyono, 2016), the steps are as follows:

#### 1. Data Collection

Data obtained in field collected and recorded. The result of such notes is then described and then made note of reflection i.e. Notes containing comments, opinion or interpretation of researchers over the data obtained from the field.

## 2. Data Reduction

Researchers sort out the data relevant, important and meaningful, and the data is useless to explain what the target of analysis was. The selected data is because according to the purpose of the research is used to display the results and discussion. Once selected, the data is simplified by creating focused, classification, and data abstraction.

## 3. Data Display

The data presented in a descriptive of what is found in the analysis. Descriptive dishes can be realized in a narrative in which systematic and their flow.

## 4. Conclusion/Verification

Conclusions of the verification of the withdrawal is an attempt seeking the meaning of components data presented by observing the patterns, order, an explanation of configuration, and a causal relationship.

**CHAPTER IV**  
**RESEARCH FINDING AND DISCUSSION**

**A. Data Description**

In this research, the researcher collected the data by doing observation, interview and documentation. The informant in the interview was the teacher and 13 students in small journalistic forum at MTs Al Ulum Medan. This is the characteristics of the informant:

**Table 4.1**  
**Characteristics Informant**

No	Code Informant	Status	Location of the research
1	M <sub>1</sub>	Teacher	In the office of the teacher
2	M <sub>2</sub>	Student	In the classroom
3	M <sub>3</sub>	Student	In the classroom
4	M <sub>4</sub>	Student	In the classroom
5	M <sub>5</sub>	Student	In the classroom
6	M <sub>6</sub>	Student	In the classroom
7	M <sub>7</sub>	Student	In the classroom
8	M <sub>8</sub>	Student	In the classroom
9	M <sub>9</sub>	Student	In the classroom

10	M <sub>10</sub>	Student	In the classroom
11	M <sub>11</sub>	Student	In the classroom
12	M <sub>12</sub>	Student	In the classroom
13	M <sub>13</sub>	Student	In the classroom
14	M <sub>14</sub>	Student	In the classroom

Data obtained from interviews in the form of informants' answers to questions raised by research through interview guides conducted face to face with informants, which then the answer data is presented in the form of an interview quotation. The excerpt from the interview explained the answers from the teacher and students in the journalistic forum. The first informant (M1) was one of the teachers at MTs Al-Ulum medan who help the students in carrying out journalistic activities that could be interviewed at the teacher's office. Then the next informants M2, M3, M4, M5, M6, M7, M8, M9, M10, M11, M12, M13, and M14 are students in the journalistic forum.

Interviews with all of these informants take place informally. In addition the atmosphere and the condition of the interview are natural background, not arranged in such a way for a particular purpose. The language used during the interview is an informal language. The interview excerpt displays the answers from the students who are in journalism-writing activities. The excerpt from the research informant is detailed and described in the following sub-chapter.

## **B. Categories**

Based on the results of the interview, researchers compiled an initial framework of analysis as a reference in conducting interviews. Then the researcher re-read the interview transcripts and conducted the selection of data relevant to the subject and showed the relationship between the parts being researched thereby generating several categories. Researchers can bring down several categories about journalistic extracurricular activities. The categories are as follows:

### **1. Journalistic extracurricular activities**

There are many activities undertaken in journalism extracurricular in MTs Al-Ulum. According to M<sub>1</sub> as a teacher who guides students in journalistic activities said that the activities that students do this is to cover a news when there is a certain event held in their school, following a statement for M<sub>1</sub>:

M<sub>1</sub> : *“The activity they are doing is covering the news when there is an event, for example, when the children appear to make the news and make a picture that then the news is published in the Tarbiyah magazine”*

And M<sub>1</sub> also said that this journalistic extracurricular activity has a very positive impact for the students who participated in the activity, after the statement M<sub>1</sub>:

M<sub>1</sub> : *“Alhamdulillah. So far, this extracurricular activity has a positive impact because it is very helpful to the development of students ' interests and talents. And in the journalistic students can hone the*

*skills of writing, drawing, and Mts Al General had a magazine that is Tarbiyah Magazine”*

From the answer of M<sub>1</sub> He revealed that this journalistic extracurricular activity was very beneficial and a positive impact for students of students who participated in the activities. They are able to hone the talent of writing, drawing and even MTs Al-Ulum is already able to publish their own school magazines. Furthermore, researchers interviewed the informant M<sub>2</sub>, M<sub>3</sub>, M<sub>4</sub> and M<sub>5</sub> said that the activities they first did was to create a story or create a comic, learn how to become a photographer and they are also taught how to Interview teachers and educational staff who are in MTs Al-ulum with various answers as follows:

M<sub>2</sub> : *“The first we were told to make a story done on may 29th, 2019 and we also taught how to photograph the photographer for good and true photographs. And the second we were told to compose and make the story”*

M<sub>3</sub> : *“At the time of seven grade we were told to create a story or comic then we were taught how to make a good photo and we are taught also how to interview teachers and educational personnel Who are in MTs Al-Ulum”*

M<sub>4</sub> : *“The first we were told to learn how to make a good photo, the second we were told to make a story and the third we were told to search the interviewees”*

M<sub>5</sub> : *“The first time we made a story and made a Novel according to the story. The second we were told to bring the camera to photograph the one around us”*

From the informant M<sub>2</sub> answer that the activity that was first conducted on 29 May 2019 was to create a story and be taught how to make a good photo, the M<sub>3</sub> also stated that the activities undertaken were to create a story that was done during seven grade, M<sub>4</sub> stated that at the beginning of the first activity was how to make a good photo and M<sub>5</sub> stated the same thing is to make a good photo To photograph the things around MTs Al-Ulum. Then the answers of M<sub>6</sub>, M<sub>7</sub>, M<sub>8</sub>, M<sub>9</sub>, and M<sub>10</sub> are as follows:

M<sub>6</sub> : *“interview interviewing, make news, take pictures and make pictures”*

M<sub>7</sub> : *“taking photos, video and interviewing”*

M<sub>8</sub> : *“so we were on journalism to learn about interviewing sources and making stories”*

M<sub>9</sub> : *“Interviewing, drawing, and translating of English language”*

M<sub>10</sub> : *“Interviewing, drawing, and translating of English language”*

The answer from M<sub>6</sub> stating that the activities undertaken are interviewing the speakers, making the news and also taking pictures, M<sub>7</sub>, M<sub>8</sub>, M<sub>9</sub>, and M<sub>10</sub> also states the same thing is in this journalistic extracurricular activities the activities they do are to interview interviews, take photos or videos, and make stories.

Furthermore researchers interviewed M<sub>11</sub>, M<sub>12</sub>, M<sub>13</sub>, and M<sub>14</sub> also expressed the activities they do not much different from the previous informant, which is the activity of interviewing speakers, drawing, and making stories, following answers from M<sub>11</sub>, M<sub>12</sub>, M<sub>13</sub>, and M<sub>14</sub>:

M<sub>11</sub> : *“Writing, drawing, interpreting English, interviewing merchants”*

M<sub>12</sub> : *“Interviews, writing, photos”*

M<sub>13</sub> : *“interview, writing, translate into english”*

M<sub>14</sub> : *“interview speakers, make news, take pictures and make pictures”*

Conclusions that can be withdrawn from all the statements of informant from M<sub>1</sub> to M<sub>14</sub> all activities in journalistic extracurricular are students who can make stories, dare to interview someone, able to make news, and able to edit or create a photo of their own works.

## **2. Difficulty of journalistic activities**

Difficulties faced by students there is a lot of difficulties faced by students in this journalistic extracurricular activities, one of which is editing photos and making good news, as expressed by M<sub>1</sub>, the following statement M<sub>1</sub> about the difficulties faced by the students of the journalism.

