



**IMPROVING STUDENTS' ABILITY  
IN WRITING NEWS ITEM TEXT  
BY USING OLD AND NEW INFORMATION**

**(An Experimental Research for the Tenth Grade Students  
of SMA Negeri 1 Slawi  
in the Academic Year of 2010/2011)**

**a final project  
submitted in partial fulfillment of the requirements  
for degree of Sarjana Pendidikan  
in English**

**PERPUSTAKAAN  
UNNES**

by

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menyatakan dengan sesungguhnya bahwa skripsi/ *final project* yang berjudul : **IMPROVING STUDENTS' ABILITY IN WRITING NEWS ITEM TEXT BY USING OLD AND NEW INFORMATION (An Experimental Research of the Tenth Grade Students of SMA Negeri 1 Slawi in the Academic Year of 2010/2011)**, saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi dan pemaparan/ ujian. Semua kutipan baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, wahana elektronik, wawancara secara langsung maupun sumber lainnya, dituliskan dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penunji dan pembimbing penulisan skripsi/ *final project* ini meembubuhkan tanda tangan sebagai tanda keabsahanya, seluruh karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan ketidakberesan, saya bersedia menerima akibatnya. Demikian, harap pernyataan ini digunakan seperlunya.

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*Man jadda wa jada:*

*(who is taking seriously will lead to success)*

*Man sabara zafira:*

*(a luck tends to come to those who are patient)*



**To my Father and my Mother**

## ABSTRACT

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School-based curriculum of English (KTSP) for SMA/MA states that one of the goal of learning English in SMA is developing students' competence to communicate in English both orally and written. It refers to the competence in mastering genre, understanding and producing some kinds of text. One of them is news item text. In the real condition, many students have difficulties in producing this text. One of the difficulties is whether their writings are coherent or not. They usually create ineffective sentences and there is no logical semantic relation between the sentences.

The objectives of this research are to describe the writing test achievement for the students taught using old and new information, to describe the writing test achievement for the students taught jumbled sentences, and to investigate whether there is any significant difference in students' writing test achievement between the students taught using old and new information and those who were taught by using jumbled sentences.

This study was an experimental research. The subjects of the research were 60 students of the tenth grade students of SMA N 1 Slawi in the academic year of 2010/2011. They were divided into two groups, experimental and control groups. They were given three types of activities: pre-test, treatment, and post-test. The treatment for control group was jumbled sentences, and for the experimental group used old and new information. The data were collected through a writing test.

According to the computation, the average score of the experimental group and the control group in the pre-test were 56 and 56.7. The result of the post-test from the experimental group was 72.7 which was higher than the result of the control group that was 69.6. Further, the t-Test result of the difference score between post-test and pre-test was 2.207. It was higher than t-table (1.67). This implies that there was a significant difference in the achievement between the groups or it can be said that the experimental group was better than the control group. So that, the writer concludes that the old and new information is more effective than jumbled sentences. Old and new information makes the students' writing more coherent and well organized.

It is suggested for English teachers to apply this old and new information method in teaching writing news item text.

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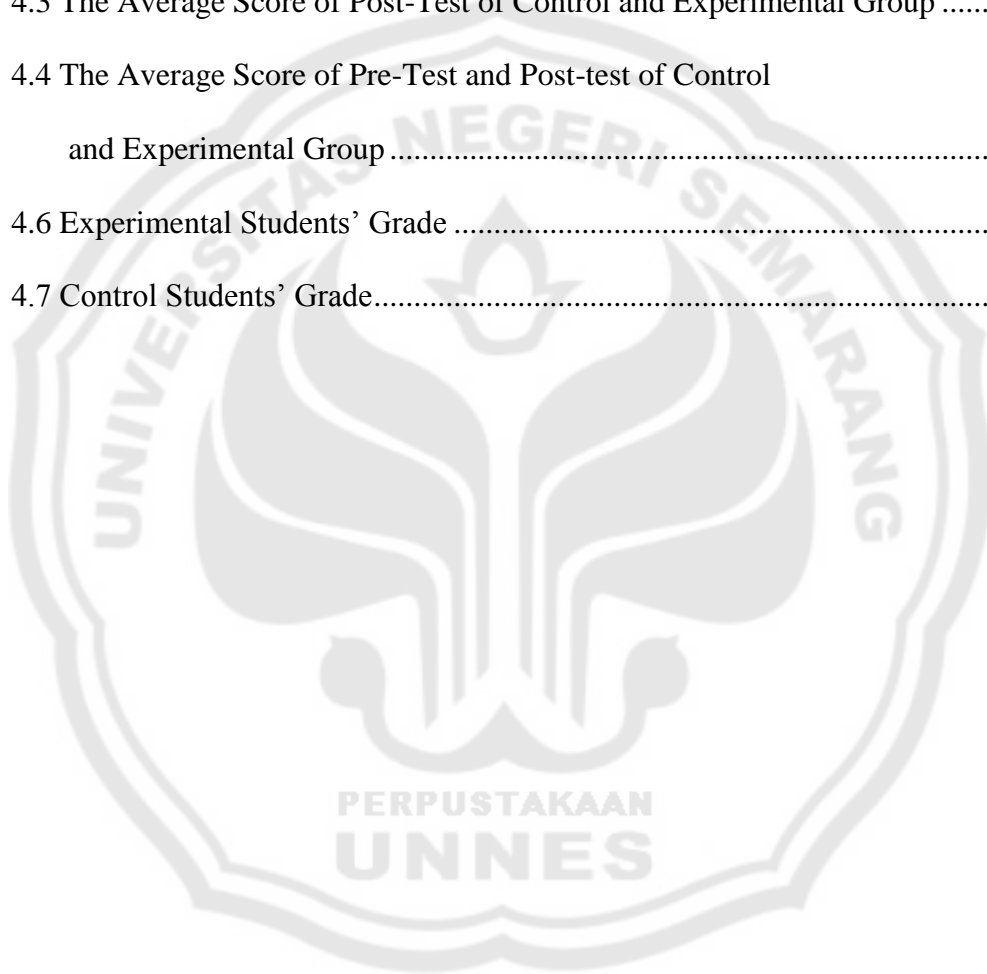


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# CHAPTER I

## INTRODUCTION

This chapter presents the background of the study, reasons for choosing the topic, limitation of the study, statements of the problems, objectives of the study, significance of the study and outline of the report.

### 1.1 Background of the Study

A text is defined as the original words of an author or speaker, as opposed to a translation, paraphrase, commentary, analyze or the like. It means that a text represents the idea of the speaker or writer that can be either written or spoken. Written text is identified as a text which is developed when a writer is giving meaning through written form, for example short story, novel, newsletter, etc.

Written text usually is used as text to convey a message. In order to construct a good and understandable written text, we can use the systemic functional grammar in our text. In Halliday's functional grammar a clause can be divided into Theme and Rheme (new information). Halliday as quoted by Isabel: 1998 statedd that "*Theme/Rheme structure is the basic form of the organization of the clause as message*" (Halliday, 1985: 53). It means that by using Theme/Rheme can help a writer make a good written text.

In the recent years, Indonesia uses the new curriculum that is called Kurikulum Tingkat Satuan Pendidikan (KTSP). In this curriculum, the students that have graduated from senior high school are expected to master the four language skills (listening, speaking, reading, and writing) in order to be able to do communication well in both spoken and written. In this case the writer will focus in the last skill that is writing.

Writing is one of the four language skills that very important to learn. Sometimes it is very hard for the students to do because this activity requires them to create written product in which they demonstrate certain ideas structurally which involve not only the correct grammar, spelling, vocabulary and punctuation but also emphasize more on the discourse level. It means that teaching process does not focus on word by word or sentence by sentence but more on a text or a genre. Based on KTSP for the tenth year of Senior High School, the basic competency that should be achieved in the writing English subject is the students have ability to develop and produce written simple functional text in the narrative text, procedures text, descriptive text, and news item text.

In this case the writer chose news item text in her research. News item text is a kind of genre that is used to inform readers about events of the day. The events are considered newsworthy or important.

Teaching news item text is not always simple as most of people think. In writing news item text students are expected to write their written product grammatically, express their ideas and make conclusion as the steps to develop rhetorical devices in the written form. Those expectation force students find the



difficulties such as how mastering vocabulary, arranging the structure of sentences in a good way and develop their ideas; moreover they get stuck in arranging the sentences well. Sometimes they create ineffective sentences and apply incorrect punctuation and spellings.

As it is known that to make a good paragraph which is easy to understand, the writing should have at least two elements of good paragraph. They are paragraph unity or cohesion and coherence. When a paragraph has cohesion, all the supporting sentences “stick together” in their support of the topic (Broadmand and Frydenberg 2002:36). It means that every sentence has unity with topic sentence. Then, a coherent paragraph is made up of sentences that are ordered according to a principle. The principle changes depending on the type of paragraphs that are written (Broadmand and Frydenberg 2002:31). It means the supporting sentences can be ordered according to time, space and reasons or logic and using appropriate transition signals connects the ideas. For news item text we use chronological ordering.

To solve those problems teacher should be creative in preparing the materials that are appropriate with the curriculum and finding suitable methods or technique in teaching and learning process.

There are some studies that deal with analysis of news item text previously done. First, Agista (2010) conducted a research using television news program “Indonesia This Morning” on Metro TV for improving students’ skill in writing news item text. Her study is about the effect of television news program “Indonesia this Morning” for students in making news item text. Second,

Listiyowati (2010) conducted a research using small group discussion in teaching writing news item text to senior high school. She analyzed the effectiveness of small group discussion in teaching news item text. There is not study yet which discuss about how to make students' writing text especially news item text become good in structure and understandable for the reader. Third, Hamidah: 2009 (The use of zig zag pattern technique in improving the students' written report). Her study is about the use of zigzag pattern technique in helping the students make a communicative writing report.

Based on those conditions, the writer suggests it would be better for English teacher to use old and new information method for teaching news item text in order to help the students improve their ability in arranging the sentences well, so that the students can write the news item composition easily and to make their text easy to understand. The writer believes that by using old and new information method students score in writing will increase and of course it can influence the students' motivation in writing.

## **1.2 Reasons for Choosing the Topic**

Some reasons why the writer chose the topic "Improving Students' Ability in Writing News Item Text by using old and new information" were as follow:

First, teaching English to the students is not an easy task because it requires a lot of creativities. Some students think that learning English especially in writing is a boring lesson. It is not enough for teachers to just give an explanation

to their students, but it is necessary for them to give students a new and good method in order to make them easily product their sentences. Therefore, the teacher needs a way of teaching that is enjoyable and practical so that finally they can integrate into English.

Second, writing is one of skills that should be mastered by students who are studying English in order to use the languages as a tool of communication. It is important for us to have competence on it.

Third, theme and rheme (old and new information), according to systemic functional grammar is an important element in constructing a text so that the text can be understandable and well structured.

### **1.3 Limitation of the study**

The writer limits the scope of study so that the problems are not too wide and the study is effective, which is the study will investigate about the effectiveness between old and new information method to develop the ability of tenth grade students of SMA Negeri 1 Slawi in the academic year 2010/2011 in writing news item text.

## 1.4 Statements of the Problems

The problems that will be discussed in this paper are:

- 1) How is the writing test achievement for the students taught using old and new information?
- 2) How is the writing test achievement for the students taught using jumbled sentences?
- 3) Is there any significant difference in students' writing test achievement between the students taught using old and new information and those who taught by using jumbled sentences?

## 1.5 Objectives of the Study

The objectives of this study can be stated as follow:

- 1) To describe the writing test achievement for the students taught using old and new information.
- 2) To describe the writing test achievement for the students taught jumbled sentence.
- 3) To investigate whether there is any significant difference in students' writing test achievement between the students taught using old and new information and those who taught by using jumbled sentences.

## 1.6 Significance of Study

Significance of this study will be useful, theoretically, practically and pedagogically for English learners and teachers.

Theoretically, it is expected that the result of this study can enrich the study of discourse analysis, especially in systemic functional grammar.

Practically, this research is expected in giving better way for anyone who want to write a text especially news item in order to make their text has a good structure and understandable.

Pedagogically, this study is expected to give benefit for English department students on studying genre based writing and discourse analysis. Furthermore, it is expected that the result of this study can help the students to have more meaningful communication in their writing text.

## 1.7 Outline of Research Report

This research report consists of five chapters. Those are:

Chapter I present the introduction of the study. It contains the general background of the study, reason for choosing the topic, limitation of the study, statements of the problem, objectives of the study, significance of the study, and the outline of research report.

Chapter II provides the review of related literature that discusses things concerning the topic which presents systemic functional grammar, definition of systemic functional grammar, definition of theme and rheme, the definition of

writing, news item text and theoretical framework of the study.

Chapter III provides the method of investigation that deals with population, sample, experimental method, and the instrument of the test for finding the validity and reliability.

Chapter IV gives the research findings and discussion of the data that covers the general finding and data analysis.

Chapter V contains conclusions and suggestion.



## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

This chapter presents some theories underlying the topic of this study. They are divided into three parts; review of previous study, review of theoretical study and review of theoretical framework.

#### **2.1. Review of Previous Study**

Belmonte and Hildago (1998) reveal the helpfulness of Theme/Rheme for teacher in evaluating second language writing at the level of discourse. In order to their research they analyzed 25 student compositions. This empirical analysis is very useful to uncover several common problems for textual cohesion and coherence in second language writing. The result of this research proves that by using Theme/Rheme construct is a valuable instrument for teacher in scoring the students writing. It also can make the students' writing more effective.

Then, Agista (2010) did a research about the use of television news program "Indonesia this Morning" as a media for teaching news item text. She found that there is a good improvement in writing news item text after using television news program as a media to teach the students. This progress is showed by the result's score; pre-test score was 64.23, first cycle was 75.02 and the second cycle was

81.47.

Next researcher is Listyowati (2010) also did a research about the contribution of small group discussion in teaching writing news item. The result of this study shows us the progress during teaching and learning process by using small group discussion was good.

Moreover, Hamidah (2009) with her study entitled the use of zig zag technique in improving students' written report. She proved that using zigzag technique the students' achievement in writing is increase.

From the above previous findings, the writer would like to use the old and new information method in learning writing news item text with the population is the tenth grade student of SMA Negeri 1 Slawi.

## **2.2. Review of Theoretical Study**

In this part, the writer presents some theories underlying the study. They are general concept of writing, teaching writing in senior high school, systemic functional grammar, news item text as a genre, teaching news item text and old and new information.

### **2.2.1. General Concept of Writing**

Writing is a kind of communication means in which people can share their ideas or feeling. Palmer (1994: 1) as cited in Agista (2010) says that "writing requires complex thinking; the process of writing involves problem solving and decision-



making.”

Meyers (2005:2) states, “writing is a process of discovering and organizing our ideas, putting them on the paper and reshaping also revising them.” It means that writing is an activity and takes time in other word writing does not happen all at once.

Cunnings Worth (1995: 82) also says, “In real life, writing is done with a readership in mind and writers need to know who their readers are, in order to write appropriately for them.” It means that the writers need to know and decide for whom they write. They can delivers their idea based on their minds and even consult dictionaries, grammar book or other reference books to help them presenting their ideas in a logical order. The writer must read their writings before they publish them in order to recheck and correct their mistake. So that, the readers can easily and clearly understand what they want to express in their writing.

Harmer (2001:154) states, “Writing is a process when we write is often heavily influenced by the constraints of genres, then this elements have to be presented in learning activities.” From this definition we can know that in making written text we should follow some rule in order to make a good writing.

Based on some definitions above the writer can conclude that writing is a progressive activity that takes time and follows some procedure in order to have a good writing. Furthermore, writing activity need some practices and needs high concentration so that the readers can catch the author’s idea.

### ***2.2.1.1. The Importance of Writing***

The existence of writing in the world, especially in the modern society plays an important role though it is the difficult skill to develop. Through writing, people can communicate to one another over long distances. It has also preserved ideas of many great people especially for science in the past. As stated by Pillai (2000) which cited by Ratnawati (2010), "Writing is very essential for many fields such as; education, business, scientific and government. Thus, if writing did not exist, the world would not be as it is now because there would be no development in the society.

In education, in this case writing English is one of four skills that have to be achieved by students at secondary, high school and universities. In addition, students who like to have overseas have to be able to communicate in English too at least in written form. This condition forces them to learn how to arrange letters into words, then words into meaningful sentences and sentences into paragraphs. As stated by Harmer (2001: 79) that writing is an important skill to be learnt and should be mastered by students because there are many reason in learning writing. The reasons in learning writing English for students as a foreign language include reinforcement, the language development, learning style and most importantly writing as skill and its own right.

### ***2.2.1.2. Writing Paragraph***

Actually, paragraphs discuss the main idea of the essay in smaller and easy to understood parts. Broadmand and Frydenberg (2002:4) state that a paragraph is a group of sentences that work together to develop a main idea. A paragraph can be

at least one sentence. While, Meyers (2005:13) says that a paragraph is a group of sentences that discuss a smaller idea. All paragraphs are a like these ways;

- 1) A paragraph look likes a unit. It begins with the first line intended. And each new sentence follows the preceding one on the same line, not on a new one.
- 2) A paragraph is a unit. That's means each sentence is related to and develops the central idea.
- 3) A paragraph holds together. That means each idea leads clearly and logically into the next.