M<sub>1</sub> : *“The difficulties they face are how to edit photos and make good news. And all that is a skill and training that must continue to be familiarize”*

Further researchers interviewed the informant M<sub>2</sub>, M<sub>3</sub>, M<sub>4</sub>, M<sub>5</sub> and M<sub>6</sub> any difficulties faced by the informant, the following statements from M<sub>2</sub>, M<sub>3</sub>, M<sub>4</sub>, M<sub>5</sub> and M<sub>6</sub>:

M<sub>2</sub> : *“The first to interview I often missed when writing and difficult to compose good and correct sentences to be a paragraph”*

M<sub>3</sub> : *“I don't like the photos and when I told to edit photos it is very difficult”*

M<sub>4</sub> : *“when asked to photograph me a lot of mistakes, when interviewed interviewer, when writing answers from his question should be quick and I can't write quickly”*

M<sub>5</sub> : *“confused want to make a story what we must imagine himself”*

M<sub>6</sub> : *“The difficulty is hesitant to interview merchants”*

M<sub>7</sub> : *“When looking for traders I feel hesitant and confused when asking”*

From the answer M<sub>2</sub> difficulties that are faced is difficult to compose a good and correct sentence to be used as a story, while M<sub>3</sub> and M<sub>4</sub> expressed the same opinion that the difficulties they face is when they edit photos especially for M<sub>3</sub> According to photo editing activities are the most troublesome for him, the difficulty faced by M<sub>5</sub> is confused to create a story like what because to make a The story has a high imagination for the story to be good, while M<sub>6</sub> and M<sub>7</sub> has difficulty in looking for someone.

Further researchers interviewed the informant M<sub>8</sub>, and M<sub>9</sub>, when the utility is looking for informant M<sub>8</sub> and M<sub>9</sub> not experiencing any difficulties in following the journalistic activities of the activity even this is one of the pleasant hobbies, following the statement from M<sub>8</sub>, and M<sub>9</sub> :

*M<sub>8</sub> : “There is no, because it is assisted by friends, hobbies too”*

*M<sub>9</sub> : “there is no, because I love journalistic, because journalistic includes taking photographs”*

From the answers M<sub>8</sub> and M<sub>9</sub> Both of these informers are not experiencing any difficulties, in addition to the hobby of journalism extracurricular activities it is also able to appreciate their ability in the field of photographer so it makes it easier for them to develop their cites without experiencing difficulties.

Further researchers re-interviewed the informant M<sub>10</sub>, M<sub>11</sub>, M<sub>12</sub>, M<sub>13</sub> and M<sub>14</sub>, the result of the search for the five of these informant students regain difficulties while attending journalism, and the difficulties they faced in the face of the problems that they have to do and the resource that they interviewed feel embarrassed, the following statements from the informant M<sub>10</sub>, M<sub>11</sub>, M<sub>12</sub>, M<sub>13</sub> and M<sub>14</sub>:

*M<sub>10</sub> : “hard to make video”*

*M<sub>11</sub> : “hesitant because interviewed”*

*M<sub>12</sub> : “When interviewing the informant is somewhat embarrassed”*

*M<sub>13</sub> : “The merchant is ashamed to be embarrassed when interviewed”*

*M<sub>14</sub> : “The difficulty at the time of interviewing Bang Ojil, asking about how he worked, was somewhat hesitant too”*

From the overall answer of the informant about the difficulties faced in following journalistic exposition activities, that almost all the difficulties experienced by the students was when they had difficulty in editing photographs or Make the Video well and some of them are struggling to write down the results of the questions they ask to the resource.

### **3. The benefit of journalistic activities**

As for the benefits gained from students who follow this extracurricular journalistic activity is they are capable of topping very creative ideas, such as they are able to edit photos and Video, they are also passionate, and active when performing journalistic activities as stated by M<sub>1</sub> as the teacher who is the master of students in journalism activities. Here's a statement from M<sub>1</sub>:

M<sub>1</sub> : *“Alhamdulillah, they are good, spirit, and while doing their journalistic activities are always active and they are able to topping very creative ideas, as they are capable of editing photos and video”*

M<sub>1</sub> said that many of the impacts of the positive and benefits gained by the students who participated in journalistic activities because of this journalistic extracurricular activities students are able to develop their ideas to write to the form of short stories or comics published in the school magazines.

Furthermore, researchers interviewed the informant M<sub>2</sub>, M<sub>3</sub>, M<sub>4</sub>, and M<sub>5</sub> namely asking what benefits they acquired during the journalistic activities in the school. The following answers from informant M<sub>2</sub>, M<sub>3</sub>, M<sub>4</sub>, and M<sub>5</sub>

M<sub>2</sub> : *“First I was able to create a story, and know how to create and edit the right photo”*

M<sub>3</sub> : *“We are able to make novels or comic artists. And we can also take the world of journalism as a reporter”*

M<sub>4</sub> : *“I can photograph objects well”*

M<sub>5</sub> : *“The benefits are there. I can make stories and more know about journalistic and more daring to search for teachers”*

Of all the Answers of the informant M<sub>2</sub>, M<sub>3</sub>, M<sub>4</sub>, and M<sub>5</sub> They benefited from the following journalistic activities, M<sub>2</sub> and M<sub>4</sub> say during the journalistic activities he was able to create stories and know how to edit a good and true photograph, while the M<sub>3</sub> and M<sub>5</sub> also said that they are also able to make a better story and they also know How to become a reporter by after the extracurricular activities of this journalism.

Subsequent researchers also interviewed M<sub>6</sub>, M<sub>7</sub>, M<sub>8</sub>, M<sub>9</sub>, and M<sub>10</sub> Researchers also still ask the same thing to the informant M<sub>6</sub>, M<sub>7</sub>, M<sub>8</sub>, M<sub>9</sub>, and M<sub>10</sub> What are the benefits they gained during the follow journalistic activities and whether the benefits they gain are similar to the previous informant , following responses from the informant m<sub>6</sub>, M<sub>7</sub>, M<sub>8</sub> , M<sub>9</sub>, and M<sub>10</sub>:

M<sub>6</sub> : *“thebenefits can deepen journalistic activities and know the things about journalists”*

M<sub>7</sub> : *“We can learn how to take photos and videos correctly”*

M<sub>8</sub> : *“Can lesson interviewed people”*

M<sub>9</sub> : *“There is, the benefit to add to know about creating stories”*

M<sub>10</sub>: *“The benefits is that we can know the journalism activity”*

From the Answers of m<sub>6</sub>, M<sub>7</sub>, M<sub>8</sub>, M<sub>9</sub>, and M<sub>10</sub> They also get different benefits that are the benefits that are being made is so much more daring to ask the teacher or people in the school, and they also know any activity that is done by a journalist.

And the next researchers also search for other informant that is informant M<sub>11</sub>, M<sub>12</sub>, M<sub>13</sub> and the last is M<sub>14</sub>. The benefits gained by the informant M<sub>11</sub>, M<sub>12</sub>, M<sub>13</sub> and the last is M<sub>14</sub> is not much different from the previous informant the benefits that they have among them is that they are able to make photographs or take video and be able to create stories or comics. The following statements from the informant M<sub>11</sub>, M<sub>12</sub>, M<sub>13</sub> and M<sub>14</sub> :

M<sub>11</sub> : *“We can learn how to take photos and videos correctly”*

M<sub>12</sub> : *“Our benefits can be brave, dare to ask someone”*

M<sub>13</sub> : *“Get the lesson”*

M<sub>14</sub> : *“The benefits can be a show of journalistic lessons and know about being a journalist”*

And the conclusion of all information obtained from the students is important M<sub>2</sub> to M<sub>14</sub> is the benefit they have gained that they have been able to pour their ideas in an interesting writing such as they are able to create stories, poetry or comics, and they also know how to edit a photo or a picture for the better, and make them understand what is the activity of journalistic.