A well-written paragraph contains six elements. They are:

- 1) Topic sentence. It states the main idea of the paragraph. Topic sentence has specific area that is called the controlling idea
- 2) Supporting sentences develop the topic sentence. They explain the topic sentence by giving reasons, examples, facts, statistics and quotations.
- 3) Concluding sentence indicates the end of the paragraph and leaves the reader with important point to remember.
- 4) Unity. It means that the discussion in the paragraph is only one main idea, which is stated in the topic sentence, and then each and every supporting sentence develops that idea.
- 5) Coherence. It means that the paragraph is easy to read and understand because the supporting sentences are in logical order and using appropriate transitional signal connects the idea
- 6) Cohesion. It means that all supporting sentences “stick together” in their support of the topic sentence.

### ***2.2.1.3. Aspect of Good Writing***

In writing, learners must concern at least five aspects of good writing are: content, organization, grammar, word choice and mechanics. As stated by Harris (1969: 68-69), although the writing process has been analyzed in different ways, most teachers would probably agree in recognizing at least the following five general components:

#### **1) Content**

A writing text should have an excellent support so that it is attractive to be read. Moreover, it should have unity and coherence in order to make the readers exactly known about what the writers want to tell their writings. Oshima and Hongue (1999: 31) stated that unity is very important element of a text. In short, if a text is about a thing or certain object, all the sentences in that paragraph should talk about the same object, so the paragraph expresses relevant meaning.

#### **2) Organization**

In making a text, it must use three basic parts: introductory in making a text, it must use three basic parts: introductory, body and concluding paragraph. Oshima and Hongue (1999: 33) state that a text or essay has three main parts: an introductory paragraph, a body (at least one, but usually two or more paragraphs). And a concluding paragraph.

In this part the writer concern with organization of news item. Gerot and Wignel (1995: 200) state, “The organization or generic structures of news item text consist of newsworthy events, background events and sources.”

### 3) Grammar

Grammar is an important aspect of writing. Good writing must show correct basic grammar pattern. In this case, the writer focus on grammar that is used in writing news item text that is included in significant grammatical patterns.

Hammond, et all (1992: 84) states, “The significant grammatical patterns of news item consist of some points are:

- (1) Short, telegraphic information about story captured in headline.
- (2) Verbs of action to retell the story
- (3) Use of verb of thinking and feeling to give an insight into the participants’ reaction to events
- (4) Verb of saying to quote or report what participants authorities said
- (5) Focus on circumstances of time and place
- (6) Focus on specific participants (occurring at the beginning of a sentence)

### 4) Words choice

In writing a text, word choices should have the correct idiomatic vocabularies and correct words form. Students have to choose appropriate dictions to express ideas or mind in their writings.

### 5) Mechanic

In writing, mechanics consist of punctuation marks, indentation, and capitalization of letter. When writing a paragraph, we must use correct punctuation marks. In order to use the correct punctuation marks, learners must concern with the indentation and capital letters. For example, indentation is used when making new paragraph and a capital letter is used to start a

sentence.

As stated by Broadman (2004: 10-11) there are five points to be concerned in writing paragraph:

- (1) The first paragraph is started from five spaces to the right or called indentation
- (2) Next, each sentence is always started with a capital letter and ended with a period, a question mark, or an exclamation.
- (3) Each sentence begins where the previous sentence ends, a new sentence does not automatically begin on the next line.
- (4) Another important point is to write on every other line. This called double spacing.
- (5) Finally, there should be margins around paragraph. There should be about one inch of space on each side of paper.

Briefly, five aspects of good writing should be learned and practiced by the learners for arranging ideas into good sentences, and sentences into good writing.

#### ***2.2.1.4. The Process of Writing***

Writing is a process; there some steps that should be pass by of the in order to have a good writing. Based on Harmer (2001: 4-5) suggested that the process has for main elements:

##### 1) Planning

In this stage, the writers have to think about three main issues: the purpose of the writing, the readers or audience of writing, and the content

structure of the writing.

#### 2) Drafting

This is the first version of a piece of writing and will produce final version.

#### 3) Editing

This stage is very useful, the writer have to reread the draft and correct their mistakes.

#### 4) Final version

After editing the draft and making some changes, the writers can produce their final writing.

### **2.2.2. Teaching Writing in Senior High School**

Teaching English at senior high school encompasses the four language skills: listening, reading, speaking and writing which are taught for developing communicative competence in spoken and written in achieving informational literacy level. School based curriculum (2006) for senior high school writes “Students should achieve informational literacy.” According to Hammond et al (1992: 10) state that in informational literacy, the curricular emphasis on reading and writing but particularly reading that students use for accessing the accumulated knowledge that is seen as the function of the school to transmit.

As teachers, it is a task for them to encourage their students to learn writing English as the foreign language. As stated by Brown adapted from Shih (2001:335) states that some steps should be used to teach English writing skill.

First, a teacher should be able to motivate their students to concern with some purposes, such as; in order to argue a point of view, retell events or experiences and more. A teacher can use a method or media to arouse the students' interest so that they are motivated in learning. Second, a teacher should show them how to develop paragraphs. In arranging their ideas, they should be shown parts of writing, like opening, the body of paragraph, and closing paragraph. Third, teacher should evaluate students' works. The evaluation is used for evaluating mistakes correction so that students will learn from their mistakes. Those steps might help a teacher in teaching students how to compose a good writing.

### **2.2.3. Systemic Functional Grammar**

When we are studying language scientifically, we study about systemic functional linguistics (SFL). The term "SFL" can be described as a language used in terms of their function in interacting with one another. People use language both spoken and written; actually use one or more speech functions, such as giving information, asking a question, giving a command, requesting, etc.

Systemic-Functional Linguistics (SFL) is a theory of language centered on the notion of language function. While SFL accounts for the syntactic structure of language, it places the function of language as central (what language does, and how it does it), in preference to more structural approaches, which place the elements of language and their combinations as central. SFL starts at social context, and looks at how language both acts upon, and is constrained by social context.



Meanwhile, Eggins (1994: 1) states that SFL is an approach which has helped linguist to analyze and explain “how meanings are in everyday linguistics interaction”. This approach has increasingly been recognized due to it provides a very useful theoretical and analytical framework for exploring and explaining how texts mean, and focuses mainly on the analysis of authentic products of social interaction, on the analysis of texts in order to understand the quality of texts.

In summary, SFL is a functional semantic approach to language which explores both how people use language in different contexts and how language is structured for use as a semiotic system.

SFL sees language as a resource of making meanings which are constructed by context of culture and context of situation in which language is used. Halliday 1985 quoted in Eggins (1994:3) also states that in the systematic approach, language has been interpreted as a three-level semiotic system. The first is ideational meaning which is realized through the system of transitivity. Next is interpersonal meaning is realized through the Mood system, which consists of the analysis of how the clause is structured. The third level of semiotic system is textual meaning which consists of theme which describes the structural configurations by which the clause is organized as a message. Through this system, the clause functions as the representation of a process.

#### ***2.2.3.1. Textual Metafunction***

Gerot and Wignell in their book “Making Sense of Functional Grammar” mention that the clause is organized as a message. A message comes from somewhere and leads to somewhere. In English, where we put information in a clause actually

tells us about where the clause is coming from and where it is going to.

Talking about clause, based on Halliday's functional grammar clauses can be divided into Theme and Rheme.

Theme being the point of departure of the clause considered as a message and Rheme where the presentation moves after the point of departure. Progressions of Themes then structure the discourse as message. In English Theme is realized by initial position in the clause (up to and including the first constituent that is either participant, circumstance or process), and Rheme follows. Halliday says that many but not all languages realize Theme through initial position. As he said that:

".....In English, as in many other languages, the clause is organized as a message by having a special status assigned to one part of it. One element in the clause is enunciated as the theme; this then combines with the remainder so that the two parts together constitute a message." (Halliday,1985)

Here Halliday claims that in English clause there are two parts that each of them has a role. They merge into one then build a message.

From this one, we can conclude the definition of Theme and Rheme; Theme, Textual clause function: the point of departure of the clause as message. It sets up the local context for each clause. This local context often relates to the method of development of the text: the Theme is selected in such a way that it indicates how the clause relates to this method and contributes to the identification of the current step in the development.

Rheme is the additional information to complete the theme. As stated by Gerot and Wignel (1944) that the Rheme points both backwards and forwards by

picking up on information which is already available and adding to it and by presenting information which has not there before. The interaction of theme and rheme develops the information in a text.

The relationship between theme and rheme is simple; theme is the first element occurring in a clause; the remainder clause is rheme. For example:

Japan	was hit by tsunami
THEME	RHEME

Japan is the Theme; it comes first in the clause and gives familiar information. Meanwhile, was hit by tsunami is the Rheme; it comes after the Theme and gives new information.

According to Eggins (1994:276) there are three types of theme, they are:

(1) Topical theme

The theme is an element of the clause to which a transitivity function can be assigned occurs in first position in a clause.

(2) Interpersonal Theme

The Theme is in a constituent to which we would assign a mood label (but not a transitivity label) occurs at the beginning of a clause. The constituents which function as interpersonal Themes are: the unused finite (in interrogative structures) and all categories of modal adjuncts: Mood, Polarity, Vocative, and Comment.

(3) Textual Theme

The third clause constituent that can occur in thematic position is category of textual elements. These are elements which do not express any interpersonal meaning, but which are doing important cohesive work in relating the clause to its context. The two main types of textual elements which can get to be theme are continuity adjuncts and conjunctive adjuncts.

**2.2.3.2. Thematic development at clause level**

Theme and rheme structure of the clause is an essential component in the construction of cohesive and coherent text. Theme makes to the cohesion and coherence of a text has to do with how thematic elements succeed each other. The selection of theme in a clause will generally relate to the way information is being developed in the whole text. This, in the Halliday's system is called "Thematic Organization" or we called it "Thematic Development". This term means that cooperative speakers/ writers should select something which will make it easier for their listeners/ readers to 'hook' the clause on to the earlier clause.

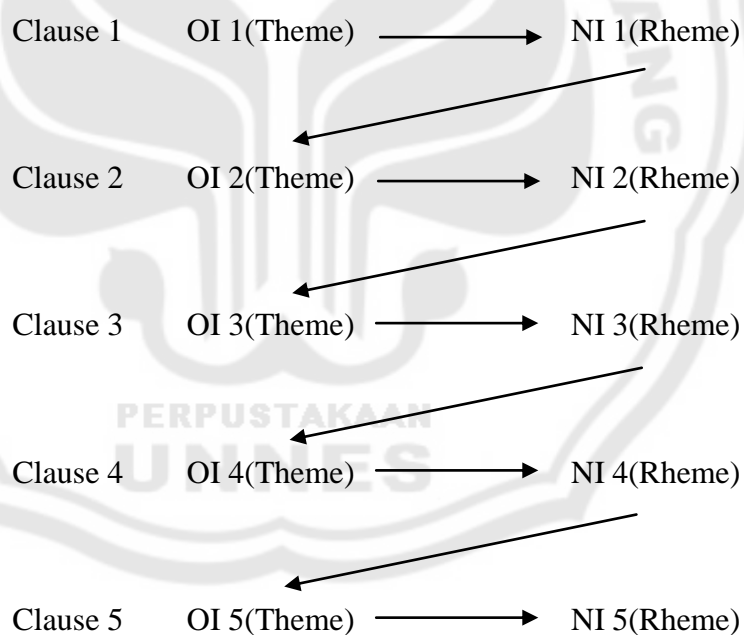
The thematic development of a message can be perceived through the way thematic development of a message can be perceived through the way thematic elements succeed each other. According to Eggins (1994: 304) there are three main patterns of thematic development can be observed:

The first pattern is Theme re-iteration, where the same elements occur regularly as theme. In other words, the theme in the previous clause becomes the theme in the following clause. The second pattern is the multiple-theme pattern,

the Theme of one clause introduces a number of different pieces of information, each of which is then picked up and made Theme in subsequent clause. And the last the zigzag pattern, in this element which is introduced in the Rheme in clause 1 gets promoted to become the theme of clause 2.

Zig zag pattern is commonly used in writing such as narrative, report and news item text. The role of this pattern is the new information in the previous clause becomes the old information in the following clause. It can be seen in figure 2.1

Figure 2.1 zig zag pattern of thematic development



Here is an example of zigzag pattern in a text.

A magnitude 8.9 earthquake jolted the north-east coastal area of Japan.

Old Info 1

New Info 1

This earthquake is the biggest one which happened in this country.

Old Info 2

New Info 2

This earthquake also followed by a 10-metre tsunami.

Old Info 3

New Info 3

This tsunami swept everything in its path.

Old Info 4

New Info 4

Buildings, cars, ship were moved inland.

Old Info 5

New Info 5

By using this pattern hopefully the students' writing will easily to understand, because it makes their text will be coherent and cohesive.

#### 2.2.4. News Item Text as a Genre

Genre in SFL is seen as “a staged, goal-oriented social process” (Martin in Hayland, 2002: 17). Genres are social processes because member of the culture interacts to achieve them. Genres are goal oriented because they have involved achieving things, and they are staged because meanings are made in step and it usually takes writers more than one step to reach their goals. Martin (in Hayland, 2002: 26) described the important of genre like this:

In functional linguistic, genre theory is a theory of how we use language to live: it tries to describe the way in which we mobilize language, each culture chooses just few and enacts them over and over again – slowly adding to the repertoire as needs arise, and slowly dropping things that are not much use. Genre theory is a theory of the borders of our social world, and thus familiarity with what to expect.

News Item is one of factual genres. Its social function is to for the readers, listeners, or viewers about events of the day, which are considered newsworthy or important (Gerot and Wignel, 1995:200). They also list the characteristic of news item as follows:

- A. The generic structure:
  - a. Newsworthy event(s), recounts the event in summary form
  - b. Background events(s), elaborate what happened to whom in what circumstances
  - c. Source, comments by participants in, witnesses to and authorities' expert on the events
- B. The significant grammatical patterns
  - a. Short, telegraphic information about story captured in headline.
  - b. Use of material processes to retell the event
  - c. Use of projecting verbal processes in sources stage.
  - d. Focus on circumstances

#### **2.2.5. Teaching Writing News Item**

Teaching writing skill should be based on genres. Hayland (2004: 4) states, “Genre is a form for grouping text together, representing how writers typically use language to respond for recurring situation.” Genre is a term for grouping text that represents how writers use language to write about a topic. In addition, every genre has a number of characteristics that make it different from others. They are divided in terms of their schematic structure, also the level of context dealing with social purpose.

Based on new curriculum that is called Kurikulum Tingkat Satuan Pendidikan (KTSP), there are five genres that must be learnt by students at tenth grade of high school. They are narrative, procedure, recount, report and news item. Each of text has different style. In this research the writer chooses news item text because of the reason that the writer explain in previous chapter.

### 2.2.6. Old and New information

In this research the writer use the new and old information based on the theme and rheme theory. The definition of old and new information can be seen in table 2.2

**Table 2.2**

#### **Old and New Information**

<b>Theme / Old information</b>	<b>Rheme / New Information</b>
Point of departure of clause as message; local context of clause as piece of text.	Non-Theme – where the presentation moves after the point of departure; what is presented in the local context set up by Theme.
Initial position in the clause	Position following initial position

### 2.3. Review of Theoretical Framwork

In this research, the writer used some theories.

In achieving the objective of this study, the writer used the experimental research to obtain the required data and information. This kind of research is used to prove whether there is an improvement for the students in their writing after they used old and new information method. In this study, the writer used theory



from Nunan. According to Nunan (1992: 25), experiments are carried out in order to explore the strength of relationships between variables. From the definition above it can be said that experimental research is the research which compares two variables or more in order to get the valid conclusion

For treatment the writer used the theory of writing process that gave information to the students what are the steps which should be passing in writing process. Then the writer introduced theory of news item, genre that is used in the research especially for characteristic of the genre; generic structure and language features. Next, the important theory was about new and old information (theme and rheme) and the thematic development especially zigzag pattern.

Data in this research is based on the students' score. In scoring the students' writing the writer used theory from Heaton. As stated by Heaton (1975:138) in measuring the students' achievement the writer considers for 5 aspects they are grammar, vocabulary, mechanics, relevance and fluency.

The writer used quantitative research. Yet, in analyzing the data the writer used theory of t-test from Ari Kunto to show the difference between the means of the experimental and the control groups.

## **CHAPTER III**

### **METHOD OF INVESTIGATION**

This chapter presents the description of the methodology used in conducting the research. Which includes: research design, subject of the study, instrument of the study, the steps of the research, statistical design, method of analyzing data, and method of reporting the result.

#### **3.1. Research Design**

In achieving the objective of the study, the writer used experimental research to obtain the required data and information. The approach used is quantitative method which means the method and instrument involve numerical measurements and the statistical quantification was conducted.

##### **3.1.1. The Experimental Design**

Nunan (1992: 25) states that “Experiments are carried out in order to explore the strength of relationships between variables.” From the definition above it can be said that experimental research is the research which compares two variables or more in order to get the valid conclusion.

### 3.1.2. Procedure of Experimental Design

This study used “pretest – post test” design. This design can be describe as follows:

E	01	x	02
C	03	y	04

(Arikunto, 2002: 79)

Where:

E: Experimental group

C: Control Group

01: Pre-test for the experimental group

02: Post-test for the experimental group

03: Pre-test for the control group

04: Post-test for the control group

x: Treatment using old and new information

y: Treatment using jumbled sentences.

It can be explained that subject were assigned to the experimental group (E) and the control group (C). The quality of the subjects was first checked by pre-testing them (01 and 03), and the experimental treatments were given. The experimental group was taught news item by using old and new information. On the other hand, the control group was taught news item by using jumbled sentences. After finishing the treatments, the post-test was given to both experimental and control group (02 and 04). This post-test was conducted in order

to measure the students' achievement after getting the treatment. The effectiveness of the treatment was shown by the differences between the control group's score (04 - 03) and experiment group's score (02 - 01) were then computed statistically.

### **3.1.3. Procedure of the Experiment**

The procedure of this experiment was as follows:

- 1) Choosing the grade X students of SMA N 1 Slawi as the population.
- 2) Taking two groups of the students as the samples, one as the experimental group and the other as the control group.
- 3) Conducting real experiment and collecting data then the last one is analyzing data.

## **3.2. Subject of the Study**

In this part, the writer explained the subjects who are include in her study. They are population, sample and variable.

### **3.2.1. Population**

Brown states that a population is the entire group of people who are interest in a particular survey. While according to Saleh (2004: 227) population is a group about which the researcher is interested in gaining information and drawing conclusions. The population of this research was the grade X students of SMA N1

Slawi in the academic year of 2010/ 2011. The number of the students was 300 students divided into ten classes (X-1 until X-10). All of them were given the same English materials in teaching learning process.

As stated before, the writer chose the grade X students of SMA N 1 Slawi in the academic year 2010/2011 as the population of this research because based on the curriculum; news item text is the material for the X grade students.

### **3.2.2. Sample**

In order to study a population more effectively, the writer selected a sample. Brown (1988: 71) stated that a sample is a group of students that is representative of the whole population. While according to Saleh (2004:33) a sample is a group of people, things or place where data is collected. A sample is actually a part, which is considered as a representative of a population.

“If the subjects of the population are more than 100, researcher may take 10-25% or more percent out of the population.” (Arikunto, 2006: 107). Since the number of population is 300 students, therefore 20% out of the population (60 students) were taken. For that reason the writer selected two classes of the students from the population as sample in this study. In order to get the representative sample, the writer chooses the sample that could represent the true situation of the population. They are X-5 students as experimental group taught using old and new information and X-10 students as the control group is taught by using jumbled sentences. The writer chooses them by drawing the ten classes.

### **3.2.3. Variable**

According to Saleh (2004:8) a variable is essentially what we can observe or quantify of the human characteristics or abilities involved. There were two types of variable: dependent variable and independent variable. The dependent variable as Saleh (2004: 10) is observed to determine what effect, if any, the other types of variables may have on it. In other words, it is the variable of focus – the central variable – on which other variables will act if there is any relationship. And independent variable according to Saleh (2004-2005: 10) is variable selected by the researcher to determine their effect on or relationship with the dependent variable.

#### ***3.2.3.1. Independent variable***

The independent variable was introduced on the experimental group. The independent variable in this research was method in writing news item with old and new information.

#### ***3.2.3.2. Dependent Variable***

The dependent variable is a response variable or output. The dependent variable in this research was the students' achievement in the test score.

### **3.3. Instrument of the Study**

An instrument was very useful in collecting data required in the research. According to Saleh (2001: 31) “The word instrument refers to research tools for data collecting. It is therefore, a fundamental thing to be well thought-out by a-

researcher before she/ he conducts an experiment. Then he suggests four instruments for gathering data, they are; questionnaire, observation, interview, and test. In addition, Haris (1969: 71) states, ” There are two basic kinds of test instrument used to measure the four language skills of the students, i.e. the objective test and essay test.”

The success of a study is influenced by the instrument used because using the right instrument will guarantee the data required. Therefore, the instrument plays an important role to collect data. In this research, the writing test was chosen as instrument for collecting data. The writing test is for both pre-test and post-test which were given to both classes.

### **3.4. The Steps of Research**

The study was carried out through three activities. Its objective was to find out how well new and old information method gives contribution to tenth grade students of SMA N 1 Slawi in the academic year of 2010/ 2011 in writing news item text.

In this research, some steps had been done:

#### **3.4.1. Pre-Test**

The pretest was given before the treatment. Pre-test was an observation that was done before an experiment or treatment. A pretest in this study had purpose to know the students’ basic ability in writing. First, the writer came to the classes

and explained what they were going to do. Then she distributed the instruments and asked them to do the pre-test individually. The instrument was writing news item test.

### **3.4.2. Teaching Learning Process**

The writer conducts the experiment in 3 treatments. First, introducing the topic and purpose of news item text, its generic structure, and language feature. Second, giving students exercise for analyzing news item text. Third, explain old and new information method to the student which continued with the session of question and answer to make sure that they had understood with the material. These treatments were for the experimental group.

For control group the last treatment was using jumbledd sentences.

### **3.4.3. Post-Test**

Post test was given after conducting pretest and treatments. Post test in this study had a purpose to find the students' writing ability improvement after getting the treatment. The test given to the students was the same as pretest. But in post-test for experimental group the writer asked the students to use old and new information.



### 3.5. Statistical Design

Brown (2001: 114) points out that statistic are typically to describe or characterize the answer of a group of respondent to numerically coded questions.

The writer needed the calculation for statistical analysis as follows:

- 1) To determine validity by using split half method: the Pearson's Product moment was applied.

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

where:

$R_{xy}$  : The correlation of the scores on the two halves of the test

$N$  : The number of students in each group

$X$  : The score of each text

$Y$  : The sum of all texts' score

$XY$  : The multiplication of the X and Y scores

$\Sigma X$  : The sum of total score in each group

$\Sigma Y$  : The sum of total X score in each group

$\Sigma X^2$  : The sum of the square score in each text

$\Sigma Y^2$  : The sum of all texts' square

(Arikunto, 2002: 146)

2) To determine the reliability of the test, the Spearman-Brown was used.

$$r_{11} = \left( \frac{k}{k-1} \right) \left( 1 - \frac{\Sigma\sigma_b^2}{\sigma_t^2} \right)$$

Where:

$R_{11}$  : Reliability of the instrument

$k$  : the number of questionnaire item

$\Sigma\sigma_b^2$  : the sum of item variance

$\Sigma\sigma_t$  : total variance

(Arikunto, 2002:171)

3) To determine whether there is a significant difference between the means of the experimental and the control groups the t-test formula was applied.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where :

$t$  : t-test

$X_1$  : the mean difference of the experimental group

$X_2$  : the mean difference of the control group

$N_1$  : the number of the students of experimental group

$N_2$  : the number of the students of control group

(Arikunto, 2002:183)

### 3.6. Method of Analyzing Data

Through scoring, the result of the students' work was needed to be put in a form that was readily interpretable. Those data were useful to depict students' levels of writing achievement.

Since the purpose of this research was to measure the students' proficiency, the writer interpret the result both statistically and none statistically.

#### 3.6.1. Scoring Mode

Scoring the students' work was a step to obtain quantitative information from each student. One of the ways to score or evaluate the students' achievement in writing was rating scale.

The following scheme of rating scale was used to measure the students' achievement in their written product.

Table 3.1

The Scoring Guidance Taken From Heaton Grid and Categories (1975:109)

Writing Component	Score	Description
Grammar	5	Master of grammar taught on course-only 1or 2 minor mistakes.
	4	A few mistakes only (preposition, articles, etc.)
	3	Only 1 or 2 major mistakes but a few ones.
	2	Major mistakes which lead to difficulty in understanding, lack of mastery of sentence construction.
	1	Numerous serious mistake-on mastery of sentence construction-almost unintelligible.
Vocabulary	5	Use of wide ranges of vocabulary taught previously
	4	Good use of new words acquired-fairly appropriate synonyms, circumlocution.

	3	Attempts to use words acquired-fairly appropriate vocabulary on the whole but sometimes restricted-has to resort to use of synonyms, circumlocution, etc. on a few occasions.
	2	Restricted vocabulary-use of synonyms (but not always appropriate) imprecise and vague-affect meaning.
	1	Seriously hinders communication.
Mechanics (spelling)	5	No errors.
	4	1 or 2 errors only (e.g ie or ei)
	3	Several errors- do not interfere significantly with communication -not too hard to understand.
	2	Several errors- some interference with communication - some words very hard to recognize.
	1	Numerous errors-hard to recognize several words – communication made very difficult.
Relevance (content)	5	All sentence support the topic-highly organized- clear progression of ideas well linked-like educated native speaker.
	4	Ideas well organizes-links could occasionally be clearer but communication not impaired.
	3	Some lack of organized-re-reading required for clarification of ideas.
	2	Little or no attempts at connectivity-thought reader deduce some organization-individual ideas may be very difficult to deduce connection between them.
	1	Lack of organization so severe that communication is seriously impaired
Fluency	5	Flowing style very easy to understand-both complex and simple sentences very affective.
	4	Quite flowing style-mostly easy to understand-a few complex sentences very effective.
	3	Style reasonably smooth-not too hard to understand mostly (but not all) simple sentences-fairly effective.
	2	Jerky style- an effort needed to understand and enjoy reading- complex sentences or compound sentences.
	1	Very jerk- hard to understand- cannot enjoy reading- almost all simple sentence- complex sentences confusing- excessive use of “and”.

### 3.6.2. Classifying the Score

In order for the raw scores to become more meaningful, they should be converted to numerical data, which had been processed to the scale of 0 to 100. Then, the processed scores could be used as a basis to make decisions. If all the students' scores were arranged from the highest to the lowest, it would be easier to know the position of a student in his/her group.

The measurement of the students' achievement based on Haris (1969:134) could be interpreted in with the following table.

<b>Test Score</b>	<b>Probable Class Performance</b>
91 – 100	Excellent
81 – 90	Very good
71 – 80	Good
61 – 70	Fair
51 – 60	Poor
Less than 50	Very poor

## **CHAPTER IV**

### **RESULT OF INVESTIGATION**

This chapter shows the result of the study which presents the discussion of the experiment, test result, level of students' achievement, difference gain between pre-test and post-test, difference between two means, t-test result and discussion of research findings.

#### **4.1 Discussion of the Experiment**

In collecting the data of this study, the writer conducted 3 types of test in order to get the actual data. Those types of test are: try-out test, pre-test, and post-test. The try out test was given to the class outside of the study. Meanwhile, the pre-test and post-test were conducted in both of the experimental and control groups to analyze the students' achievement after being given the treatment.

##### **4.1.1 The Try – out Test**

The writer did try out test before conducting pre-test. The aim of this tryout is for measure the validity and reliability of the test. The try out was given on Saturday, March 19<sup>th</sup> 2011 in class X.10 since it didn't either belong to experimental nor control group. In spite of the writing test, the try out was held to check the validity

and reliability of five aspect of scoring system; they are: grammar, vocabulary, spelling, content, and fluency.

There were 30 students given the try out. The steps in analyzing the try out test were discussed in the following section:

#### 4.1.1.1 Validity

In order to find validity, the writer used this following formula:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

The item is valid if  $r_{xy} > r_{table}$ . The computation of validity of each aspect in writing scoring could be seen in Appendix 2. Based on the analysis of validity for  $\alpha = 5\%$  and number of subject  $n = 30$  with  $r_{table} = 0.361$ , the five aspects of writing had  $r_{xy} > r_{table}$ . Thus, those aspects were valid.

#### 4.1.1.2 Discriminating Power

The following formula was used to find the discriminating power of the instrument:

$$t = \frac{MH - ML}{\sqrt{\left\{ \frac{\sum X_1^2 + \sum X_2^2}{n_1(n_1 - 1)} \right\}}}$$

In defining discriminating power, the test is considered significant if  $t_{value} > t_{table}$ .

Thus based on the computation, the instrument's aspect was significant. The index of discriminating power told us whether those students who performed well on the whole test tended to do well or worse on each aspect in the test. The computation of discriminating power was presented in Appendix 3.

#### 4.1.1.3 *Difficulty Level*

The writer used the following formula in finding the difficulty level of each aspect.

$$P = \frac{B}{JS}$$

Furthermore, the writer also used three categories of level difficulty. They are easy, medium and difficult. According to the computation of difficulty level (Appendix 4), the grammar aspect was considered easy.

#### 4.1.1.4 *Reliability*

The formula used for computing reliability was

$$r_{11} = \left( \frac{k}{k-1} \right) \left( 1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right)$$

The test is considered reliable if  $r_{11} > r_{\text{table}}$  for  $\alpha = 5\%$ . By using the formula above the computation of instrument's reliability was reliable. The computation was shown in appendix 5.

#### 4.1.2 *Pre – test*

The writer gave students pre-test because she wanted to know the students' ability before the treatment was given. In this case the pre- test is aimed to find out the students' prior ability in writing report. The writer gave pre-test to both of experimental and control group. The writer held on March 16<sup>th</sup> 2011 for experimental group and on March 17<sup>th</sup> 2011 for control group.

From the analysis of pre-test result, it was found that the average score of the experimental group was 56 while the control group was 56.6. It meant that



students' achievement of the two groups was relatively the same since there was no slight difference of pre-test score between the experimental and control groups. In conclusion the students of both experimental and control group had similar ability in writing news item before the treatment was given.

#### 4.1.3 Treatment

The treatment for both experimental and control group was conducted from March 20<sup>th</sup> 2011 to March 30<sup>th</sup> 2011. The activities in giving treatment for both experimental and control group are as follow:

**Table 4.1**  
**Activities in Experimental and Control Group**

No	Control Group	Experimental Group
1	Pre-test (write a news item text)	Pre-test (write a news item text)
2	Discussing generic structure and language features of news item text.	Discussing generic structure and language features of news item text.
3	Arranging sentences to make news item text.( <b>using jumbledd sentences</b> )	Discussing arrangement sentences to make news item text.( <b>using old and news item construction</b> )
4	Discussing passive sentence and headline in news paper.	Discussing passive sentence and headline in news paper.
5	Post-test (write a news item text)	Post-test (write a news item text)

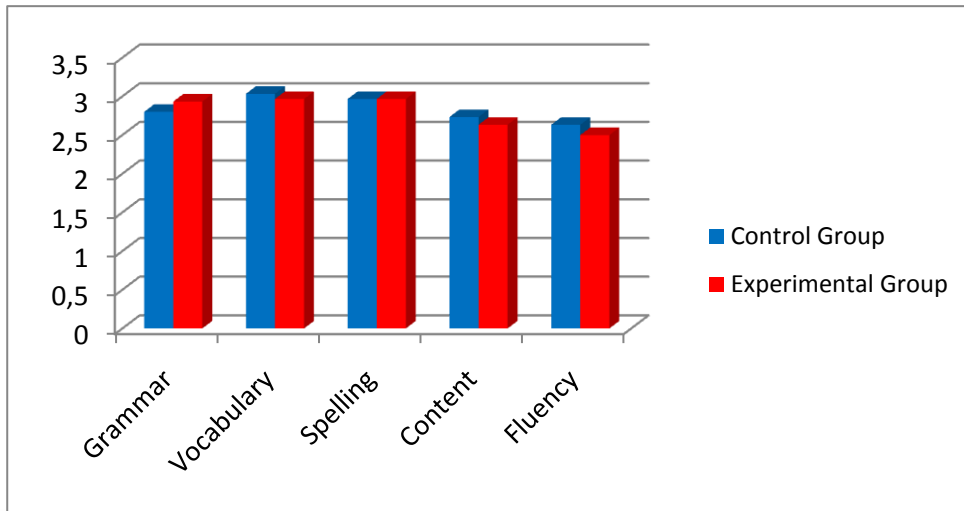
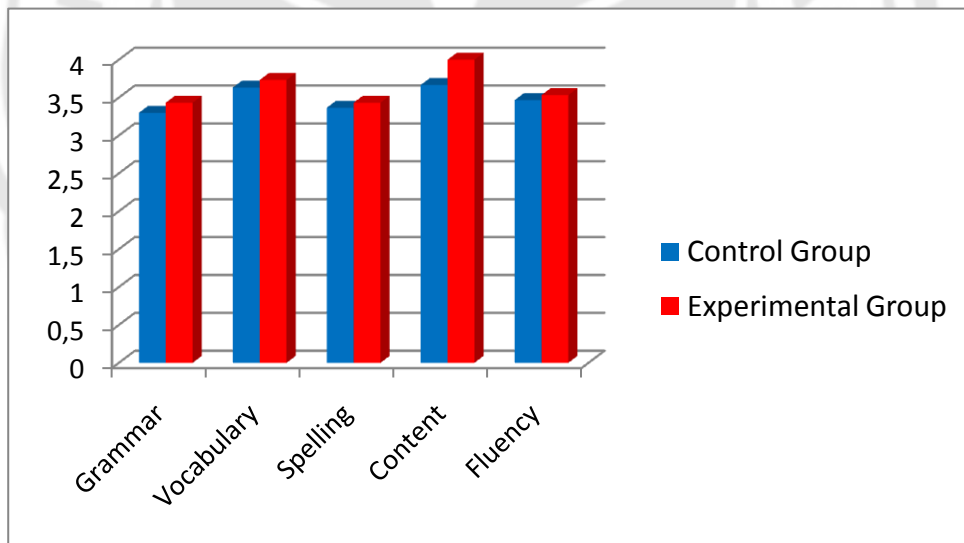
#### **4.1.4 Post – test**

Considering the result of students' achievement after having been given the treatment, the post-test was conducted to measure the students' achievement. By conducting post-test, it was to prove the effectiveness of the treatment given. Through the post-test result, then, it was assumed that the students' achievement before and after the treatment was able to be analyzed.