### C. Research Finding

**Table 4.2**  
**Result of the research**

<b>NO</b>	<b>CATEGORY</b>	<b>RESULT OF THE RESEARCH</b>
1.	Journalistic extracurricular activities	The activities undertaken by the students are making stories, making novels, painting poems and even they are told how to create and make good video, they also learn how to make the news. They also often cover news when there is an event, for example, when the children appear to make the news and make a picture that then the news is published in Tarbiyah magazine.
2.	Difficulty of journalistic activities	The difficulties faced by journalistic students are the difficulties they have on how to edit photos and make good news. And all that has to do with the skills and training that must continue to be familiar. During an interview some of these students often miss out on writing and are difficult to compose good and correct sentences to be a paragraph. And there are

		also some students who are difficult to take and even difficult to edit a photograph.
3.	The benefit of journalistic activities	The benefit of journalistic activities for students is that they are able to tops very creative ideas, such as they are capable of editing photos and videos, able to make stories and dare to interview teachers, faculty and merchants in MTs Al-Ulum Medan.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the results of interviews from informant, the researcher could conclude as followed:

1. This journalistic extracurricular activity has a positive impact as it greatly assists the development of students ' interests and talents. And in the journalistic students can hone the skills of writing, drawing, and MTs Al General had a magazine that is Tarbiyah magazine even the students are able to make news when there are events that are happening in their school. MTs Al-Ulum has its own program such as conducting trainings that are conducted two times in one week and that certainly does not interfere with the learning of teaching activities.
2. The difficulties that students face are how to edit photos and make good news that they will write, when conducting interviews they are also often missed when writing and are difficult to compose good and correct sentences to be a paragraph of the story, sometimes they also feel confused about making a story like what they think will make a story need a imagination so that the ideas are later written in a story.

## **B. Suggestion**

Suggestion was stage as follow:

1. For the teacher in forum journalistic , the students need for the addition of a camera-like tool to make it easier for students to perform journalistic activities and to make the image or video make a better.
2. For the students in forum journalistic, With journalistic extracurricular activities in MTs Al-Ulum students are able to hone their talents through written works such as when they are creating stories or when they are creating a comic, and making good photos or videos.
3. The other researchers, this research could be used as the references to make other extracurricular in the school for especially extracurricular journalistic.

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Appendix 1

# **INTERVIEW SHEET**

### **Interview sheet with the Teacher in MTs Al-Ulum**

- The researcher : Assalamualaikum, Selamat siang Pak?
- The teacher : Walaikumsalam, Selamat siang.
- The researcher : Saya sangat tertarik dengan kegiatan ekstrakurikuler jurnalistik yang ada di MTs Al Ulum ini. Apakah kegiatan ekstrakurikuler berdampak positive dalam mengembangkan bakat siswa dalam jurnalistik?
- The Teacher : Alhamdulillah. Sejauh ini kegiatan ekstrakurikuler ini sangat berdampak positif karena sangat membantu perkembangan minat dan bakat siswa. Dan dalam hal jurnalistik siswa siswi mampu mengasah kemampuan menulis, menggambar, dan Mts Al Umum mempunyai sebuah majalah yaitu "Majalah Tarbiyah".
- The reseacher : Bagaimana cara bapak membimbing siswa siswi yang ikut dalam kegiatan ekstrakurikuler jurnalistik?
- The teacher : Ya, kita mempunyai program tersendiri seperti melakukan prlatihan-pelatihan yang dilakuakn 2 kali dalam 1 minggu dan yang pasti tidak mengganggu prose kegiatan belajar mengajar
- The researcher : Kegiatan apa saja yang di lakukan siswa siswi dalam ekstrakurikuer jurnalistik?
- The Teacher : Kegiatan yang mereka lakukan yaitu meliput berita ketika ada event, misalnya ketika anak dramband tampil mereka

membuat berita dan membuat gambar yang kemudian berita tersebut diterbitkan dalam majalah tarbiyah

The researcher : Apa saja kesulitan yang dihadapi oleh siswa siswi dalam melakukan kegiatan jurnalistik:

The Teacher : Kesulitan yang mereka hadapai yaitu bagaimana mengedit foto dan membuat berita yang bagus. Dan semua itu membuthkan keterampilan dan pelatihan-pelatihan yang harus terus d biasakan.

The resaearher : Bagaimana tanggapan bapak setelah melihat siswa siswi tersebut saat melakukan kegiatan jurnalistik?

The teacher : Ya alhamdulillah mereka bagus, semangat, dan saat melakukan kegiatan jurnalistik mereka selalu aktif dan mereka mampu memuncul ide-ide yang sangat kreatif, seperti mereka mampu mengedit foto dan vidio.

## Interview sheet with the Students in MTs Al-Ulum

(I)

- The researcher : Assalamualaikum.
- The students I : Walaikumsalam.
- The researcher : Namanya siapa dan dari kelas berapa?
- The students I : Nama saya Naswa Putri Wulandari dari kelas VIII-3
- The researcher : Kegiatan apa saja yang dilakukan dalam ekstrakurikuler jurnalistik?
- The students I : Yang pertama kami disuruh membuat cerita yang dilakukan pada tanggal 29 mei 2019 dan kami juga diajarkan cara fotografer untuk hasil foto yang baik dan benar. Dan yang kedua kami disuruh mengarang dan membuat cerita.
- The researcher : Siapa saja narasumber yang Naswa wawancarai saat melakukan kegiatan jurnalistik?
- The students I : Narasumbernya yaitu guru.
- The researcher : Kesulitan apa yang Naswa hadapi saat melakukan kegiatan jurnalistik?
- The students I : Yang pertama saat melakukan wawancara saya sering ketinggalan saat menulis dan sulit menyusun kalimat yang baik dan benar untuk dijadikan sebuah paragraf.
- The researcher : Manfaat apa yang Naswa peroleh selama mengikuti kegiatan ekstrakurikuler jurnalistik ini?

The students I : Pertama saya mampu membuat cerita, dan tau bagaimana cara membuat dan mengedit foto yang benar.

(II)

- The researcher : Assalamualaikum.
- The students II : Walaikumsalam.
- The researcher : Namanya siapa dan dari kelas berapa?
- The students II : Nama saya Alia Putri Wulandadari dari kelas VIII-3
- The researcher : Kegiatan apa saja yang dilakukan dalam ekstrakurikuler jurnalistik?
- The students II : Pada saat kelas 7 kami disuruh membuat cerita atau komik kemudian kami diajarkan bagaimana cara membuat foto yang baik dan kami diajarkan juga bagaimana cara mewawancarai guru dan tenaga kependidikan yang ada di MTs Al-Ulum.
- The reseacher : Siapa saja narasumber yang Alia wawancarai saat melakukan kegiatan jurnalistik?
- The students II : Narasumbernya yaitu guru dan tenaga kependidikan yang ada di MTs Al Ulum.
- The researcher : Kesulitan apa yang Alia hadapi saat melakukan kegiatan jurnalistik?
- The students II : Saya gak suka foto dan saat saya disuruh mengedit foto itu sangat sulit.
- The researcher : Manfaat apa yang Alia peroleh selama mengikuti kegiatan ekstrakurikuler jurnalistik ini?

The Students II : Kita mampu membuat novel atau komikus. Dan kita juga bisa terjun ke dunia jurnalistik sebagai reporter.

(III)

- The researcher : Assalamualaikum.
- The students III : Walaikumsalam.
- The researcher : Namanya siapa dan dari kelas berapa?
- The students III : Nama saya Rahma Meidi Putri dari kelas VIII-3
- The researcher : Kegiatan apa saja yang dilakukan dalam ekstrakurikuler jurnalistik?
- The students III : Yang pertama kami disuruh belajar bagaimana cara membuat foto yang baik, yang kedua kami disuruh membuat cerita dan yang ketiga kami disuruh mewawancarai narasumber.
- The researcher : Siapa saja narasumber yang Rahma wawancarai saat melakukan kegiatan jurnalistik?
- The students III : Saya kemarin mewawancarai tukang martabak.
- The researcher : Kesulitan apa yang Rahma hadapi saat melakukan kegiatan jurnalistik?
- The students III : Ketika disuruh memfoto saya banyak melakukan kesalahan, ketika mewawancarai narasumber, ketika menulis jawaban dari pertanyaannya harus cepat dan saya tidak bisa menulis dengan cepat.
- The researcher : Manfaat apa yang Rahma peroleh selama mengikuti kegiatan ekstrakurikuler jurnalistik ini?
- The students III : Saya jadi bisa memfoto objek dengan baik

(IV)

- The researcher : Assalamualaikum.
- The students IV : Walaikumsalam.
- The researcher : Namanya siapa dan dari kelas berapa?
- The students IV : Nama saya Livia Khumairah Putri dari kelas VIII-3
- The researcher : Kegiatan apa saja yang dilakukan dalam ekstrakurikuler jurnalistik?
- The students IV : Yang pertama kami sempat membuat cerita dan membuat novel sesuai cerita. Yang kedua kami disuruh membawa kamera untuk memfoto yang ada disekitar kami.
- The researcher : Siapa saja narasumber yang Livia wawancarai saat melakukan kegiatan jurnalistik?
- The students IV : Narasumbernya yaitu Pak Sastra Priadi, kami membahas tentang bagaimana bapak mengajar disekolah ini.
- The researcher : Kesulitan apa yang Livia hadapi saat melakukan kegiatan jurnalistik?
- The students IV : Bingung aja mau bikin cerita apa karna kita harus berimajinasi sendiri
- The researcher : Manfaat apa yang Livia peroleh selama mengikuti kegiatan ekstrakurikuler jurnalistik ini?
- The students IV : Manfaatnya ada. Saya bisa membuat cerita dan lebih banyak tau tentang jurnalistik dan lebih berani untuk mewawancarai guru.