The post-test of experimental group was held on Wednesday, March 30<sup>th</sup> 2011 and for control group on Thursday, March 31<sup>th</sup> 2011. Based on the post-result, the average score of the experimental group was 72.67 and control group was 69.73. It shows that the students' achievement of the experimental group is higher than the control group.

## **4.2 Test Result**

The students' composition was scored using Heaton's Grid. The following are the chart showing students' average score on both pre-test and post-test, covering five-elements of the writing scoring system.

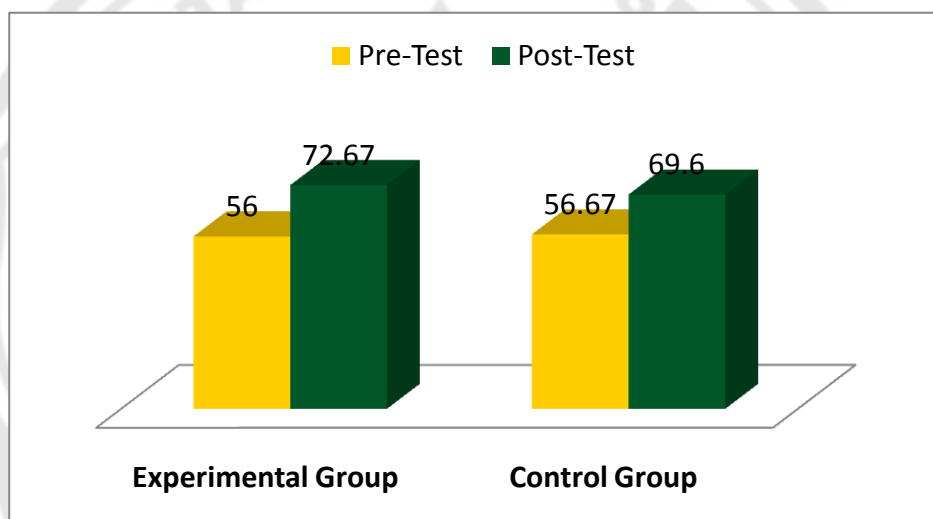
**Chart 4.2****The Average Score of Pre-Test of Control and Experimental Groups****Chart 4.3****The Average Score of Post-Test of Control and Experimental Groups**

### 4.3 Level of Students' Achievement

Regarding to the fact that this study is to investigate the use of old and new information in teaching writing news item text, the data were obtained from the students' achievement of writing test. The following is chart showing the average students' achievement score of experimental and control group.

**Chart 4.4**

**The Average Score of Pre-Test and Post-Test  
of Control and Experimental Groups**



According to the chart above, the difference average between the pre-test and post-test of the experimental group is  $72.67 - 56 = 16.67$  and for the control group is  $69.6 - 56.67 = 12.93$ . It can be conclude that the difference after treatment by using old and new information was better than using jumbled sentences.

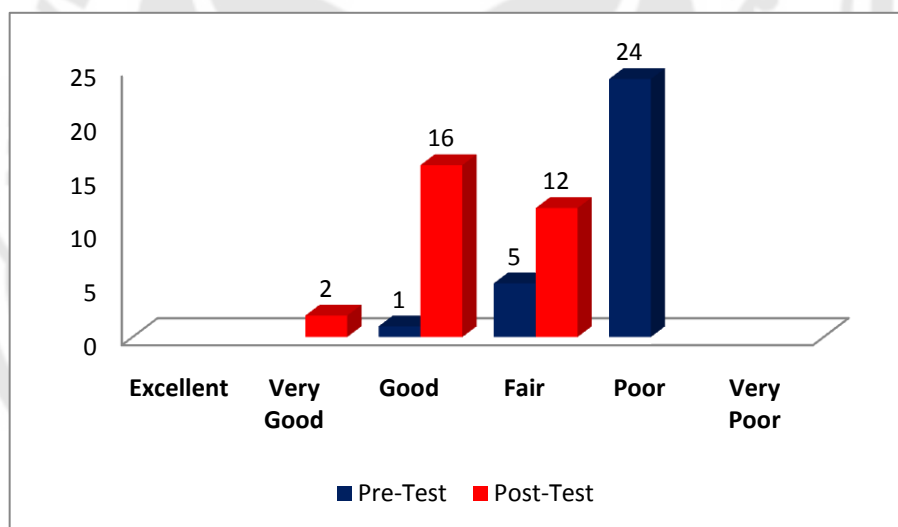
In order to show the result of the writing test, the writer shows it in the form of grade as suggested by Harris (169:134) as follows:

**Table 4.5**  
**Harris' Scoring Guide**

Test Score	Probable Class Performance
91 – 100	Excellent
81 – 90	Very good
71 – 80	Good
61 – 70	Fair
51 – 60	Poor
Less than 50	Very poor

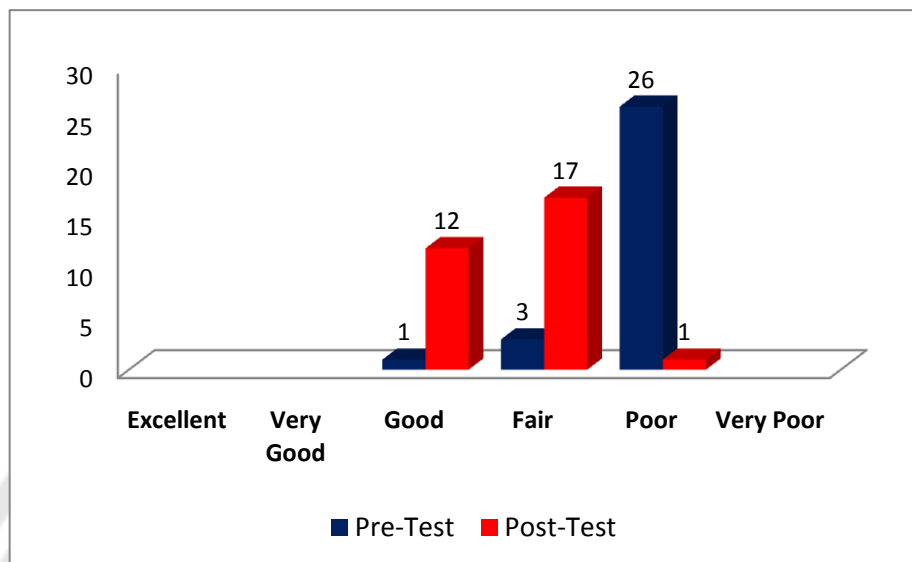
The following are the charts showing the students' achievement according to the grade for both group.

**Chart 4.6**  
**Experimental Students' Grade**



Based on the chart above, the writer showed that students' achievement in post-test was better than pre-test. In pre test there was no student who got "very good" grade and the most of students (76.7%) got "poor". While, in post test there are 2 students (6.7%) who got "very good", then the most of students (53.3%) got "good" and there was no student who got "poor".

**Chart 4.7**  
**Control Student's Grade**



From the chart above, the increment of students' grade in control group was significant for "Good" criteria there was 1 student (3.3%), for "fair" and "poor" criteria there were 3 (10%) and 26 (86.7%) students in pre test. While the achievement in post test there were 12 students (40%) who got "Good" criteria, 17 students (56.7%) got "Fair" and only 1 students (3.3%) who got "Poor"

#### **4.4 Difference Gain Between Pre – test and Post – test**

The difference gain of writing news item text of the pre-test and post-test of experimental and control group as follows:

For experimental group

$$M_x = \frac{\sum x}{n_x} = \frac{500}{30} = 16.67$$

Where:  $\sum x$  : sum of difference gain of pre-test and post-test of experiment group.

$n_x$  : the number of students of experimental group

The difference gain of pre-test and post-test of experimental group was 15.8.

For control group

$$M_y = \frac{\sum y}{n_y} = \frac{388}{30} = 12.9$$

Where:  $\sum y$  : sum of difference gain of pre-test and post-test of control group.

$n_y$  : the number of students of control group

The difference gain of pre-test and post-test of experimental group was 12.9.

#### 4.5 Difference between Two Means

From the computation, the mean of experimental and control group can be seen in the following table:

**Table 4.8**

**The Average Score of Pre-Test and Post-Test of Control and Experimental Groups**

	Pre-test	Post-Test
<b>Control Group</b>	<b>56.7</b>	<b>69.6</b>
<b>Experimental Group</b>	<b>56</b>	<b>72.7</b>

From the table above we can see the mean of the two group were not different from each other. However, the mean of the experimental group was higher than the mean of the control group.

#### 4.6 T-test Result

In order to see the difference between the gain of the pre-test and the post test of the experimental and control group, the writer used t-test:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

After counting data using the formula above, the writer got the result of t-test was 2.207, for  $\alpha = 5\%$  with the number of students (n)= 30 and  $t_{table} = 1.67$ . Based on the computation, the writer found that t-value (2.207) was higher than critical value on the table (1.67). It can be concluded that there was a significant difference between experimental group and control group.

#### 4.7 Discussion of Research Finding

This study is aimed to describe the writing test achievement for the tenth grade students of SMA Negeri 1 Slawi in the academic year of 2010/2011, who taught using old and new information and those who taught using jumbled sentences. Then, to investigate whether there is any significant difference in the writing test achievement between them.



The improvement of their writing could be seen in their pre-test and post-test result. The result of average pre-test of the experimental and control groups were 56.8 and 56.7. From this result, it was found that the ability of both groups were relatively the same. Furthermore, based on their pre-test scores, we can see that the students have some difficulties in writing news item text. They make some error especially in their idea. Their ideas not clearly stated and the sentences in their text were not well-organized. It made their text was hardly to understand.

After giving treatment, the students' ability in writing news item was improved which was proved by the result of post-test. The post-test score for experimental group was 72.67; there was an upgrading point from the pre-test. Meanwhile, the control group, those who taught using jumbled sentences, also gained their score into 69.60. Yet, based on the score, it can be seen that the score of experimental group is higher than the control group. The section bellow shows the average of each aspect of both in pre-test and post-test.

**Table 4.9**  
**Average of Each Aspect both in Pre-Test and Post-Test**  
**of Control Group**

Aspect	Pre-Test	Post-Test
<b>Average of Grammar</b>	<b>2.8</b>	<b>3.3</b>
<b>Average of Vocabulary</b>	<b>3.03</b>	<b>3.63</b>
<b>Average of Spelling</b>	<b>2.97</b>	<b>3.36</b>
<b>Average of Content</b>	<b>2.73</b>	<b>3.67</b>
<b>Average of Fluency</b>	<b>2.63</b>	<b>3.46</b>

From the table above, we can see that there is improvement in control group's writing ability. The treatment that using jumbled sentences makes the whole aspect in the students' writing increased. It means that the treatment has good effect in improving the students' writing ability. The students writing become easier to understand, because their sentences have good structure and appropriate word.

As with the control group, the experimental groups' achievements are improved. We can see in the following table.

**Table 4.9**  
**Average of Each Aspect both in Pre-Test and Post-Test**  
**of Experimental Group**

Aspect	Pre-Test	Post-Test
<b>Average of Grammar</b>	<b>2.93</b>	<b>3.4</b>
<b>Average of Vocabulary</b>	<b>2.96</b>	<b>3.7</b>
<b>Average of Spelling</b>	<b>2.96</b>	<b>3.4</b>
<b>Average of Content</b>	<b>2.63</b>	<b>4.03</b>
<b>Average of Fluency</b>	<b>2.5</b>	<b>3.5</b>

Based on the table above, it can be seen that the improving ability involves the whole aspects of the components of writing. However, the result of experimental group is higher than the control one, showing that the difference between the pre-test and the post-test mean scores of each aspect increase significantly.

Talking about grammar, both of groups showed that they had poor ability in producing good structure. The treatment influenced their grammar ability and

gave contribution in improving their grammar comprehension. It proved by the average score of experimental group in grammar aspect was higher than the control one.

Moreover, the students' ability in mastering vocabulary was weak. They did not use appropriate words in showing their idea on the written products of their pre-test. And in addition their mechanic is also weak, they write some word in "strange" composition of vocabulary. It made some of their word hard to recognize. These two aspects more depended on the teacher explanation. Yet the old and new information did not give them explanation about that. Thus the teacher should give drill or exercise to the students in order to make the students' mastering vocabulary improved.

The students' ability in producing and constructing their sentences was also poor. In the pre-test they only made simple sentences with some complex sentences which confusing the reader. Then for their ability in content aspect was very weak. The students didn't understand what their main idea, and how to construct a good text. It made their composition became difficult to understand because of their lack of sentence organization. This old and new information treatment gave solution to the student in organizing their sentence. As the result the students they were able to make a good news item text. Using this old and new information could help the students organizing their idea and constructing good written content. Meanwhile, the control group which taught using jumbled sentences improved their ability in organizing their sentences only from learning the example of the news item text which is given by the teacher or they have.

Consequently, these conditions gave impact on their result of the post-test which was lower than the experimental group. The control group ability in constructing their sentence was also lower than experimental group.

Based on the two tables above, then, we could draw a conclusion that there is a significant effect in giving the students treatment by using old and new information as a technique in teaching writing. Old and new information give contribution to improve students' ability in writing, particularly writing news item text, proving that teaching by using old and new information is better than using jumbled sentences.

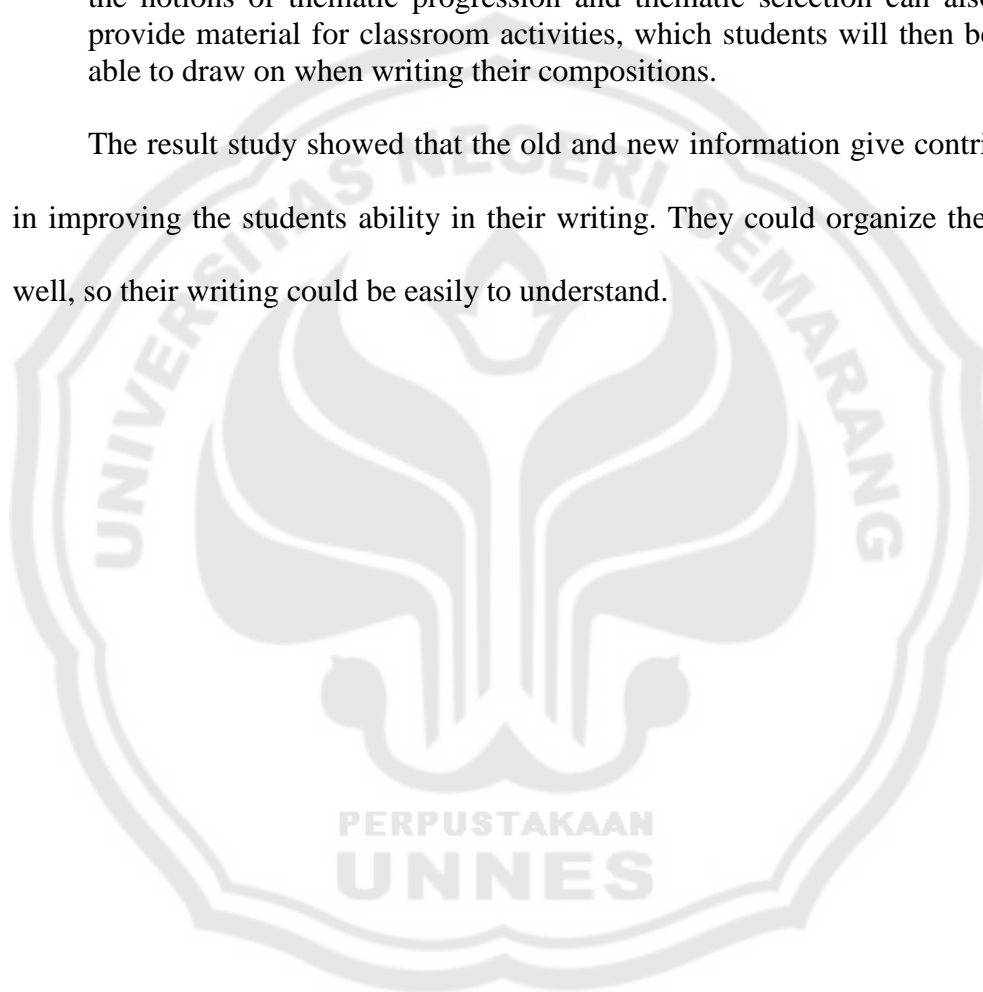
#### **4.8 The Advantages of Old and New information**

The application of technique in writing process will help teachers to teach the way how to write a good text. Old and new information is one of the instruments which is valuable in supporting the activity of teaching and learning writing process. If it is applied properly, it will be an effective way to help the students organizing their sentences in a text.

Based on Belmonte and Hidalgo's research in 1988, this instrument is useful for the student to help them focus on the topic in their writing and make their writing more effective. For the teachers this instruments also good for scoring their student writing and help them in explaining how to make an effective writing. They reported the usefulness of Theme / Rheme (old and new information) as follow:

Theme/Rheme construct can be a valuable instrument for teachers when it comes time to marking student writing. It allows them to focus on the level of text, and to thereby explain to students where they are losing effectiveness in their arguments due to problems with either thematic progression or thematic selection, or both. In addition to equipping teachers with an effective tool for marking compositions, the notions of thematic progression and thematic selection can also provide material for classroom activities, which students will then be able to draw on when writing their compositions.