(V)

- The researcher : Assalamualaikum.
- The students V : Walaikumsalam.
- The researcher : Namanya siapa dan dari kelas berapa?
- The students V : Nama saya Muhammad Yogie dari kelas VIII-5
- The researcher : Kegiatan apa saja yang dilakukan dalam ekstrakurikuler jurnalistik?
- The students V : Mewawancarai narasumber, membuat berita, mengambil gambar dan membuat gambar.
- The researcher : Siapa saja narasumber yang Yogie wawancarai saat melakukan kegiatan jurnalistik?
- The students V : Pedagang di MTs Al Ulum
- The researcher : Kesulitan apa yang Yogie hadapi saat melakukan kegiatan jurnalistik?
- The students V : Kesulitannya yaitu ragu-ragu untuk mewawancarai pedagang
- The Researcher : Manfaat apa yang Yogie peroleh selama mengikuti kegiatan ekstrakurikuler jurnalistik ini?
- The students V : Manfaatnya bisa memperdalam kegiatan jurnalistik dan mengetahui hal-hal tentang wartawan

(VI)

- The researcher : Assalamualaikum.
- The students VI : Walaikumsalam.
- The researcher : Namanya siapa dan dari kelas berapa?
- The students VI : Nama saya Rizky Ananda dari kelas VIII-4
- The researcher : Kegiatan apa saja yang dilakukan dalam ekstrakurikuler jurnalistik?
- The students VI : Mengambil foto, video dan mewawancarai.
- The researcher : Siapa saja narasumber yang Rizky wawancarai saat melakukan kegiatan jurnalistik?
- The students VI : Guru di Mts Al Ulum yaitu Pak Sempurna dan Petugas kebersihan yang dulu bekerja di MTs Al-Ulum yaitu bang Dedi
- The researcher : Kesulitan apa yang Rizki hadapi saat melakukan kegiatan jurnalistik?
- The students VI : Ketika mewawancarai para pedagang saya merasa ragu dan bingung saat bertanya
- The researcher : Manfaat apa yang Rizky peroleh selama mengikuti kegiatan ekstrakurikuler jurnalistik ini?
- The students VI : Kita bisa belajar cara mengambil foto dan video dengan benar.

(VII)

- The researcher : Assalamualaikum.
- The students VII : Walaikumsalam.
- The researcher : Namanya siapa dan dari kelas berapa?
- The students VII : Nama saya Dhea Ayu Pitaloka dari kelas VIII-1
- The researcher : Kegiatan apa saja yang dilakukan dalam ekstrakurikuler jurnalistik?
- The students VII : Wawancara, menulis, mengartikan bahasa inggris.
- The researcher : Siapa saja narasumber yang Dhea wawancarai saat melakukan kegiatan jurnalistik?
- The students VII : Tukang bakso gojek
- The researcher : Kesulitan apa yang Dhea hadapi saat melakukan kegiatan jurnalistik?
- The students VII : Tidak ada, karena dibantu sama kawan kawan, hobi juga.
- The researcher : Manfaat apa yang Dhea peroleh selama mengikuti kegiatan ekstrakurikuler jurnalistik ini?
- The students VII : Dapat pelajaran wawancara orang

(VIII)

- The researcher : Assalamualaikum.
- The students VIII : Walaikumsalam.
- The researcher : Namanya siapa dan dari kelas berapa?
- The students VIII : Nama saya Farid Faqih dari kelas VIII-2
- The researcher : Kegiatan apa saja yang dilakukan dalam ekstrakurikuler jurnalistik?
- The students VIII : Jadi kami di ekskul jurnalistik belajar tentang mewawancarai narasumber dan membuat cerita.
- The researcher : Siapa saja narasumber yang Farid wawancarai saat melakukan kegiatan jurnalistik?
- The students VIII : Pak Sastra
- The researcher : Kesulitan apa yang Farid hadapi saat melakukan kegiatan jurnalistik?
- The students VIII : Tidak ada, karena saya menyukai dengan jurnalistik, karena jurnalistik termasuk dengan berfoto foto.
- The researcher : Manfaat apa yang Farid peroleh selama mengikuti kegiatan ekstrakurikuler jurnalistik ini?
- The students VIII : Ada, manfaatnya untuk menambah mengetahui tentang membuat cerita.

(IX)

- The researcher : Assalamualaikum.
- The students IX : Walaikumsalam.
- The researcher : Namanya siapa dan dari kelas berapa?
- The students IX : Nama saya Fauzan Azis dari kelas VIII-5
- The reseacher : Kegiatan apa saja yang dilakukan dalam ekstrakulikuler jurnalistik?
- The students IX : Mewawancarai, menggambar, mentranslatekan dari bahasa indonesia kebahasa inggris.
- The researcher : Siapa saja narasumber yang Fauzan wawancarai saat melakukan kegiatan jurnalistik?
- The students IX : Pedagang, guru.
- The researcher : Kesulitan apa yang Fauzan hadapi saat melakukan kegiatan jurnalistik?
- The students IX : Susah memvidioinya.
- The resaercher : Manfaat apa yang Fauzan peroleh selama mingikuti kegiatan ekstrakulikuler jurnalistik ini?
- The students IX : Maanfaatnya yaitu kita bisa mengetahui kegiatan jurnalitik.

(X)

- The researcher : Assalamualaikum.
- The students X : Walaikumsalam.
- The researcher : Namanya siapa dan dari kelas berapa?
- The students X : Nama saya Ferdi Herdinata Jatapi dari kelas VIII-7
- The researcher : Kegiatan apa saja yang dilakukan dalam ekstrakurikuler jurnalistik?
- The students X : Menulis, menggambar, mengartikan bahasa inggris, mewawancarai pedagang
- The researcher : Siapa saja narasumber yang Ferdi wawancarai saat melakukan kegiatan jurnalistik?
- The students x : Farhan, Habibi, guru.
- The researcher : Kesulitan apa yang Ferdi hadapi saat melakukan kegiatan jurnalistik?
- The students X : Ragu karena diwawancarai
- The researcher : Manfaat apa yang Ferdi peroleh selama mengikuti kegiatan ekstrakurikuler jurnalistik ini?
- The students X : Kita bisa belajar cara mengambil foto dan vidio dengan benar.

(XI)

- The researcher : Assalamualaikum.
- The students XI : Walaikumsalam.
- The researcher : Namanya siapa dan dari kelas berapa?
- The students XI : Nama saya Rizkia Az-Zahra Keysa dari kelas VIII-2
- The researcher : Kegiatan apa saja yang dilakukan dalam ekstrakurikuler jurnalistik?
- The students XI : Wawancara, menulis, foto.
- The researcher : Siapa saja narasumber yang Keysa wawancarai saat melakukan kegiatan jurnalistik?
- The students XI : Pedagang dan guru yaitu Pak Bustomi
- The researcher : Kesulitan apa yang Keysa hadapi saat melakukan kegiatan jurnalistik?
- The students XI : Pas mewawancarai narasumbernya agak malu malu.
- The researcher : Manfaat apa yang Keysa peroleh selama mengikuti kegiatan ekstrakurikuler jurnalistik ini?
- The students XI : Manfaatnya kita bisa berani gitu, berani menanyakan kepada seseorang.