The result study showed that the old and new information give contribution in improving the students ability in their writing. They could organize their idea well, so their writing could be easily to understand.



## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents the conclusions and suggestions.

#### **5.1 Conclusions**

This research use “Pre-test and Post- test” design for gathering data and there are three purposes of this final project. The first purpose is to describe the writing test achievement for the students of experimental group. The result of this study shows that the students who were taught by using old and new information got 56.0 in average for pre-test score and 72.7 in average for post-test one.

The second purpose is to describe the writing achievement for the students of control group who taught using jumbled sentences. Based on the data, the average score of this group were 56.7 for pre-test and 69.6 for post test.

The last one is to investigate whether there is any significant difference in students’ writing test achievement between the students taught using old and new information and those who taught by using jumbled sentences. Based on the result of the data analysis in previous chapter, there is a significant difference average in students writing achievement. It is supported by the result of computation which shows significant difference between experimental and control group. The improvement score of experimental group and the control group were 16.7 and

12.9. It was taken from the post-test's score which was reduced by pre-test score.

In order to know whether this difference is statistically significant or not, the T-test formula is used. From the computation, the writer also got the result of the t-Test = 2.207, for  $\alpha = 5\%$  with the number of students ( $n$ ) = 30 and  $t_{table} = 1.67$ . Since, t-value (2.207) was higher than critical value on the table (1.67). Therefore, the use of old and new information is more effective than jumbled sentences in improving students' writing ability. Their writing was become more coherent than the student who got the treatment using jumbled sentences.

## 5.2 Suggestions

Old and new information is an alternative instrument in teaching writing news item. This instrument helps the teacher in teaching writing and correcting the students' writing.

Based on the conclusion above, the writer would like to offer some suggestion to be considered in teaching writing:

(1) Teacher should use old and new information as an instrument writing class.

This study shows that the instrument gives contribution in improving students' writing ability in news item text.

(2) Students should improve their writing by practice writing more using some technique or method.

(3) For other researchers, they can use this study as their reference to conduct other researches on the same field. They are also expected to be able to cover the shortcomings in this study and provide more detail information about this.

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**TEST OF ITEMS WRITING TEST**  
(Validity, Difficulty Level, discriminating Power and Reliability)

No	Code	Item Number					Y	Y <sup>2</sup>
		Vocabulary	Grammar	Mechanic	Content	Fluency		
1	T-9	4	5	4	4	4	21	441
2	T-6	4	4	4	4	4	20	400
3	T-1	4	3	4	4	3	18	324
4	T-22	4	4	3	4	3	18	324
5	T-27	4	4	3	4	3	18	324
6	T-4	3	3	3	4	4	17	289
7	T-8	3	3	4	4	3	17	289
8	T-11	3	3	3	4	4	17	289
9	T-14	4	3	3	4	3	17	289
10	T-17	4	4	3	3	3	17	289
11	T-19	3	4	4	3	3	17	289
12	T-20	3	4	3	4	3	17	289
13	T-28	4	4	3	3	3	17	289
14	T-30	4	3	3	4	3	17	289
15	T-15	4	3	3	3	3	16	256
16	T-18	4	3	3	3	3	16	256
17	T-23	3	4	3	3	3	16	256
18	T-24	3	3	4	3	3	16	256
19	T-29	3	4	3	3	3	16	256
20	T-2	3	3	3	3	3	15	225
21	T-3	3	3	3	3	3	15	225
22	T-7	3	3	3	3	3	15	225
23	T-12	3	3	3	3	3	15	225
24	T-13	3	3	3	3	3	15	225
25	T-16	3	3	3	3	3	15	225
26	T-21	3	3	3	3	3	15	225
27	T-25	3	3	3	3	3	15	225
28	T-26	3	3	3	3	3	15	225
29	T-5	3	3	3	2	2	13	169
30	T-10	2	3	3	3	2	13	169
<b>Jumlah</b>		<b>100</b>	<b>101</b>	<b>96</b>	<b>100</b>	<b>92</b>	<b>489</b>	<b>8057</b>
<b>Item Validity</b>	$\Sigma X^2$	342	349	312	342	288		
	$\Sigma XY$	1649	1665	1576	1651	1516		
	$r_{xy}$	0,69	0,67	0,55	0,77	0,73		
	$t_{tabel}$	0,374	0,374	0,374	0,374	0,374		
	<b>Kriteria</b>	Valid	Valid	Valid	Valid	Valid		
<b>Discriminating power</b>	<b>MH</b>	55	54	50	56	49		
	<b>ML</b>	45	47	46	44	43		
	$\Sigma X^2_1$	15	15	15	15	15		
	$\Sigma X^2_2$	15	15	15	15	15		
	<b>t</b>	0,667	0,47	0,27	0,80	0,40		
	<b>Kriteria</b>	Sign	Sign	Sign	sign	Sign		
<b>Difficulty level</b>	<b>B</b>	100	101	96	100	92		
	<b>JS</b>	100	100	100	100	100		
	<b>P</b>	1,000	1,01	0,96	1,00	0,92		
	<b>Kriteria</b>	Easy	Easy	Easy	Easy	Easy		
<b>Reability</b>	$\sigma^2_b$	0,288	0,298	0,16	0,288	0,195		
	$\Sigma \sigma^2_b$	1,229						
	$\sigma^2_t$	2,8767						
	<b>K</b>	5						
	$r_{11}$	0,759	$r_{11} > r_{table} = \text{reliable}$					

## The Computation of Item Validity Test

**Formula:**

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

**Criteria:**

The item is valid if  $r_{xy} > r_{table}$

The following is the example of counting the validity of item number 4, and for the other items will use the same formula

No	Code	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	T-9	4	21	16	441	84
2	T-6	4	20	16	400	80
3	T-1	4	18	16	324	72
4	T-22	4	18	16	324	72
5	T-27	4	18	16	324	72
6	T-4	4	17	16	289	68
7	T-8	4	17	16	289	68
8	T-11	4	17	16	289	68
9	T-14	4	17	16	289	68
10	T-17	3	17	9	289	51
11	T-19	3	17	9	289	51
12	T-20	4	17	16	289	68
13	T-28	3	17	9	289	51
14	T-30	4	17	16	289	68
15	T-15	3	16	9	256	48
16	T-18	3	16	9	256	48
17	T-23	3	16	9	256	48
18	T-24	3	16	9	256	48
19	T-29	3	16	9	256	48
20	T-2	3	15	9	225	45
21	T-3	3	15	9	225	45
22	T-7	3	15	9	225	45
23	T-12	3	15	9	225	45
24	T-13	3	15	9	225	45
25	T-16	3	15	9	225	45
26	T-21	3	15	9	225	45
27	T-25	3	15	9	225	45
28	T-26	3	15	9	225	45
29	T-5	2	13	4	169	26
30	T-10	3	13	9	169	39
<b>TOTAL</b>		100	489	342	8057	1651

By using that formula, we obtain that:

$$r_{xy} = \frac{30(1651) - (100)(489)}{\sqrt{\{30(342) - (100)^2\} \{30(8057) - (489)^2\}}} = \mathbf{0.76787}$$

For  $\alpha = 5\%$  and number of subject = 30, it is obtained  $r_{table} = 0,361$

Because  $r_{xy} > r_{table}$ , ( $0.767 > 0.361$ ) so the item number 4 is valid.

## The Computation of Discriminating Power

Formula:

$$t = \frac{MH - ML}{\sqrt{\frac{\sum X_1^2 + \sum X_2^2}{n_1(n_1 - 1)}}}$$

In which:

t = t-Test

$M_h$  = Mean for upper group

$M_l$  = Mean for lower group

$\sum X_1^2$  = The sum of deviation score for upper group

$\sum X_2^2$  = The sum of deviation score for lower group

$N_i$  = The number of students for upper or lower group

N = The number of students who taking the test

Criteria:

The item has the significant discriminating power if  $t_{\text{value}} > t_{\text{table}}$

Calculation:

The following is the example of the computation of discriminating power of item number 1, and for the other item will use the same formula

Upper Group				Lower Group			
No	Code	Score	$(X_1 - M_h)^2$	No	Code	Score	$(X_2 - M_l)^2$
1	T-9	4	0.11	16	T-18	4	1
2	T-6	4	0.11	17	T-23	3	0
3	T-1	4	0.11	18	T-24	3	0
4	T-22	4	0.11	19	T-29	3	0
5	T-27	4	0.11	20	T-2	3	0
6	T-4	3	0.45	21	T-3	3	0
7	T-8	3	0.45	22	T-7	3	0
8	T-11	3	0.45	23	T-12	3	0
9	T-14	4	0.11	24	T-13	3	0
10	T-17	4	0.11	25	T-16	3	0
11	T-19	3	0.45	26	T-21	3	0
12	T-20	3	0.45	27	T-25	3	0
13	T-28	4	0.11	28	T-26	3	0
14	T-30	4	0.11	29	T-5	3	0
15	T-15	4	0.11	30	T-10	2	1
Total Score		55	3.35	Total Score		45	2
Mh		3.67		Ml		3	

$$t = \frac{3.67 - 3}{\sqrt{\frac{3.35 + 2}{15(15 - 1)}}} = 8.75$$

For  $\alpha = 5\%$  and  $dk = 15 + 15 - 2 = 28$ , the  $t_{\text{table}}$  is 2.048.

Because  $t_{\text{value}} > t_{\text{table}}$ , then the aspect item number 1 was classified significant.

## The Computation of Difficulty Level

Formula:

$$P = \frac{B}{JS}$$

In which: P = item difficulty

B = the total score of each item

JS = the maximum score of each item

Criteria:

Interval of difficulty level	Criteria
$0.00 < P \leq 0.30$	Difficult
$0.30 < P \leq 0.70$	Medium
$0.70 < P \leq 1.00$	Easy

The following is the example of computation of difficulty level of item number 1 and for the other items use the same formula.

Upper Group			Lower Group		
No	Code	Score	No	Code	Score
1	T-9	4	16	T-18	4
2	T-6	4	17	T-23	3
3	T-1	4	18	T-24	3
4	T-22	4	19	T-29	3
5	T-27	4	20	T-2	3
6	T-4	3	21	T-3	3
7	T-8	3	22	T-7	3
8	T-11	3	23	T-12	3
9	T-14	4	24	T-13	3
10	T-17	4	25	T-16	3
11	T-19	3	26	T-21	3
12	T-20	3	27	T-25	3
13	T-28	4	28	T-26	3
14	T-30	4	29	T-5	3
15	T-15	4	30	T-10	2
Total Score		55	Total Score		45

$$P = \frac{B}{JS} = \frac{55 + 45}{100} = 1.00$$

According to the criteria, item number 1 is easy.

## The Computation of Item Reliability Test

**Formula:**

$$r_{11} = \left( \frac{k}{k-1} \right) \left( 1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right)$$

**Criteria:** The test is reliable if  $r_{11} > r_{table}$

**Computation:**

1. Total Varians

$$\sigma_t^2 = \frac{\sum y^2 - \frac{(\sum y)^2}{N}}{N}$$

$$\sigma_t^2 = \frac{8057 - \frac{(489)^2}{30}}{30} = 2,8767$$

2. Item Varians

$$\sigma_b^2 = \frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N}$$

Below is the example of counting item varians of item number 1, the other items use the same formula.

$$\sigma_b^2 = \frac{342 - \frac{(100)^2}{30}}{30} = 0,288$$

So  $\sum \sigma_b^2 = 0,288 + 0,298 + 0,16 + 0,288 + 0,195 = 1,229$

3. Correlation Coefficient

$$R_{11} = \left( \frac{5}{5-1} \right) \left( 1 - \frac{1,229}{2,8767} \right) = 0,7159$$

For  $\alpha = 5\%$  and number of subject  $n = 30$   $r_{table} = 0,361$

Because  $r_{11} > r_{table}$ , then the test is reliable.

**PRE TEST SCORE OF THE EXPERIMENTAL GROUP  
USING OLD AND NEW INFORMATION**

No	Code	PRE-TEST					Total	Score	Criteria
		Gramma	Vocabul	Spelling	Content	Fluency			
1	E-1	3	4	4	3	3	17	68	Fair
2	E-2	2	2	2	2	2	10	40	Poor
3	E-3	3	3	3	3	3	15	60	Poor
4	E-4	3	3	4	2	2	14	56	Poor
5	E-5	3	3	3	2	2	13	52	Poor
6	E-6	3	3	3	3	3	15	60	Poor
7	E-7	3	3	3	3	3	15	60	Poor
8	E-8	3	3	3	2	2	13	52	Poor
9	E-9	3	3	2	2	2	12	48	Poor
10	E-10	3	3	3	3	3	15	60	Poor
11	E-11	3	2	2	2	2	11	44	Poor
12	E-12	3	3	2	3	2	13	52	Poor
13	E-13	3	3	3	3	2	14	56	Poor
14	E-14	4	4	4	3	3	18	72	Good
15	E-15	3	3	2	3	3	14	56	Poor
16	E-16	3	3	3	3	3	15	60	Poor
17	E-17	3	3	3	2	2	13	52	Poor
18	E-18	3	4	4	3	3	17	68	Fair
19	E-19	3	3	4	3	3	16	64	Fair
20	E-20	3	3	3	3	2	14	56	Poor
21	E-21	3	3	3	2	2	13	52	Poor
22	E-22	2	2	2	2	2	10	40	Poor
23	E-23	3	3	3	3	2	14	56	Poor
24	E-24	3	3	2	3	2	13	52	Poor
25	E-25	3	3	4	3	3	16	64	Fair
26	E-26	2	2	3	3	3	13	52	Poor
27	E-27	4	4	3	3	3	17	68	Fair
28	E-28	3	2	3	2	2	12	48	Poor
29	E-29	3	3	3	2	3	14	56	Poor
30	E-30	2	3	3	3	3	14	56	Poor
<b>SUM</b>		88	89	89	79	75		1680	
<b>AVERAGE</b>		2,93333	2,96667	2,96667	2,63333	2,5		56	

**PRE TEST SCORE OF THE CONTROL GROUP  
USING JUMBLED SENTENCES**

No	Code	PRE-TEST					Total	Score	Criteria
		Grammar	Vocabulary	Spelling	Content	Fluency			
1	C-1	3	3	3	3	2	14	56	Poor
2	C-2	2	3	3	3	3	14	56	Poor
3	C-3	3	3	3	3	2	14	56	Poor
4	C-4	2	2	3	3	3	13	52	Poor
5	C-5	2	2	3	3	3	13	52	Poor
6	C-6	2	3	3	2	2	12	48	Poor
7	C-7	3	3	2	3	3	14	56	Poor
8	C-8	4	4	3	3	3	17	68	Fair
9	C-9	2	3	3	2	2	12	48	Poor
10	C-10	4	4	3	3	3	17	68	Fair
11	C-11	3	3	3	3	3	15	60	Poor
12	C-12	3	4	4	4	3	18	72	Good
13	C-13	3	3	3	2	2	13	52	Poor
14	C-14	3	3	2	2	2	12	48	Poor
15	C-15	3	3	3	3	3	15	60	Poor
16	C-16	2	3	3	3	3	14	56	Poor
17	C-17	3	3	3	3	3	15	60	Poor
18	C-18	3	3	3	2	2	13	52	Poor
19	C-19	2	3	3	3	3	14	56	Poor
20	C-20	3	3	3	2	2	13	52	Poor
21	C-21	3	3	3	3	3	15	60	Poor
22	C-22	3	3	3	2	2	13	52	Poor
23	C-23	2	3	3	3	3	14	56	Poor
24	C-24	2	3	2	3	3	13	52	Poor
25	C-25	3	3	3	3	3	15	60	Poor
26	C-26	3	3	3	2	2	13	52	Poor
27	C-27	3	3	3	2	2	13	52	Poor
28	C-28	3	3	3	3	3	15	60	Poor
29	C-29	4	3	4	3	3	17	68	Fair
30	C-30	3	3	3	3	3	3	12	Poor
<b>SUM</b>		84	91	89	82	79		1700	
<b>AVERAGE</b>		2,8	3,033333	2,9667	2,7333	2,6333		56,6667	



**POST TEST SCORE OF THE EXPERIMENTAL GROUP  
USING OLD AND NEW INFORMATION**

No	Code	POST-TEST					Total	Score	Criteria
		Grammar	Vocabulary	Spelling	Content	Fluency			
1	E-1	4	4	4	5	5	22	88	Very Good
2	E-2	3	4	4	4	3	18	72	Good
3	E-3	4	4	4	4	4	20	80	Good
4	E-4	3	3	4	4	3	17	68	Fair
5	E-5	4	4	3	3	3	17	68	Fair
6	E-6	3	3	3	4	4	17	68	Fair
7	E-7	4	3	3	4	4	18	72	Good
8	E-8	3	3	3	4	4	17	68	Fair
9	E-9	3	4	3	4	3	17	68	Fair
10	E-10	3	4	4	4	3	18	72	Good
11	E-11	3	4	3	4	3	17	68	Fair
12	E-12	3	4	3	4	4	18	72	Good
13	E-13	4	3	4	4	3	18	72	Good
14	E-14	4	4	4	5	5	22	88	Very Good
15	E-15	4	4	4	4	3	19	76	Good
16	E-16	4	3	3	4	3	17	68	Fair
17	E-17	3	4	3	4	3	17	68	Fair
18	E-18	4	4	4	4	4	20	80	Good
19	E-19	4	3	4	4	3	18	72	Good
20	E-20	3	3	4	4	3	17	68	Fair
21	E-21	3	4	3	4	3	17	68	Fair
22	E-22	3	4	3	4	4	18	72	Good
23	E-23	3	4	3	4	3	17	68	Fair
24	E-24	3	4	3	4	4	18	72	Good
25	E-25	3	4	3	4	4	18	72	Good
26	E-26	3	4	3	4	3	17	68	Fair
27	E-27	4	4	3	4	3	18	72	Good
28	E-28	4	4	4	4	4	20	80	Good
29	E-29	4	4	4	4	4	20	80	Good
30	E-30	3	4	3	4	4	18	72	Good
<b>SUM</b>		103	112	103	121	106		2180	
<b>AVERAGE</b>		3,433333	3,733333	3,43333	4,03333	3,53333		72,667	