(XII)

- The researcher : Assalamualaikum.
- The students XII : Walaikumsalam.
- The researcher : Namanya siapa dan dari kelas berapa?
- The students XII : Nama saya Nadia Silwa dari kelas VIII-1
- The researcher : Kegiatan apa saja yang dilakukan dalam ekstrakurikuler jurnalistik?
- The students XII : Wawancara, menulis, mengartikan bahasa inggris.
- The researcher : Siapa saja narasumber yang Nadia Silwa wawancarai saat melakukan kegiatan jurnalistik?
- The students XII : Tukang bakso gojek
- The researcher : Kesulitan apa yang Nadia Silwa hadapi saat melakukan kegiatan jurnalistik?
- The students XII : Tidak ada, karena dibantu teman.
- The researcher : Manfaat apa yang Nadia Silwa peroleh selama mengikuti kegiatan ekstrakurikuler jurnalistik ini?
- The students XII : Mendapatkan pelajaran.

(XIII)

- The researcher : Assalamualaikum.
- The students XIII : Walaikumsalam.
- The researcher : Namanya siapa dan dari kelas berapa?
- The students XIII : Nama saya Muhammad Rafi Habibi dari kelas VIII-6
- The researcher : Kegiatan apa saja yang dilakukan dalam ekstrakurikuler jurnalistik?
- The students XIII : Mewawancarai narasumber, membuat berita, mengambil gambar dan membuat gambar.
- The researcher : Siapa saja narasumber yang Rafi Habibi wawancarai saat melakukan kegiatan jurnalistik?
- The students XIII : Pedagang MTs Al ulum yaitu bang Ojil dan juga buk Juli
- The researcher : Kesulitan apa yang Rafi Habibi hadapi saat melakukan kegiatan jurnalistik?
- The students XIII : Kesulitannya saat waktu mewawancarai bang Ojil, menanyakan tentang bagaimana cara dia bekerja, agak ragu ragu juga.
- The researcher : Manfaat apa yang Rafi Habibi peroleh selama mengikuti kegiatan ekstrakurikuler jurnalistik ini?
- The students XIII : Manfaatnya bisa memperdalamkan pelajaran jurnalistik dan mengetahui tentang menjadi wartawan.

Appendix II

# **INTERVIEW RESULT**

## Tempura Seller

Bong Ogil is a traveling spring roll seller, but now he is still selling in mts al-ulum. The sales are going well.

6 years ago, Ogil sold tempura, but he is still eager to do it to support his wife and children. Ogil is also happy because he can educate his children even though he sells from morning to evening.

Ogil is very profitable to sell on mts al-ulum, so his opinion is quite good for him to give his wife and children a good meal and also buy equipment to sell.

As well as a way to make spring rolls quickly and tasty. With ingredients flour, fish, chicken, flour, and then ground and finally printed in accordance with its shape. Approximate price Rp. 1000.

Ogil now settles for sale in mts al-ulum, but he used to sell around but now he doesn't. Earn Rp. 400,000 a day, and can buy ingredients and support his wife and children.

Nama: Nadia Fitria

Kelas: VIII-1 mts al-ulum

Rizkia Az-Zahra K. (VIII 2) No  
Date

### Tempura Seller

Bay Ogil is a spring roll seller in Mts Al-Ulum. He used to be a traveling spring roll seller, but he settled in Mts Al-Ulum. The sale is going well.

6 years old, he is busy selling tempura, but he is still eager to do it to support his wife and children. Bay Ogil is also happy because he can educate his children even though they sell from morning to evening.

Bay Ogil is very profitable to sell on Mts Al-Ulum, once gets enough money to give his children and also buy equipment to give his wife and children a good meal and also bought equipment to sell

as well as how to make spring rolls quickly and tasty. with ingredient flour, fish/chicken, flour and the rolled and finally printed according to shape. appreciate from Uu

Bay Ogil now sells his products on Mts Al-Ulum, but he used to sell on ground but now he doesn't. etc daily income is Rp. 400.000 and can buy material and provide for his wife and children

M. RAFI HABIBI

VIII - 6

Kel = 3

No

Date

'Chindri' Fadli' is a gojek meatball seller who sells at MTs AL-ULUM. He sells meatball gojek for about 4 years, starting from 2015 with prices starting from 1000. He sells meatball gojek because he thinks it is more suitable in his field.

The ingredients used to make gojek meatball are chicken, flour, onions, rice, and sauce. He was assisted by someone at home to make gojek meatballs. How to the chicken meat that has been ground into a container, add flour and garlic mix by hand until everything is mixed perfectly. Take the meat mixture by hand then round shape enter the mixture formed into hot water. If the meatballs float then the meatballs are cooked.

No Rahmah Meidi  
Date Putri

Chandra Padli is a Go-Jek meatball seller who sells at MTs Al-Umm. He sells meatball gojek for about 4 years, starting from 2015 with prices starting at one thousand. He sells around the school and on the edge of the road. He chooses to sell meatball gojek because according to him it is more suitable in his field.

The ingredients used to make gojek meatballs are chicken, flour, onions, royce, and sauce. He was assisted by someone from the house to make gojek meatballs. The way to make gojek meatballs is to put the grated chicken meat into a container, add flour and garlic, mix by hand until everything is perfectly mixed. Take the meat mixture by hand and then round shape enter the dough which has formed into hot water. If the meatballs have floated then the meatballs are cooked.

Nama: Dhea Ayu Pitaloka

Kelas: VIII - 1

No

Date

An Interview with Mr. Busthomi.

In 2011 he had an accident that made his voice like that, Pada tahun 2012 the reaction from the accident began. He went to 14 hospitals and clinics in Medan, after that he was treated at Penang or Kuala Lumpur. The was named thailadd hospital, and di Kuala Lumpur is the university of malaya medical centre.

He taught at al-azhar high school for 2 years from 2005 to 2006 and at Mts ~~at~~ al-ulum for 14 years from 2005 until now and now he stays teaching at mts al-ulum.

He taught in the field of Arabic ~~to~~ language because the education he studied was b. arab.

✦ He was inspired by his parents and ustadz.

Berawal taught the first time in the Koran madrasa he started from grade 4 to teach several classes.

FARIO FAQIH

Ull 2

No

Date

In 2011 he had an accident that made his voice like that, in 2012 the reaction from the accident began. He was treated at 14 hospitals and ~~in~~ <sup>clinics</sup> in Medan. After that he was treated at Penang or Kuala Lumpur, at the hospital Penang named Thailand hospital, and in Kuala Lumpur, the university of Malaysia medical center.

He taught at Al-Azhar High School for 2 years from 2008 to 2006 and at MTS Al-Ulum for 14 years from 2008 until now and now he is staying teaching at MTS Al-Ulum.

He teaches in the field of Arabic, because the education he studied was Arabic. He was inspired by his parents and religious teachers. He taught for the first time in the lesson was a starting from grade 4 teaching in several classes.

FAUZAN AFR  
VIII-6

No .....  
Date .....

an interview with MR. Busthomi

in 2011 he had an accident that made his voice sound like that. in 2012 the reaction to the accident started as he was being treated at 4 hospitals and clinics in the field. is a university of Malaya medical center.

He taught at Al-Azhar High School for 2 years from 2005 to 2006, and at MTS Al-ulum for 14 years from 2005 until now, and now he is still teaching at MTS Al-ulum

He taught in the subject area b. Arab because the education he studied was b. Arab, he was inspired by his parents and Ustad he first taught at the karan madrasah starting from class 9. taught in several classes

M. YOGIE

KRS : 85

No .....  
Date .....

Mr. Mustri is one of the teachers at MTS Al-ulum medan

counseling guidance teacher or teacher BK. before he became a BK teacher at MTS Simalingkar

It has been 7 years since he became a BK teacher at MTS Al-ulum, Early Education taken by the mustri is Islamic Psychology

Islam but when he applied for work at MTS Al-ulum he was accepted as a BK teacher

one of the tasks of the tasks of the mustri Pak while being a BK teacher

is to guide students to be disciplined early not to go to school and to be able to motivate students in learning

he feels very happy to be a BK teacher at MTS Al-ulum medan

Mr Mustri is one of the teachers at MTs Al-Ulum Medan he ~~was a~~ ~~got~~ ~~to~~ ~~be~~ ~~a~~ ~~BK~~ ~~teacher~~ ~~before~~ ~~becom-~~ ~~ing~~ ~~a~~ ~~teacher~~ ~~at~~ ~~MTs~~ ~~Al-Ulum~~, he is also Simalingkar

It has been 7 years since he became a BK teacher at ~~MTs~~ Al-Ulum MTs. The first education and Islamic Psychology, but when he applied to work at MTs Al-Ulum he was accepted as a BK teacher

One of the tasks of the Mustri package when becoming a BK teacher is to ask students to coordinate easily, not to miss school and be students in learning, It is also very easy to become a BK teacher on MTs Al-Ulum Medan

No

Date

Nama : 'Narwa Putri Wulandari

Kelas : VIII-3

Mr Musri is one of the teachers at MTS Al ulum Medan. He is a guidance counseling teacher or a Bk teacher at MTS Al ulum Medan. He has also taught at school Simalingkar.

It's been 7 years he has been a Bk teacher at MTS Al ulum. The initial education taken by Mr. Musri was Islamic education and psychology but when applying for work at MTS Al ulum he was accepted as a Bk Teacher.

One of the duties of the Musri pack while being a counseling teacher is to guide students to be easily disciplined. Not late to school so they can motivate learning. He felt very happy to be a Bk teacher at MTS al-ulum Medan ..

NAMA : ALia Putri Wulandari

kelas : VIII-3

No

Date

Mr. Sempurna is one of the teachers at MTS AL-ULUM Medan. His subjects taught were science of fiqh. he wanted to get a Under Bachelor's degree, take the majors of islamic education over the 4th year.

<sup>Sempurna</sup>  
The ~~perfect~~ <sup>Sempurna</sup> father began to teach at MTS AL-ULUM started from the early years of the 2019/2020's child on July 15, 2019. Mr. Sempurna only teaching in the 8th and 9th grade.

a person who inspires the Mr. Sempurna ~~to~~ in studying the science of jurisprudence is the prophet Muhammad SAW peace be upon him the reason why the Mr. perfect chooses to teach the science of jurisprudence is every teacher must have a role or ability each one can teach science of jurisprudence as well as general science. but can't teach about science jurisprudence.

The perfect impression that Mr. Sempurna gets at MTS AL-ULUM is getting a new family of teachers and students at MTS AL-ULUM who work hand in hand and cooperate with the students here, different from other students here the students are very friendly and don't forget 3s (smile, greetings, greetings)

Nama: Rafi Musri  
kelas: VIII - 2

No .....  
Date .....

Sir sempurna is one of the teachers at Mts alvium. medan  
the subjects he taught jurisprudence. he studied to get a bachelor's  
degree at UIN. majored in Islamic education study for 4 years

Sir sempurna started teaching at mts alvium starting from the  
beginning of the school year 2019 / 2020. (at the date of 15 July 2019  
sir sempurna only teach in grades 8 and 9

Someone who inspires the sir sempurna in the study of jurisprudence.  
is Nabi Muhammad saw. reason sir sempurna. choose to teach jurisprudence  
\* every teacher must have their respective abilities, each can teach in  
the field of jurisprudence as well as general

the impression that is received ~~right~~ sir sempurna di mts alvium is get  
ting a new family. that is the teachers and students at mts alvium  
are different from other students here students are very friendly and  
dont forget 3S (smiles, greetings, greet)

Nama : Livia Kumairah Putri

Kelas : VIII-3

No

Date

### My Teacher My Family

Sastra Prati is a teacher who aspires to be an office worker, initially he wanted to conceive his education in the Indonesian literary teacher.

Initially he began his career at a private school, namely: Private Junior High School Sabiliha after that, he taught again at private junior high school & also at other teaching places, in the new school year 2019 he finally decided to teach at MTs AL-Ulum

Initially he submitted his application to the founder on his own without coercion of others & thank God he was accepted at Al-Ulum College his first impression when teaching was welcomed by students with more attitude besides students also have high accreditation scores students are also active in extracurricular activities.

When teaching he also often sees things that are not desirable including the misbehavior of students & students who often do not follow the lesson, even so he remains patient & steadfast to run it due to several factors / motives for teaching at MTs AL-Ulum, among others, the seriousness of the child when selecting students who are active in their extracurricular & students who have high academic & non academic values

hope for the MTs AL-Ulum students remain two students who have Islamic/religious values & able to complete to school offices out there

Hopefully the teacher is getting successful in the ~~world~~ world of education. "your piety always we remember all the time"

Nama: Rizky Ananda  
Kelas: VIII-4

No .....  
Date .....

## Tempura Seller

"Bang ozil is a seller spring rolls on mts Al-Ulum. He was a traveling spring roll seller, but now he is still selling in Mts Al-Ulum, the sale we nt well.

6 years old ozil, selling tempura but he is still eager to do it to support his wife and children. Bangozil is also happy because he can educate his ~~his~~ children despite selling from morning to evening.

Bang ozil very profitable selling on mts al-ulum. once he found it for him to give his wife and child raw good food and also to provide equipment for sales.

So does the way spring rolls quickly and tasty with flour, fish/chicken, flour and then ground and finally printed according to its shape. price starts from Rp: 1000

Bang ozil now resides in selling Mts Al-Ulum, but the used to sell around. but now he. does not earn a living. Bang ozil income every day to support his wife and children.

Nama : Fedy Hedinata Jatapi

MS : VIII - 7

No  
Date

The story of Pridi is a teacher who is aspiring being an office worker. Initially he wanted to continue his education at the office, but did not and finally took part in Indonesia Institute teacher training.

Initially he began his career in a private school Sabitinah after that, taught again at private private country and also in other teaching places. In the new school year 2019 finally he decided to teach at MTS at UGM.

Initially he submitted his application to the foundation on his own without coercion of others and thank god he was accepted at al-ulum.

His first impression when teaching is welcomed by so students are also active in extra curricular also have high accreditation scores and students are also active in extra curricular activities.

When teacher he also often gets things that are undesirable including a eagerness of students and students lack of discipline students when studying who often do not attend lessons.

even so but he remained patient and steady task to run it due to several factors for teaching at MTS al-ulum including the teaching at MTS al-ulum including the. Sali. eagerness of students who are active in their extracurricular activities and students who are who motivated the school and have been trusted by the wider community as a school that has high academic and non academic values, hopeful for students MTS al-ulum to make a student who has Islamic religious values and is able to compete with international schools out there.

I hope the literary work more successful  
contribute to the world of education.