**POST TEST SCORE OF THE CONTROL GROUP  
USING JUMBLED SENTENCES**

No	Code	POST-TEST					Total	Score	Criteria
		Grammar	Vocabulary	Spelling	Content	Fluency			
1	C-1	3	4	3	3	3	16	64	Fair
2	C-2	4	4	3	4	3	18	72	Good
3	C-3	4	4	3	4	3	18	72	Good
4	C-4	3	3	3	4	4	17	68	Fair
5	C-5	3	3	4	3	3	16	64	Fair
6	C-6	3	3	3	3	4	16	64	Fair
7	C-7	3	4	3	4	3	17	68	Fair
8	C-8	3	3	3	4	4	17	68	Fair
9	C-9	3	4	3	4	3	17	68	Fair
10	C-10	3	4	4	4	4	19	76	Good
11	C-11	3	3	3	4	4	17	68	Fair
12	C-12	4	3	4	4	4	19	76	Good
13	C-13	3	4	3	4	3	17	68	Fair
14	C-14	3	3	3	3	3	15	60	Poor
15	C-15	3	4	4	4	4	19	76	Good
16	C-16	4	4	3	4	4	19	76	Good
17	C-17	4	4	3	3	3	17	68	Fair
18	C-18	3	4	3	4	4	18	72	Good
19	C-19	3	4	4	4	4	19	76	Good
20	C-20	3	4	4	3	3	17	68	Fair
21	C-21	4	4	4	4	4	20	80	Good
22	C-22	3	4	3	3	3	16	64	Fair
23	C-23	3	3	3	4	3	16	64	Fair
24	C-24	3	4	3	3	3	16	64	Fair
25	C-25	4	4	4	4	4	20	80	Good
26	C-26	4	3	4	4	4	19	76	Good
27	C-27	3	3	3	4	3	16	64	Fair
28	C-28	3	4	3	3	3	16	64	Fair
29	C-29	4	3	4	4	4	19	76	Good
30	C-30	3	4	4	3	3	17	68	Fair
<b>SUM</b>		99	109	101	110	104		2092	
<b>AVERAGE</b>		3,3	3,633333	3,3667	3,6667	3,4667		69,733	

**TEST RESULT OF EXPERIMENTAL GROUP**

NO	CODE	PRE TEST	POST TEST	SELISIH (X)	X <sup>2</sup>
1	E - 1	68	88	20	400
2	E - 2	40	72	32	1024
3	E - 3	60	80	20	400
4	E - 4	56	68	12	144
5	E - 5	52	68	16	256
6	E - 6	60	68	8	64
7	E - 7	60	72	12	144
8	E - 8	52	68	16	256
9	E - 9	48	68	20	400
10	E - 10	60	72	12	144
11	E - 11	44	68	24	576
12	E - 12	52	72	20	400
13	E - 13	56	72	16	256
14	E - 14	72	88	16	256
15	E - 15	56	76	20	400
16	E - 16	60	68	8	64
17	E - 17	52	68	16	256
18	E - 18	68	80	12	144
19	E - 19	64	72	8	64
20	E - 20	56	68	12	144
21	E - 21	52	68	16	256
22	E - 22	40	72	32	1024
23	E - 23	56	68	12	144
24	E - 24	52	72	20	400
25	E - 25	64	72	8	64
26	E - 26	52	68	16	256
27	E - 27	68	72	4	16
28	E - 28	48	80	32	1024
29	E - 29	56	80	24	576
30	E - 30	56	72	16	256
<b>ΣX</b>		1680	2180	500	9808
<b>MEAN</b>		56	72,67		326,93

**TEST RESULT OF CONTROL GROUP**

<b>NO</b>	<b>CODE</b>	<b>PRE TEST</b>	<b>POST TEST</b>	<b>SELISIH (X)</b>	<b>X<sup>2</sup></b>
1	E - 1	56	64	8	64
2	E - 2	56	72	16	256
3	E - 3	56	72	16	256
4	E - 4	52	68	16	256
5	E - 5	52	64	12	144
6	E - 6	48	64	16	256
7	E - 7	56	64	8	64
8	E - 8	68	68	0	0
9	E - 9	48	68	20	400
10	E - 10	68	76	8	64
11	E - 11	60	68	8	64
12	E - 12	72	76	4	16
13	E - 13	52	68	16	256
14	E - 14	48	60	12	144
15	E - 15	60	76	16	256
16	E - 16	56	76	20	400
17	E - 17	60	68	8	64
18	E - 18	52	72	20	400
19	E - 19	56	76	20	400
20	E - 20	52	68	16	256
21	E - 21	60	80	20	400
22	E - 22	52	64	12	144
23	E - 23	56	64	8	64
24	E - 24	52	64	12	144
25	E - 25	60	80	20	400
26	E - 26	52	76	24	576
27	E - 27	52	64	12	144
28	E - 28	60	64	4	16
29	E - 29	68	76	8	64
30	E - 30	60	68	8	64
<b>ΣX</b>		1700	2088	388	6032
<b>MEAN</b>		56,66666667	69,6		201,0666667

**DIFFERENCE SCORE  
OF EXPERIMENT DAN CONTROL GROUP**

EXPERIMENTAL GROUP			CONTROL GROUP		
No	Code	Score	No	Code	Score
1	E-1	20	1	C-1	8
2	E-2	32	2	C-2	16
3	E-3	20	3	C-3	16
4	E-4	12	4	C-4	16
5	E-5	16	5	C-5	8
6	E-6	8	6	C-6	16
7	E-7	12	7	C-7	12
8	E-8	16	8	C-8	0
9	E-9	20	9	C-9	20
10	E-10	12	10	C-10	8
11	E-11	24	11	C-11	8
12	E-12	20	12	C-12	4
13	E-13	16	13	C-13	16
14	E-14	16	14	C-14	12
15	E-15	20	15	C-15	16
16	E-16	8	16	C-16	20
17	E-17	16	17	C-17	8
18	E-18	12	18	C-18	20
19	E-19	8	19	C-19	20
20	E-20	12	20	C-20	16
21	E-21	16	21	C-21	20
22	E-22	32	22	C-22	12
23	E-23	12	23	C-23	8
24	E-24	20	24	C-24	12
25	E-25	8	25	C-25	20
26	E-26	16	26	C-26	24
27	E-27	4	27	C-27	12
28	E-28	32	28	C-28	4
29	E-29	24	29	C-29	8
30	E-30	16	30	C-30	8,00
S		500,00	S	=	388,00
n <sub>1</sub>		30	n <sub>2</sub>	=	30
$\bar{x}_1$		16,67	$\bar{x}_2$	=	12,93
s <sub>1</sub> <sup>2</sup>		50,8506	s <sub>2</sub> <sup>2</sup>	=	34,9609
s <sub>1</sub>		7,131	s <sub>2</sub>	=	5,913

**UJI KESAMAAN DUA VARIANS DATA NILAI POSTTEST ANTARA KELOMPOK  
EKSPERIMEN 1 DAN EKSPERIMEN 2**

**Hipotesis**

$$H_0 : \sigma_1^2 = \sigma_2^2$$

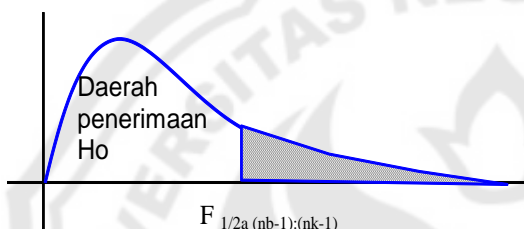
$$H_a : \sigma_1^2 \neq \sigma_2^2$$

**Uji Hipotesis**

Untuk menguji hipotesis digunakan rumus:

$$F = \frac{\text{Varians terbesar}}{\text{Varians terkecil}}$$

$H_0$  diterima apabila  $F \leq F_{1/2a (nb-1);(nk-1)}$



Dari data diperoleh:

Sumber variasi	Kelompok Eksperimen 1	Kelompok Eksperimen 2
Jumlah	500	388
n	30	30
x	16,67	12,93
Varians ( $s^2$ )	50,8506	34,9609
Standart deviasi (s)	7,13	5,91

Berdasarkan rumus di atas diperoleh:

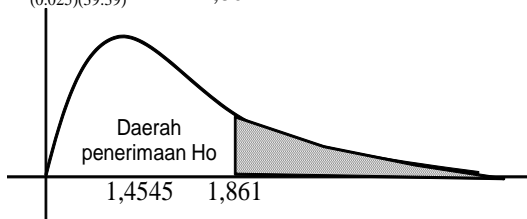
$$F = \frac{50,85}{34,96} = 1,4545$$

Pada  $\alpha = 5\%$  dengan:

$$dk \text{ pembilang} = nb - 1 = 30 - 1 = 29$$

$$dk \text{ penyebut} = nk - 1 = 30 - 1 = 29$$

$$F_{(0,025)(39;39)} = 1,861$$



Karena  $F$  berada pada daerah penerimaan  $H_0$ , maka dapat disimpulkan bahwa kedua kelompok mempunyai varians yang tidak berbeda.

### UJI PERBEDAAN DUA RATA-RATA DATA NILAI POSTTEST ANTARA KELOMPOK EKSPERIMEN DAN CONTROL

#### Hipotesis

$$H_0 : \mu_1 \leq \mu_2$$

$$H_a : \mu_1 > \mu_2$$

#### Uji Hipotesis

Untuk menguji hipotesis digunakan rumus:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Dimana,

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

$H_0$  ditolak apabila  $t > t_{(1-\alpha)(n_1+n_2-2)}$



Dari data diperoleh:

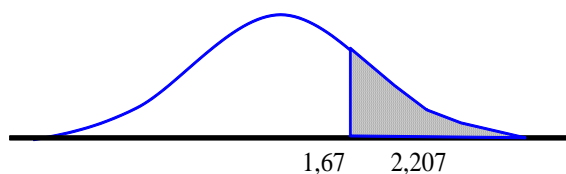
Sumber variasi	Kelompok Eksperimen	Kelompok Control
Jumlah	500	388
n	30	30
x	16,67	12,93
Varians ( $s^2$ )	50,8506	34,9609
Standart deviasi (s)	7,13	5,91

Berdasarkan rumus di atas diperoleh:

$$s = \sqrt{\frac{30 - 1}{30} \cdot 50,85 + \frac{30 - 1}{30} \cdot 34,96}{-2} = 6,550248$$

$$t = \frac{16,67 - 12,93}{6,550248 \sqrt{\frac{1}{30} + \frac{1}{30}}} = 2,207$$

Pada  $\alpha = 5\%$  dengan  $dk = 30 + 30 - 2 = 58$  diperoleh  $t_{(0,95)(58)} = 1,67$



Karena  $t$  berada pada daerah penolakan  $H_0$ , maka dapat disimpulkan bahwa kelompok eksperimen lebih baik dari pada kelompok control

### TRY OUT STUDENTS' CODE

NO	NAME	CODE
1	ABDUL ROZAK	T-1
2	AHMAD LUTHFI	T-2
3	ATIKA MUTIARA RAMADINI	T-3
4	AVIVATUN NISWAH	T-4
5	BAGUS ADHIE SAPUTRA	T-5
6	BUHAT SISWI YULIANTO	T-6
7	DIAN AYU WULANDARI	T-7
8	DINA NURUL ISLAMI	T-8
9	EKA DWI KAUTSAR	T-9
10	ESTHI DWI PRIHATINI	T-10
11	FAIZATUN ANNISA	T-11
12	FATHIN AULIA RAHMAN	T-12
13	FATIMA CENDEKIYA AL-HAFIDA	T-13
14	HANAFI RIZKY MAHDY	T-14
15	HANAH TRISNAWATI	T-15
16	IIN ISNAENI	T-16
17	INGGIT DWI KARUNIA	T-17
18	ISMI RIZKY AMELIA	T-18
19	JOHAN ARIFIN ETKISYAN	T-19
20	LIZA AFIFATUL MAFTUKHA	T-20
21	MOCH ADRYAN DWI SAPUTRA	T-21
22	MUHAMMAD HIKAM HIDAYAT	T-22
23	NISA ULFATURROSYIDA	T-23
24	NURUL FAUZIYAH	T-24
25	PANDU PRASOJO	T-25
26	PUTRI AYU	T-26
27	REZZA PAMALIS	T-27
28	ULUL AMBIYA	T-28
29	UMMU MAR'ATUL UDZMA	T-29
30	ZAEKY ROZAKY	T-30



### THE LIST OF EXPERIMENTAL GROUP'S MEMBER

NO	NAME	CODE
1	ADITYA WISNU PRAKOSO	E - 1
2	ANGGI ADE PRIMAWAN	E - 2
3	ASY SYIFA' LABIBAH	E - 3
4	AYU FITROTUN AMALIYAH	E - 4
5	BAYU DWI APRIANTO	E - 5
6	BELLA MUTIA ALYUMATIN	E - 6
7	CITRA AYU ANGGRAENI	E - 7
8	DUWI CANDRA	E - 8
9	EDWI AZMI MULYANI M	E - 9
10	ERINA ARIF DWI	E - 10
11	FICKY SEPTIAN ALI	E - 11
12	FIRMAN NABILA MUMPUNI	E - 12
13	INDAH AYU ROSSIANA LETTY	E - 13
14	INESTYA DIZA G	E - 14
15	IRWAN DHARMAWAN	E - 15
16	LILING NUR KEMALA	E - 16
17	LINDA RAKHMAWATI	E - 17
18	MAFTUH RAHMAH HANIFA	E - 18
19	MAWAR AYUNING TIAS	E - 19
20	MOHAMMAD ABDUL LATIF	E - 20
21	MUH AMIQ MUHANDIS	E - 21
22	MUH KHAERUL ANWAR	E - 22
23	MUKHAMAD WISNU NAGORO	E - 23
24	NAJIB MUSTOFA	E - 24
25	NUR DIAN AFIDAH	E - 25
26	RISKI MUKTIARTO N A	E - 26
27	RIZQI AMALIA H	E - 27
28	VENNY ALFASIKHA	E - 28
29	WAHYU TRI MARTIA	E - 29
30	YUSUF RESTU UTOMO	E - 30

### THE LIST OF CONTROL GROUP'S MEMBER

NO	NAME	CODE
1	ABDUL AZIZ FAISHAL	C - 1
2	ADAM RIFANI	C - 2
3	AFRIAN PERMADANI P	C - 3
4	AGNES PUTRI W	C - 4
5	AMALATULLAH AL BATUL	C - 5
6	AMILATUN NAWAROH	C - 6
7	ANISA FURTAHUL J	C - 7
8	DAHLIA KARTIKA A	C - 8
9	DANIEL AGUNG K	C - 9
10	DEVI AGUSTIN S	C - 10
11	ELAN GEN DIDA	C - 11
12	HAVILDAR IMAM MUALLIM	C - 12
13	HENDY ARIF WICAKSONO	C - 13
14	HUSAINI BACHTIAR	C - 14
15	M HIRZAN ARRIFQI	C - 15
16	MEI ERNAWATI	C - 16
17	MITA RODIYATUN N	C - 17
18	MUSFIQ AMRULLOH	C - 18
19	NOVIA NURUL FIRDAUS	C - 19
20	NUR AZIZAH HAFAZ	C - 20
21	NURUL HIKMAWATI	C - 21
22	PUHAS PINANDITA	C - 22
23	RANUM ELSA PERDANA V	C - 23
24	RIVAL ADHA SALEH	C - 24
25	RUMAISHA NABILA	C - 25
26	TISKA AYUMA APIPAH	C - 26
27	TRI FITRIANI	C - 27
28	YANWAR ARIFIN	C - 28
29	YULIA NINGSIH	C - 29
30	YUNI ARFIANI	C - 30

## D. Standar Kompetensi dan Kompetensi Dasar

### Kelas X, Semester 1

Standar Kompetensi	Kompetensi Dasar
<p><b>Mendengarkan</b></p> <p>1. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari</p>	<p>1.1 Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertemu/berpisah, menyetujui ajakan/tawaran/ undangan, menerima janji, dan membatalkan janji</p> <p>1.2 Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengungkapkan perasaan bahagia, menunjukkan perhatian, menunjukkan simpati, dan memberi instruksi</p>
<p>2. Memahami makna teks fungsional pendek dan teks monolog sederhana berbentuk <i>recount</i>, <i>narrative</i> dan <i>procedure</i> dalam konteks kehidupan sehari-hari</p>	<p>2.1 Merespon makna secara akurat, lancar dan berterima dalam teks lisan fungsional pendek sederhana (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dalam berbagai konteks kehidupan sehari-hari</p> <p>2.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks: <i>recount</i>, <i>narrative</i>, dan <i>procedure</i></p>