### Appendix III

#### List of Informant Code

School : MTs Al-Ulum Medan  
School Year : 2019-2020  
Class : VIII

No	Name of Informant	Code of Informant
1	Askur Amin S.Pd.i	M <sub>1</sub>
2	Naswa Putri Wulandari	M <sub>2</sub>
3	Alia Putri Wulandari	M <sub>3</sub>
4	Rahma Meida Putri	M <sub>4</sub>
5	Livia Khumairah Putri	M <sub>4</sub>
6	Muhammad Yogie	M <sub>5</sub>
7	Rizky Ananda	M <sub>6</sub>
8	Dhe Ayu Pitaloka	M <sub>7</sub>
9	Farid Faqih	M <sub>8</sub>
10	Fauzan Azis	M <sub>9</sub>
11	Ferdi Hardinata Jatapi	M <sub>10</sub>
12	Rizkia Az-Zahra K	M <sub>11</sub>
13	Nadia Silwa	M <sub>12</sub>
14	Muhammad Rafi Habibie	M <sub>13</sub>

**Appendix IV**

**Documentation of Research**

**Interview with the Teacher**



**Interview with the Seller**



**The Studets make a Story**



Majalah Tarbiyah at MTs Al-Ulum

Terbit 800 Exr  
Edisi Ketiga Puluh Empat  
September - Oktober 2016

# MAJALAH TARBIYAH

## MTs AL - ULUM

Sarana Informasi Pendidikan dan Kreasi Siswa

■ Foto Penyerahan Piala Juara Umum 2 :  
Juara 1 Kirab Nusantara, Juara 3 Konser Kreatif  
Festival Drum Band se-Kota Medan 12 Tahun  
Plaza Medan Fair

■ Juara II Cerdas cermat Agama Islam Tingkat  
SMP / MTs se-Kota Medan

■ Juara harapan III Nasyid tingkas MTs memperebutkan Piala Kanwil  
Kemenag Sumatera Utara

**MAJALAH Tarbiyah MTs Al-Ulum Terbit Setiap DUA Bulan SEKALI**

Penerbit : MTs Al-Ulum Jl. Amaliun Gg. Johar No. 21 Medan  
Penasihat : Ketua Umum Yayasan Jihadul Ilmi  
Penanggung Jawab : Kepala MTs Al-Ulum  
Tim Ahli : Drs. H. M. Riadi Lubis  
Editor/Desain : M. Irfan Pasaribu, S.Pd  
: Imran Rosadi, SE.I  
Pelaksana : OSIS MTs Al-Ulum

Untuk Kalangan Sendiri

## PUTRI SAKURA

Oleh: Halimatu Sya'diah / Kelas VIII-1 MTs Al-Ulum



Dahulu kala tinggallah seorang raja dan tujuh anak perempuannya. Yaitu : Mawar, Melati, Anggrek, Dahlia, Teratai, Matahari, dan Sakura. Sakura adalah anak bungsu, tetapi dia lebih dewasa dari kakak-kakaknya. Ke enam kakaknya adalah

seorang gadis yang sangat nakal, setiap hari kerja mereka adalah mandi di sungai. Selain itu ke enam kakaknya itu juga sangat pemalas sedangkan adiknya yang bungsu sangatlah rajin, dia sering membersihkan halaman agar tetap bersih. Kamarnya pun tidak pernah berantakan, lain dengan ke enam kakaknya dan raja pun sangat sayang kepada sakura.

Suatu hari raja pergi ke kota dan ia bertanya kepada ke tujuh putrinya apa yang ingin dibawakannya keriak ia pulang nanti, ke anak kakak sakura berteriak kegirangan dan berkata "aku ingin emas, aku ingin baju yang sangat indah" tapi sakura tidak meminta apa-apa. Raja bertanya "apa yang kamu inginkan saat ayah pulang nanti?" sakura menjawab "aku hanya ingin ayah pulang dengan keadaan sehat" raja pun menjawab "baiklah anakku, saat ayah pulang ayah akan memberikan sebuah hadiah yang sangat indah untukmu. Setelah raja kembali, raja memberikan hadiah tersebut kepada mawar, melati, anggrek, dahlia, teratai, dan matahari.

Saat raja memberikan hadiahnya kepada sakura raja berkata "maafkan ayah sakura, ayah sudah mencari hadiah untukmu tapi yang ada hanya seuntai kalung emas ini" sakura menjawab "tidak apa-apa ayah, kalung ini juga sangat indah.

Saat dahlia sedang lewat dia melihat kalung yang dipakai sakura dan ia bertanya :kalung siapa yang kau pakai itu?" sakura menjawab "ini kalungku, ayah yang memberikan kalung ini untukku". Dahlia pun berkata aku pinjam kalungmu ya, sakura menjawab "tidak boleh ini kalungku" kau kan juga diberikan hadiah dari ayah, pakai saja hadiahmu. Dahlia sangat marah dan dia pun pergi dari tempat itu, dia menghasut kelima saudaranya kalau kalung yang dipakai sakura adalah kalungnya sakura mencurinya dari kamarnya.

Kelima kakaknya sangat marah dan ingin menghukum sakura, merekupun sepakat akan mengurungnya di dalam gudang. Pada esok harinya mawar menceritakan kepada sakura bahwa ibunya meninggal karena melahirkannya, sakurapun bersedih dan dia tidak percaya kalau ibunya meninggal karena dirinya. Mawar pun memarahinya dan mengurungnya di dalam gudang. Karena tidak ada jendela di dalam gudang jadinya tidak ada udara di dalam gudang.

Saat ke enam kakaknya melihat ke dalam gudang, mereka sedih melihat adik bungsunya sudah meninggal. Raja menjadi sangat marah ketika mendengar anak bungsunya meninggal karena ulah kakak-kakaknya. Raja pun mengirimkan ke enam putrinya ke sekolah asrama karena merasa tidak bisa menjaga ke tujuh putrinya tersebut dengan baik. Tamat.

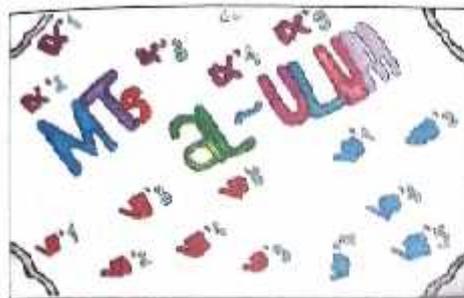
**Gambar Siswa**



By : Putri Rahmadanita / VII-3



By : Chairani Martin / VII-3



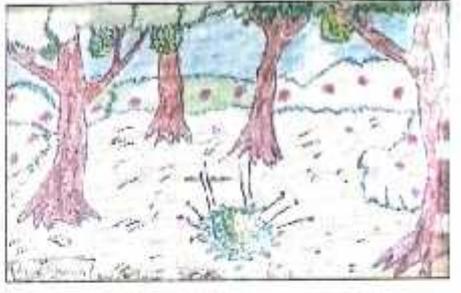
By : Dwi Tara / VIII-5



By : Raudatul Jannah / VII-4



By : Dinda Ramadhani / VII-3



By : Amanda Sukmawati / VII-1



By : Dwi Tara / VIII-5



By : Mhd Fahrul Ridho / VII-1



By : Rozie Arnof Pratama / VII-



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Website: <http://www.fkip.umhu.ac.id> E-mail: [fkip@umhu.ac.id](mailto:fkip@umhu.ac.id)

Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Friska Wati  
NPM : 1502050233  
Prog. Studi : Pendidikan Bahasa Inggris  
Kredit Kumulatif : 154 SKS

IPK= 3,39

<b>Persetujuan Ket./Sekret. Prog. Studi</b>	<b>Judul yang Diajukan</b>	<b>Disahkan oleh Dekan Fakultas</b>
	Students' Writing Journalistic Ability Assisted By Online Media	
	A Study on the Figurative Language Found in Under Ground Music use the Lyric of Westlife	
	A Study on the Social Conflict of Shakespaer's Drama "King Lear"	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 20 Maret 2019  
Hormat Pemohon,

Friska Wati

Keterangan:

- Dibuat rangkap 3 : - Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Program Studi  
- Untuk Mahasiswa yang bersangkutan



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Form K-2

Kepada : Yth. Bapak/ Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

*Assalamu'alaikum Wr. Wb*

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Friska Wati  
NPM : 1502050233  
Pro. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

Students' Writing Journalistic Ability Assisted by Online Media

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

**Muhammad Arifin, M.Pd** *Acc 27/04-2019 RF*

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 02 April 2019  
Hormat Pemohon,

Friska Wati

Keterangan

- Dibuat rangkap 3 :-
- Asli untuk Dekan/Fakultas
  - Duplikat untuk Ketua / Sekretaris Jurusan
  - Triplikat Mahasiswa yang bersangkutan

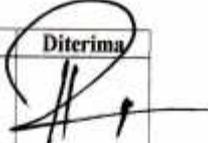


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Website: <http://www.fkip.unsu.ac.id> E-mail: [fkip@unsu.ac.id](mailto:fkip@unsu.ac.id)

**PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan ini saya:

Nama Mahasiswa : Friska Wati  
NPM : 1502050233  
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Students' Writing Journalistic Ability Assisted By Online Media	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh  
Dosen Pembimbing  
  
Muhammad Arifin, M.Pd

Medan, 20 Maret 2019  
Hormat Pemohon,

  
Friska Wati



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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 921 /IL.3/UMSU-02/F/2019  
Lamp : ---  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Friska Wati  
N P M : 1502050233  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : Students' Writing Journalistic Ability Assisted by Online Media.

Pembimbing : Muhammad Ariefin, S.Pd, M.Pd

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 22 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 17 Sya'ban 1440 H  
22 April 2019 M

Dekan

  
Dr. H. E. Brianto Nst, S.Pd, M.Pd.  
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :  
*WAJIB MENGIKUTI SEMINAR*



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Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Kepada : Yth. Bapak Ketua  
Program Studi Pendidikan Bahasa Inggris  
FKIP Universitas Muhammadiyah Sumatera Utara

Perihal : **Permohonan Perubahan Judul Skripsi**

*Bismillahirrahmanirrahim*  
*Assalamu 'alaikum Wr. Wb*

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Friska Wati  
N P M : 1502050233  
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan perubahan judul Skripsi sebagaimana tercantum di bawah ini :

Students' Writing Journalistic Ability Assisted by Online Media  
Menjadi

The Students' Ability in Writing Journalistic in MTs Al-Ulum Medan

Demikianlah permohonan ini saya sampaikan untuk mendapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

Ketua Program Studi  
Pendidikan Bahasa Inggris

**Mandra Saragih, S.Pd, M.Hum**

Medan, 17 Juli 2019  
Hormat saya

**Friska Wati**

Diketahui Oleh :

Dosen Pembahas

**Erlindawati, S.Pd, M.Hum**

Dosen Pembimbing

**Muhammad Arifin, M.Pd**



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---



**LEMBAR PENGESAHAN PROPOSAL**

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Friska Wati  
N.P.M : 1502050233  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Students' Writing Journalistic Ability Assisted by Online Media

Sudah layak diseminarkan.

Medan, 15 Mei 2019

Disetujui oleh  
Pembimbing

**Muhammad Arifin, M.Pd.**



**UMSU**  
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

### LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama Lengkap : Friska Wati

N.P.M : 1502050233

Prog. Studi : Pendidikan Bahasa Inggris

Judul Proposal : The Students' Ability in Writing Journalistic in MTs Al-Ulum  
Medan

Pada Kamis, tanggal 23 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan, 17 Juli 2019

Disetujui oleh:

Dosen Pembahas

**Erlindawati, S.Pd., M.Hum**

Dosen Pembimbing

**Muhammad Arifin, M.Pd**

Diketahui oleh  
Ketua Program studi

**Mandra Saragih S.Pd., M.Hum**



**UMSU**  
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**SURAT PERNYATAAN**

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Saya yang bertanda tangan dibawah ini :

Nama Lengkap : Friska Wati  
N.P.M : 1502050233  
Prog. Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Students' Ability in Writing Journalistic in MTs Al-Ulum Medan

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali

Demikian surat pernyataan ini saya perbuat ta npa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 17 Juli 2019

Hormat saya

pernyataan,  
  
**Friska Wati**

Diketahui oleh  
Ketua Program Studi  
Pendidikan Bahasa Inggris

**Mandra Saragih, S.Pd, M.Hum**

**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**Fakultas Keguruan dan Ilmu Pendidikan**

---

**SURAT PERNYATAAN**

**Bismillahirrahmanirrahim**

Yang bertanda tangan di bawah ini, mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.

Nama Lengkap : Friska Wati  
Tempat/Tgl. Lahir : Medan, 22 Maret 1997  
Agama : Islam  
Status Perkawinan : Kawin/Belum Kawin/Duda/Janda  
No. Pokok Mahasiswa : 1502050233  
Program Studi : Pendidikan Bahasa Inggris  
Alamat Rumah : Jl. Marelan I Psr IV Barat Gg. Bunga  
Kel. Medan Marelan Kel. Terjun

Telp/HP : 0852-7096-9124  
Pekerjaan/Instansi : -  
Alamat Kantor : -

Melalui surat permohonan tertanggal, Maret 2020 telah mengajukan permohonan menempuh ujian Skripsi. Untuk ujian skripsi yang akan saya tempuh, menyatakan dengan sesungguhnya, bahwa saya :

1. Dalam keadaan sehat jasmani maupun rohani
2. Siap secara optimal dan berada dalam kondisi baik untuk memberikan jawaban atas pertanyaan penguji.
3. Bersedia menerima keputusan Panitia Ujian Skripsi dengan ikhlas tanpa mengadakan gugatan apapun.
4. Menyadari bahwa keputusan Panitia Ujian ini bersifat mutlak dan tidak dapat diganggu gugat.

Demikianlah surat pernyataan ini saya perbuat dengan kesadaran tanpa paksaan dan tekanan dalam bentuk apapun dan dari siapapun, untuk dipergunakan bilamana dipandang perlu. Semoga Allah SWT meridhoi saya. Amin.

Saya yang menyatakan,

  
Friska Wati



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Website : <http://www.fkip.umsu.ac.id> E-mail: [fkp@umsu.ac.id](mailto:fkp@umsu.ac.id)

---



**SURAT KETERANGAN**

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menerangkan nama di bawah ini.

Nama Lengkap : Friska Wati

N.P.M : 1502050233

Prog. Studi : Pendidikan Bahasa Inggris

Judul Proposal : The Students' Ability in Writing Journalistic in MTs Al-Ulum Medan

Benar telah melakukan seminar proposal skripsi pada hari Kamis, tanggal 23 bulan Mei, tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin dari fakultas.

Atas kesediaan dan kerja sama yang baik, kami ucapkan terima kasih.

Medan, 17 Juli 2019

Ketua Program Studi

**Mandra Saragih, S.Pd, M.Hum**



Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN  
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Nomor : 472 /IL.3/UMSU-02/F/2019  
Lamp : ---  
Hal : Mohon Izin Riset

Medan, 15 Dzulqaidah 1440 H  
18 Juli 2019 M

Kepada Yth, Bapak/Ibu Kepala  
MTs Al - Ulum Medan  
di-  
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Friska Wati  
N P M : 1502050233  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The students' Ability in writing Journalistic in MTs Al-Ulum Medan.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

  
Dekan  
**Dr. H. Elfrianto Nst, S.Pd, M.Pd.**  
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Medan, 22 Agustus 2019

Lamp : -

Prihal : Selesai Riset

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Bapak / Ibu Dekan Fakultas Keguruan dan Ilmu Pendidikan

Di

Medan.

Dengan hormat, menanggapi surat mahasiswa dari Universitas Muhammadiyah Sumatera Utara Fakultas Keguruan dan Ilmu Pendidikan No. 4721/IL.3/UMSU-02/F/2019 Tanggal 18 Juli 2019 prihal Mohon Izin Riset guna penyusunan skripsi yang berjudul :

**" The students' Ability in writing Journalistic in MTs Al-Ulum Medan "** yaitu:

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Menyatakan telah selesai riset pada tanggal 21 Agustus 2019 di MTs Al-Ulum Medan.

Demikian surat ini kami perbuat dengan sebenarnya dan dapat dipergunakan dengan seperlunya.

Wassalam,  
Kepala MTs Al-Ulum Medan



  
Drs. H. M. RIADI LUBIS





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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**BERITA ACARA BIMBINGAN SKRIPSI**

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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
18/12-2019	Consultation chapter 4 & 5	
30/12-2019	Revisi chapter 4 & 5	
28/01-2020	Correcting data description	
24/02-2020	Revisi conclusion & suggestion	
25/02-2020	abstract, know ledgement, referensi	
26/02-2020	Preview Chapter 1, 2, 3	
27/02-2020	Asc thesis	

Diketahui oleh:  
Ketua Prodi  
  
(Mandra Saragih, S.Pd., M.Hum.)

Medan, 29 Februari 2020  
Dosen Pembimbing  
  
(Muhammad Arfin, S.Pd, M.Pd)

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