Standar Kompetensi	Kompetensi Dasar
<p><b>Berbicara</b></p> <p>3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari</p>	<p>3.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertemu/berpisah, menyetujui ajakan/tawaran/ undangan, menerima janji, dan membatalkan janji</p> <p>3.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengungkapkan perasaan bahagia, menunjukkan perhatian, menunjukkan simpati, dan memberi instruksi</p>
<p>4. Mengungkapkan makna dalam teks fungsional pendek dan monolog berbentuk <i>recount</i>, <i>narrative</i> dan <i>procedure</i> sederhana dalam konteks kehidupan sehari-hari</p>	<p>4.1 Mengungkapkan makna dalam bentuk teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan menggunakan ragam bahasa lisan dalam berbagai konteks kehidupan sehari-hari.</p> <p>4.2 Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks berbentuk: <i>recount</i>, <i>narrative</i>, dan <i>procedure</i></p>

Standar Kompetensi	Kompetensi Dasar
<p><b>Membaca</b></p> <p>5. Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk <i>recount</i>, <i>narrative</i> dan <i>procedure</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</p>	<p>5.1 Merespon makna dalam teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</p> <p>5.2 Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: <i>recount</i>, <i>narrative</i>, dan <i>procedure</i></p>
<p><b>Menulis</b></p> <p>6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk <i>recount</i>, <i>narrative</i>, dan <i>procedure</i> dalam konteks kehidupan sehari-hari</p>	<p>6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari</p> <p>6.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>recount</i>, <i>narrative</i>, dan <i>procedure</i></p>

## Kelas X, Semester 2

Standar Kompetensi	Kompetensi Dasar
<p><b>Mendengarkan</b></p> <p>7. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari</p>	<p>7.1 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat</p> <p>7.2 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan</p>
<p>8. Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk <i>narrative, descriptive</i>, dan <i>news item</i> sederhana dalam konteks kehidupan sehari-hari</p>	<p>8.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari</p> <p>8.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk; <i>narrative, descriptive</i>, dan <i>news item</i></p>

<b>Berbicara</b>	
<p>9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari</p>	<p>9.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat</p> <p>9.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan</p>
<p>10. Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk <i>narrative</i>, <i>descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari</p>	<p>10.1. Mengungkapkan makna dalam bentuk teks lisan fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari</p> <p>10.2. Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i>, <i>descriptive</i>, dan <i>news item</i></p>

<p><b>Membaca</b></p> <p>11. Memahami makna teks fungsional pendek dan esei sederhana berbentuk narrative, descriptive dan news item dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</p>	<p>11.1 Merespon makna dalam teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari</p> <p>11.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative, descriptive, dan news item</p>
<p><b>Menulis</b></p> <p>12. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk narrative, descriptive dan news item dalam konteks kehidupan sehari-hari</p>	<p>12.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari</p> <p>12.2. Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative, descriptive, dan news item</p>



## LESSON PLAN FOR EXPERIMENTAL GROUP

School	: SMA Negeri 1 Slawi
Subject	: Bahasa Inggris
Class/Semester	: X / 2
Basic Skill	: Writing

## A. Standard Competence

**Menulis**

12. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *narrative, descriptive* dan *news item* dalam konteks kehidupan sehari-hari

## B. Based Competence

12.2 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative, descriptive, dan news item*

## C. Indicator

1. Is able to write short functional text (news item text)

## D. Objective of Learning

At the end of the study, the students are able to write a news item text with a good structure.

## E. Materials of learning

1. Vocabulary related to news item text.
2. Social Function, generic structure and significant lexicogrammatical features of news item text and the exercises.

SOCIAL FUNCTION	GENERIC STRUCTURE	SIGNIFICANT LEXICOGRAMMATICAL FEATURES
To inform readers, listeners or viewers about events of the day which are considered newsworthy or important.	<ul style="list-style-type: none"> <li>• <b>Newsworthy Event(s):</b> recounts the event in summary form</li> <li>• <b>Background Events:</b> elaborate what happened, to whom, in what circumstances.</li> <li>• <b>Sources:</b> comments by participants in, witnesses to and authorities expert on the event.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Short, telegraphic information</b> about story captured in headline.</li> <li>• The use action verb.</li> <li>• The use of saying verb.</li> <li>• The use of passive sentences.</li> <li>• The use of adverbs in passive sentences.</li> </ul>

### 3. Grammar used in news item text and the exercises.

- Simple past tense
- Passive sentences

To change active sentences into passive sentences we follow this pattern:

Active Sentences:  
Subject + Verb  
+Object

Passive Sentences:  
Subject + to be + Past  
Participle

See the changes in the table

Tenses	Active	Passive
Simple Present	He writes a letter	A letter is written
Simple Past	He wrote a letter	A letter was written
Present perfect	He has written a letter	A letter has been written
Past Perfect	He had written a letter	A letter had been written
Present Future	He will write a letter	A letter will be written

## 4. Example of news item text and the rhetorical structure and the exercises.

Newsworthy Event	<p style="text-align: center;">Man jailed for striking RI maid</p> <p>Singapore: <b>A supervisor was jailed</b> for two months for repeatedly <b>striking</b> his Indonesian maid on the head and back with a television remote control, news reports <b>said</b> on Thursday.</p>
Background Event 1	<p style="text-align: center;">Muhamad Shafiq Woon Abdullah admitted in</p>
Event 2	<p>Singapore court he physically abused the woman on several occasions between June and October 2010, the strait times said.</p>
Event 3	<p>The magistrate's court hear that Shafiq, 31, began striking Winarti, 22, about a month after she started working for him.</p>
Source	<p>He <b>hit</b> her on the head with the TV set's remote control because he was on happy with her work. On the occasion, he punched her on the back after accusing her of daydreaming.</p>
	<p>S.S Dhillon, Shafiq's lawyer <b>said</b> his client lost his 'better senses' when he saw his daughter's face covered as she lay in bed.</p>
	<p>He <b>said</b> his client thought the maid had put the child in danger.</p>

Notes :

- : Saying verb
- : Action verb
- : Passive sentence

5. Old and new information analysis in news item text.

Man jailed for striking RI maid

Singapore: A supervisor was *jailed for two months for repeatedly striking his Indonesian maid* on the head and back with a television remote control, news reports said on Thursday.

Muhamad Shafiq Woon Abdullah admitted in Singapore court he physically abused *the woman* on several occasions between June and October 2010, the strait times said.

The magistrate's court hear that Shafiq, 31, *began striking Winarti*, 22, about a month after she started working for him.

He hit her on the head with the TV set's remote control because he was on happy with her work. On the occasion, he punched her on the back after accusing her of daydreaming.

S.S Dhillon, Shafiq's lawyer said his client lost his 'better senses' when he saw his daughter's face covered as she lay in bed.

He said his client thought the maid had put the child in danger.

Note : Old information = underlined words

New information = *italic word*

F. Teaching and Learning Activities

***First meeting***

**1. Opening**

1. Greeting ( teacher greets the students after entering the class )
2. Praying
3. Checking the attendance list ( teacher calls the student's name one by one )
4. Students pay attention to the purpose of the study which teacher says to reach the goals.
5. Students active in learning activities.

## 2. Main activities

1. Building knowledge of the field
  - 1) The teacher asks the students whether they like reading or not, and what kind of material or books that they like to read.
  - 2) The students answer teacher's question.
  - 3) The teacher asks students what favorite part of news paper that they like to read.
  - 4) The teacher explains the topic that will be discussed today.
  
2. Modeling of the text
  - 1) The teacher gives some text to the students.
  - 2) The students pay attention to the text.
  - 3) The teacher asks the students whether they find difficult vocabulary to elicit the key vocabulary.
  - 4) The students answer the teacher's question.
  - 5) The teacher lists some vocabulary that is usually found in a news paper.
  - 6) The teacher explains the meaning of each vocabulary.
  - 7) The students pay attention to the teacher's explanation.
  - 8) The teachers shows some sentences in the power point, then ask the students to look at them carefully.
  - 9) The teacher asks what pattern that students found in the sentences.
  - 10) The students answer the teacher question.
  - 11) The teacher drills the students about passive sentences
  - 12) The students pay attention to the teacher.
  
3. Joint construction of the text
  - 1) The teacher gives the students an exercise about passive voice.
  - 2) The students do the exercises with their partner.
  
4. Independent construction of text
  - 1) The students are asked to find another example of news item text.  
**(homework)**

## 3. Closing

Students:

1. Pay attention to the summary and conclusion about what was the teacher taught.

2. Give some comments all about what they had been studied whether they understand or not, pleasure or not.

***Second meeting:***

**1. Opening**

1. Greeting ( teacher greets the students after entering the class )
2. Praying
3. Checking the attendance list ( teacher calls the student's name one by one )
4. Students pay attention to the purpose of the study which teacher says to reach the goals.

**2. Main activities**

1. Building knowledge of the field
  - 1) The teacher asks the students to shows their text.
  - 2) The teacher asks the students to look at the text.
  - 3) The teacher asks them question what kind of information that they get from the recipe and whether they know the definition of news item text.
  - 4) The students answer teacher's question.
  - 5) The teacher explains the topic that will be discussed today.
2. Modeling of the text
  - 1) The teacher shows one example of news item text.
  - 2) The students pay attention to the power point.
  - 3) The teacher analyzes the generic structure of news item text.
  - 4) The teacher explains the social function, generic structure and language feature of the procedure text.
  - 5) The students pay attention to the teacher's explanation.
3. Joint construction of the text
  - 1) The students analyze their text.
  - 2) The teacher give them some exercise how to write a headlines.

#### 4. Independent construction of text

- 1) The students are asked to make a simple draft of news item text. (homework)

### 3. Closing

Students:

1. Pay attention to the summary and conclusion about what was the teacher taught.
2. Give some comments all about what they had been studied whether they understand or not, pleasure or not.

### *Third meeting:*

#### 1. Opening

1. Greeting ( teacher greets the students after entering the class )
2. Praying
3. Checking the attendance list ( teacher calls the student's name one by one )

#### 2. Main activities

1. Building knowledge of the field
  - 1) The teacher checks the students' home work.
  - 2) The teacher and the students discuss the students work and correct it.
  - 3) The teacher asks the students whether they found difficulty during finishing their homework.
2. Modeling of the text
  - 1) The teacher explains some way how to make a good news item text.
  - 2) The teacher uses and explains old and new information to the class.
  - 3) The teacher gives an example of news item text with analysis of old and new information.
3. Joint construction of the text
  - 1) The students are asked to do analysis old and new information on their text.
  - 2) The teacher asks the student to do some exercise in writing old and new information.
  - 3) The students do the exercises.

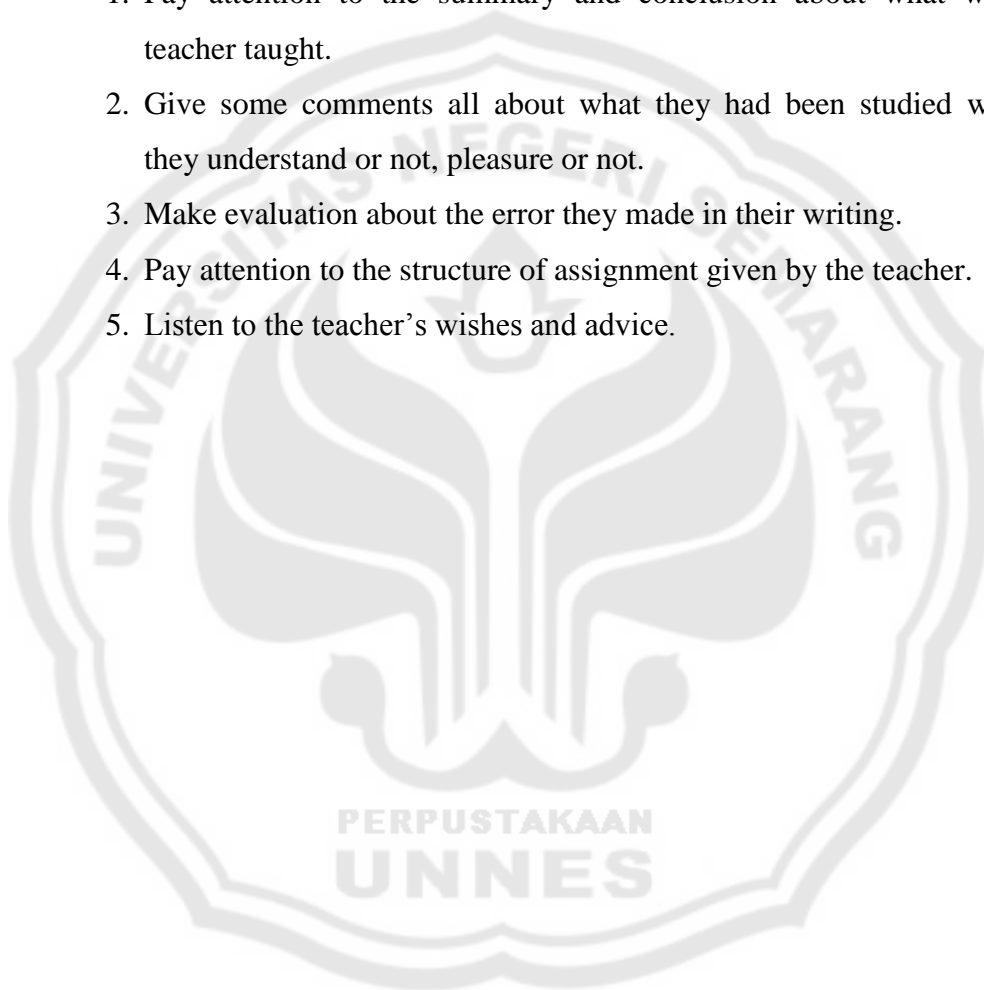
#### 4. Independent construction of text

- 1) The students are asked to make a news item text using old and new information with their own words.

### 3. Closing

Students:

1. Pay attention to the summary and conclusion about what was the teacher taught.
2. Give some comments all about what they had been studied whether they understand or not, pleasure or not.
3. Make evaluation about the error they made in their writing.
4. Pay attention to the structure of assignment given by the teacher.
5. Listen to the teacher's wishes and advice.





## LESSON PLAN FOR CONTROL GROUP

School : SMA Negeri 1 Slawi  
 Subject : Bahasa Inggris  
 Class/Semester : X / 2  
 Basic Skill : Writing

## G. Standard Competence

**Menulis**

12. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *narrative, descriptive* dan *news item* dalam konteks kehidupan sehari-hari

## H. Based Competence

12.2 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative, descriptive, dan news item*

## I. Indicator

Is able to write short functional text (news item text)

## J. Objective of Learning

At the end of the study, the students are able to write a news item text with a good structure.

## K. Materials of learning

6. Vocabulary related to news item text.
7. Social Function, generic structure and significant lexicogrammatical features of news item text and the exercises.

SOCIAL FUNCTION	GENERIC STRUCTURE	SIGNIFICANT LEXICOGRAMMATICAL FEATURES
To inform readers, listeners or viewers about events of the day which are considered newsworthy or important.	<ul style="list-style-type: none"> <li>• <b>Newsworthy Event(s):</b> recounts the event in summary form</li> <li>• <b>Background Events:</b> elaborate what happened, to whom, in what circumstances.</li> <li>• <b>Sources:</b> comments by participants in, witnesses to and authorities expert on the event.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Short, telegraphic information</b> about story captured in headline.</li> <li>• <b>The use action verb.</b></li> <li>• <b>The use of saying verb.</b></li> <li>• <b>The use of passive sentences.</b></li> <li>• <b>The use of adverbs in passive sentences.</b></li> </ul>

8. Grammar used in news item text and the exercises.

- Simple past tense
- Passive sentences

**To change active sentences into passive sentences we follow this pattern:**

Active Sentences:  
Subject + Verb  
+Object

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Subject + to be + Past  
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**See the changes in the table**

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Past Perfect	He had written a letter	A letter had been written
Present Future	He will write a letter	A letter will be written

## 9. Example of news item text and the rhetorical structure and the exercises.

Newsworthy Event	<p>Man jailed for striking RI maid</p>
Background Event 1	<p>Singapore: <b>A supervisor was jailed</b> for two months for repeatedly <b>striking</b> his Indonesian maid on the head and back with a television remote control, news reports <b>said</b> on Thursday.</p>
Event 2	<p>Muhamad Shafiq Woon Abdullah admitted in Singapore court he physically abused the woman on several occasions between June and October 2010, the strait times said.</p>
Event 3	<p>The magistrate's court hear that Shafiq, 31, began striking Winarti, 22, about a month after she started working for him.</p>
Source	<p>He <b>hit</b> her on the head with the TV set's remote control because he was on happy with her work. On the occasion, he punched her on the back after accusing her of daydreaming.</p> <p>S.S Dhillon, Shafiq's lawyer <b>said</b> his client lost his 'better senses' when he saw his daughter's face covered as she lay in bed.</p> <p>He <b>said</b> his client thought the maid had put the child in danger.</p>

Notes :

- : Saying verb
- : Action verb
- : Passive sentence

## L. Teaching and Learning Activities

### *First meeting*

#### **4. Opening**

1. Greeting ( teacher greets the students after entering the class )
2. Praying
3. Checking the attendance list ( teacher calls the student's name one by one )
4. Students pay attention to the purpose of the study which teacher says to reach the goals.
5. Students active in learning activities.

#### **5. Main activities**

5. Building knowledge of the field
  - 5) The teacher asks the students whether they like reading or not, and what kind of material or books that they like to read.
  - 6) The students answer teacher's question.
  - 7) The teacher asks students what favorite part of news paper that they like to read.
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  - 13) The teacher gives some text to the students.
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  - 15) The teacher asks the students whether they find difficult vocabulary to elicit the key vocabulary.
  - 16) The students answer the teacher's question.
  - 17) The teacher lists some vocabulary that is usually found in a news paper.
  - 18) The teacher explains the meaning of each vocabulary.
  - 19) The students pay attention to the teacher's explanation.
  - 20) The teachers shows some sentences in the power point, then ask the students to look at them carefully.
  - 21) The teacher asks what pattern that students found in the sentences.
  - 22) The students answer the teacher question.
  - 23) The teacher drills the students about passive sentences
  - 24) The students pay attention to the teacher.

7. Joint construction of the text
  - 3) The teacher gives the students an exercise about passive voice.
  - 4) The students do the exercises with their partner.
8. Independent construction of text
  - 2) The students are asked to find another example of news item text.

**(homework)**

## 6. Closing

Students:

3. Pay attention to the summary and conclusion about what was the teacher taught.
4. Give some comments all about what they had been studied whether they understand or not, pleasure or not.

### *Second meeting:*

## 4. Opening

5. Greeting ( teacher greets the students after entering the class )
6. Praying
7. Checking the attendance list ( teacher calls the student's name one by one )
8. Students pay attention to the purpose of the study which teacher says to reach the goals.

## 5. Main activities

5. Building knowledge of the field
  - 6) The teacher asks the students to shows their text.
  - 7) The teacher asks the students to look at the text.
  - 8) The teacher asks them question what kind of information that they get from the text and whether they know the definition of news item text.
  - 9) The students answer teacher's question.
  - 10) The teacher explains the topic that will be discussed today.

6. Modeling of the text
  - 6) The teacher shows one example of news item text.
  - 7) The students pay attention to the power point.
  - 8) The teacher analyzes the generic structure of news item text.
  - 9) The teacher explains the social function, generic structure and language feature of the procedure text.
  - 10) The students pay attention to the teacher's explanation.
7. Joint construction of the text
  - 3) The students analyze their text.
  - 4) The teacher give them some exercise how to write a headlines.
8. Independent construction of text
  - 2) The students are asked to make a simple draft of news item text. (homework)

#### **6. Closing**

Students:

3. Pay attention to the summary and conclusion about what was the teacher taught.
4. Give some comments all about what they had been studied whether they understand or not, pleasure or not.

#### ***Third meeting:***

#### **4. Opening**

4. Greeting ( teacher greets the students after entering the class )
5. Praying
6. Checking the attendance list ( teacher calls the student's name one by one )

#### **5. Main activities**

1. Building knowledge of the field
  - 1) The teacher checks the students' home work.
  - 2) The teacher and the students discuss the students work and correct it.
  - 3) The teacher asks the students whether they found difficulty.

2. Modeling of the text

- 1) The teacher gives some example of news item text.
- 2) The teacher and the students discuss about the text.

3. Joint construction of the text

- 1) The students are asked to arrange jumbled sentences in to a good paragraph.
- 2) The teacher asks the student to do some exercise writing news item.
- 3) The students do the exercises.

4. Independent construction of text

- 1) The students are asked to make a news item text with their own words.

**6. Closing**

Students:

6. Pay attention to the summary and conclusion about what was the teacher taught.
7. Give some comments all about what they had been studied whether they understand or not, pleasure or not.
8. Make evaluation about the error they made in their writing.
9. Pay attention to the structure of assignment given by the teacher.
10. Listen to the teacher's wishes and advice.

## INSTRUMENT

### WRITING TEST

Theme : Disaster  
Kind of Text : News Item Text  
Time allotment : 45 minutes

#### Instructions:

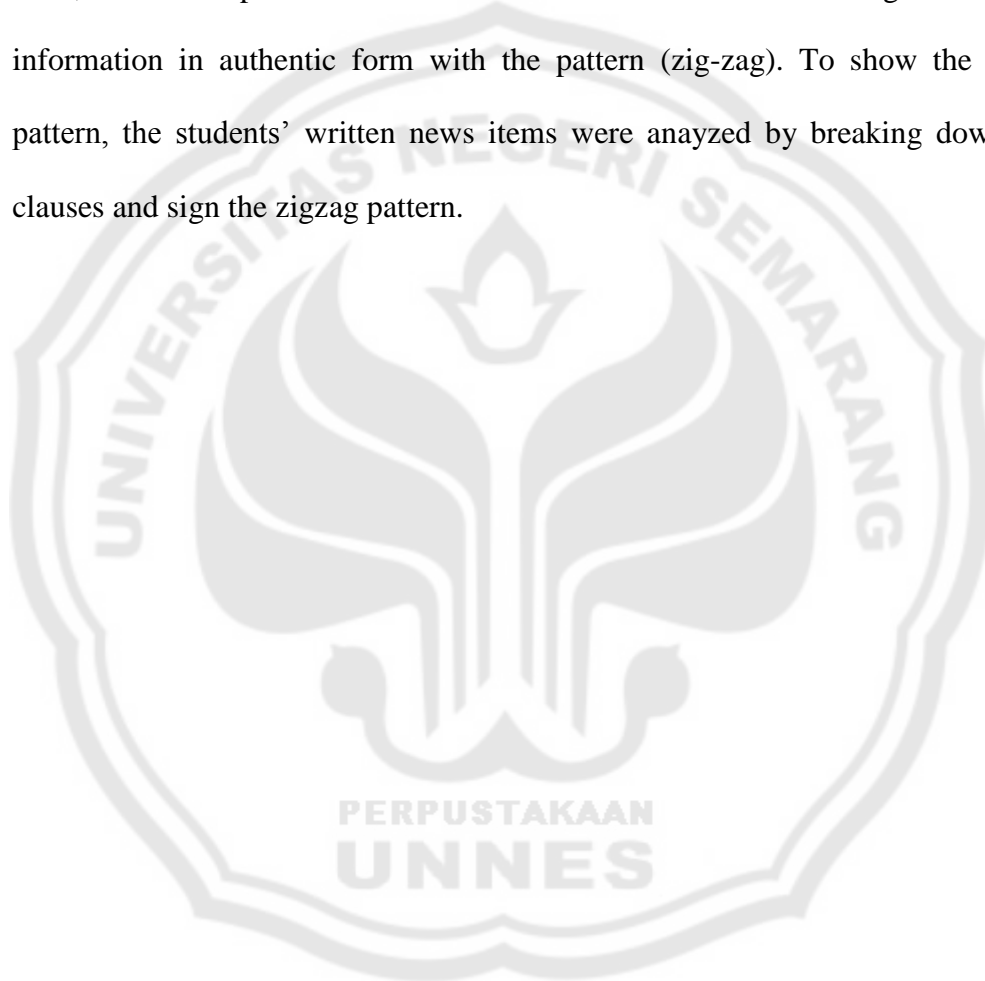
1. Write your name, students' number and class on the answer sheet.
2. Remember a disaster that happened lately in your country or in the world.  
( You may use the following questions to get your point in writing)
  - ✓ What is the topics?
  - ✓ What happened? Where? When?
  - ✓ Who is involved? Is there any victim?
  - ✓ What the witnesses said?
3. You may choose one of these following topics:
  - a. Flood
  - b. Earthquake
  - c. Mountain Eruption
  - d. Landslide
4. Write the text which consists at least 10 sentences.
5. You may use your own dictionary.

☺GOOD LUCK☺



## **STUDENT'S WRITTEN NEWS ITEM**

Here, some examples of the students' written news item texts using old and new information in authentic form with the pattern (zig-zag). To show the zigzag pattern, the students' written news items were analyzed by breaking down into clauses and sign the zigzag pattern.



30<sup>th</sup> March 2011  
100

Name : Aditya Wisnu Prakoto  
Student number : 2  
Class : X.5

### Earthquake Jolted Japan

JAPAN - A magnitude 8.9 earthquake jolted Japan on March, 10<sup>th</sup> 2011. It was the biggest earthquake in Japan for last 20 years. It caused many seriously damage. Thousands building collapsed and the road cracked are the example of the damage.

Beside that, it also caused ten meters high tsunami.

The tsunami itself also caused many seriously damage for Japan especially for east coastal of Japan such as Sendai, Fukushima, Daiichi, etc. It killed twenty thousand people and thousands people missing. It also damaged the nuclear reactor in Fukushima and Daiichi. The nuclear reactor exploded and the radiation spread through the air. The expert of nuclear said that this radiation is dangerous for human body. It can cause seriously cancer and other diseases.

Now, Japan rebuild their country with the help from the other country such as United States of America, Indonesia, etc.

G = 4, V = 4, M = 4, R = 5, F = 4

## Earthquake Jolted Japan

Japan- A magnitude 8,9 earthquake jolted Japan on March 11<sup>th</sup> 2011.

It was the biggest earthquake in Japan for last 20 years.

It caused many serious damages.

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Besides that, it also caused ten meters high tsunami.

The tsunami itself also caused many serious damage for Japan especially for east coastal of Japan such as Sendai, Fukushima, Daichi, etc.

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It can cause seriously cancer and other diseases.

Now, Japan rebuilt their country with the help from the other country such as USA, Indonesia, etc.

March, 30<sup>th</sup> 2011 102

Name : Inestya Diza G.  
 Student number : 16  
 Class : X.5

### Landslide of Bengawan Solo Dike

On January 24<sup>th</sup> 2011 has occurred a landslide of Bengawan Solo's dike located in Dalangan village, Tawangsanj Lorong subdistrict, Solo.

This landslide threaten 20 of villager's houses to shatter. Many villager ~~may~~ lose their houses.

"If we just let the landslide occur, houses near the area of landslide soon will be shatter" said Abdullah, one of the villager of Dalangan village.

Villagers said, the landslide were caused by unfriendly climate, and illegal mining of sand. This ~~is~~ what gave the most effect of the landslide. The illegal mining which done by other villager from other village, can occur <sup>more</sup> serious problem of landslide.

"The government of region should concern about this landslide problem and begin to repair or build new dike, or many houses will shatter" said Mukhsir, the village chief. He added that the villagers will help to rebuild the dike. And they will catch anyone who do illegal minning around the dike to prevent another landslide occur.

G=4, V=4, M=4, R=5, F=5

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Many villagers may lose their houses.

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Villagers said that the landslide was caused by unfriendly climate and illegal mining of sand.

This was what gave the most effect of the landslide.

The illegal mining which done by other villagers from other villages, can occur more serious problem of landslide.

"The government of region should concern about this landslide problem and begin to repair or build new dike or many houses will shatter" said Muhksir, the village chief.

He added that the villagers will help to rebuild the dike and they will catch anyone who do illegal mining around the dike to prevent another landslide occurred.

Name : Wahyu Tri Marlita  
Student number : 31  
Class : X-5

### Earthquake In Japan

A magnitude 8.9 earthquake happened in Japan on March 11<sup>th</sup> 2011. More than 5000 people were died and approximately people missing is 7000 people.

The earthquake in Japan is estimate the biggest accident for Japan. This earthquake caused tsunami. This tsunami caused many damage. Many buildings were badly damage and the roads were cracked. This tsunami swept everything in land. Buildings, cars, ships and many people influenced by tsunami. The high of tsunami is 10 - 12 meters. This tsunami also damage on of the nuclear factory in Japan. The damage of factory nuclear caused nuclear radiation in area two kilometers. This nuclear radiation is very dangerous for human. One of the SAR team said, "The damage in this accident not only killed many people. This accident also destroyed the city."

G=4, V=4, M=4, R=4, F=4

## Earthquake in Japan

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This earthquake caused tsunami.

This tsunami caused many damages.

Many buildings were badly damage and the roads were cracked.

This tsunami swept everything in land. Building, cars, ships and many people were influenced by tsunami.

The high of tsunami is 10-12 meters.

This tsunami also damage on the nuclear factory in Japan.

The damage of factory nuclear caused radiation in area two kilometers.


This nuclear radiation is very dangerous for human.

One of the SAR team said, "The damage in this accident not only killed many people, this accident also destroyed the city."

# LETTER





 <b>UNIVERSITAS NEGERI SEMARANG</b>	<b>FORMULIR</b>	No.Dokumen	FM-03-AKD-24
	<b>SK PEMBIMBING SKRIPSI</b>	No. Revisi	00
		Tanggal Bertaku	01 Maret 2010
		Halaman	1 dari 1

KEPUTUSAN  
DEKAN FAKULTAS BAHASA DAN SENI  
UNIVERSITAS NEGERI SEMARANG  
No.: 1359/FBS/2010

tentang  
**PENETAPAN DOSEN PEMBIMBING SKRIPSI/TUGAS AKHIR SEMESTER GENAP  
TAHUN AKADEMIK 2009/2010**

**Menimbang :** Bahwa untuk memperlancar mahasiswa Jurusan/Prodi Bahasa dan Sastra Inggris/ Pendidikan Bahasa Inggris Fakultas Bahasa dan Seni membuat Skripsi/Tugas Akhir, maka perlu menetapkan Dosen-dosen Jurusan/Prodi Bahasa dan Sastra Inggris/ Pendidikan Bahasa Inggris Fakultas Bahasa dan Seni UNNES untuk menjadi pembimbing.

**Mengingat :**

1. SK Rektor UNNES No. 164/O/2004 tentang Pedoman penyusunan Sripsi/Tugas Akhir Mahasiswa Strata I (S1) UNNES ;
2. SK Rektor UNNES No.162/O/2004 tentang Penyelenggaraan Pendidikan UNNES ;
3. Undang-undang No.20 Tahun 2003 tentang Sistem Pendidikan Nasional (Tambahan Lembaran Negara RI No. 4301, penjelasan atas Lembaran Negara RI Tahun 2003, Nomor 78)

**Memperhatikan :** Usul Ketua Jurusan/ Prodi Bahasa dan Sastra Inggris/ Pendidikan Bahasa Inggris Tanggal 8 Juni 2010

**MEMUTUSKAN**

**Menetapkan :**

**PERTAMA :** Menunjuk dan menugaskan kepada:

1. Nama : Dr. Djoko Sutopo, M.Si.  
NIP : 195403261986011001  
Pangkat/Golongan : Penata/IIIc  
Jabatan Akademik : Lektor Kepala  
Sebagai Pembimbing I

2. Nama : Dr. Dwi Anggani Linggar B. M.Pd.  
NIP : 195901141989012001  
Pangkat/Golongan : Penata/IIIc  
Jabatan : Lektor Kepala  
Sebagai Pembimbing II

Untuk membimbing mahasiswa penyusun Skripsi/Tugas Akhir:

Nama : **RIZQI AMALIA**  
NIM : 2201407042  
Jurusan/Prod : Bahasa dan Sastra Inggris/ Pendidikan Bahasa Inggris  
Topik/Judul : **IMPROVING STUDENTS ABILITY IN WRITING NEWS  
ITEM TEXT BY USING OLD AND NEW INFORMATION**

**KEDUA :** Keputusan ini mulai berlaku sejak tanggal ditetapkan.



Ditetapkan di : Semarang  
Tanggal : 14 Juni 2010  
Dekan,

Prof. Dr. Rustono  
NIP 195801271983031003

**Tembusan:**

1. Pembantu Dekan Bidang Akademik
2. Ketjur Bahasa dan Sastra Inggris
3. Dosen Pembimbing
4. Pertinggal



PEMERINTAH KABUPATEN TEGAL  
DINAS PENDIDIKAN, PEMUDA DAN OLAH RAGA  
**UPTD SMA NEGERI 1 SLAWI**

Jl. K.H. Wahid Hasyim No.1 Slawi, Kotak Pos 6, Telp. 0283 3317173, Fax. 0283 491164 Kode Pos : 52415  
Website : [www.sman1slawi.sch.id](http://www.sman1slawi.sch.id) E-mail : [sman1slawi@yahoo.com](mailto:sman1slawi@yahoo.com)

**SURAT KETERANGAN**

Nomor : 420 / 0515 / 2011

Yang bertandatangan di bawah ini Kepala UPTD SMA Negeri 1 Slawi Kabupaten Tegal menerangkan dengan sesungguhnya, bahwa mahasiswa :

1. N a m a : RIZQI AMALIA
2. NIM : 2201407042
3. Jurusan : Bahasa dan Sastra Inggris
4. Perguruan Tinggi : Universitas Negeri Semarang  
( UNNES ) Semarang

yang bersangkutan benar-benar telah mengadakan Penelitian di UPTD SMA Negeri 1 Slawi dalam rangka untuk penyusunan Skripsi dengan judul :

**“ IMPROVING STUDENTS’ ABILITY IN WRITING NEWS  
ITEM TEXT BY USING OLD AND NEW INFORMATION “  
(The Experimental Research of the Tenth Year of SMA Negeri 1 Slawi)**

Demikian surat keterangan ini kami buat dengan sebenarnya dan untuk dapat digunakan sebagaimana mestinya.

Slawi, 30 Maret 2011

Kepala UPTD SMA Negeri 1 Slawi,



Dra. SRI RIJEKININGSIH, M.Pd.

Pembina Tingkat I

NIP. 19530913 198003 2 001..