



**THE USE OF NEWSPAPERS AS MEDIA IN  
TEACHING WRITTEN ADVERTISEMENT TEXT**  
(A Case of the Third Year Students of SMP N 1 Adiwerna Tegal in the  
Academic Year of 2010/2011)

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PERPUSTAKAAN  
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## PERNYATAAN

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menyatakan dengan sesungguhnya bahwa skripsi/tugas akhir/*final project* yang berjudul:

### **THE USE OF NEWSPAPERS AS MEDIA IN TEACHING WRITTEN ADVERTISEMENT TEXT**

(A Case of Third Year Students of SMP N 1 Adiwerna Tegal  
in the Academic Year of 2009/2010)

yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya, yang saya hasilkan melalui penelitian, pembimbingan, diskusi, pemaparan/ujian. Semua kutipan baik langsung maupun tidak langsung, baik yang diperoleh dari sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi/tugas akhir/*final project* ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan pelanggaran terhadap konvensi tata tulis ilmiah yang berlaku, saya bersedia menerima akibatnya.

Demikian, harap jadi pernyataan ini dapat digunakan seperlunya.

Semarang,  
Yang membuat pernyataan

Eva Amalia

Wise in Thinking

Strength in Principle

Plain in Appearance

Resolute in Ordeal

(Hamka)



To my beloved mother and father for their never ending support and prayer for me and my beloved brothers and sisters, who have inspired me.

## ABSTRACT

Amalia, Eva. 2010. *The Use of Newspapers as Media in Teaching Written Advertisement Text (A Case of the Third Year Students of SMP N 1 Adiwerna, Tegal in the Academic Year of 2010/2011)*. Final Project. English Education Program. English Department, Semarang State University. First Advisor: Dr. Djoko Sutopo M. Si and Second Advisor: Sri Wuli Fitriati S. Pd, M. Pd.

Keywords: advertisement text, newspapers as media, students' writing skill.

The topic of this study was The Use of Newspapers as Media in Teaching Written Advertisement Text (A Case of the Third Year Students of SMP N 1 Adiwerna, Tegal in the Academic Year of 2010/2011). The objective of this study was to investigate whether or not newspapers effective to improve the students' writing skill on advertisement text. Experimental method was adopted by conducting five meetings in this study.

The population of the study was the third year students of SMP N 1 Adiwerna, Tegal in the Academic Year of 2010/2011. There were 9 classes with the total number of the students was 351 students. Then, class IXF and IXG which consist of 35 students were taken as the subject of the study.

The methods used for obtaining the study were collecting data from the students' pre-test and post-test. First, pre test was conducted at beginning of the research. It continued with the treatments in the second, third, and fourth meeting. Experimental group given the treatment using newspapers. While control group taught using conventional method (the students taught using students' exercise book/LKS). Finally, the students got a post-test in the fifth meeting.

The result of the students' progress during the teaching and learning process by newspaper was better than without newspaper. It could be seen from the average score of the experimental and that of control groups. In the experimental group, the mean score of pre-test was 63.31 and the mean score of post-test was 74.28. While in the control group, the mean score of pre-test was 63.4 and the mean score of post-test was 68.81. T-test was also employed to test whether or not the result improvement from pre-test to post-test was significant. From the analysis using t-test, it was obtained that the t-value was 5.57 and the critical value for 68 degree of freedom at 5 % alpha level of significance was 1.67.

Since the obtained t-value (5.57) was higher than the critical value at 5 % alpha level of significance (1.67), it could be concluded that the difference between the means of both groups was statistically significant. From the analysis above, this study showed that newspaper was effective to improve students' writing skill on advertisement text. Therefore, I suggested that newspapers could be used as alternative media in teaching written advertisement text.

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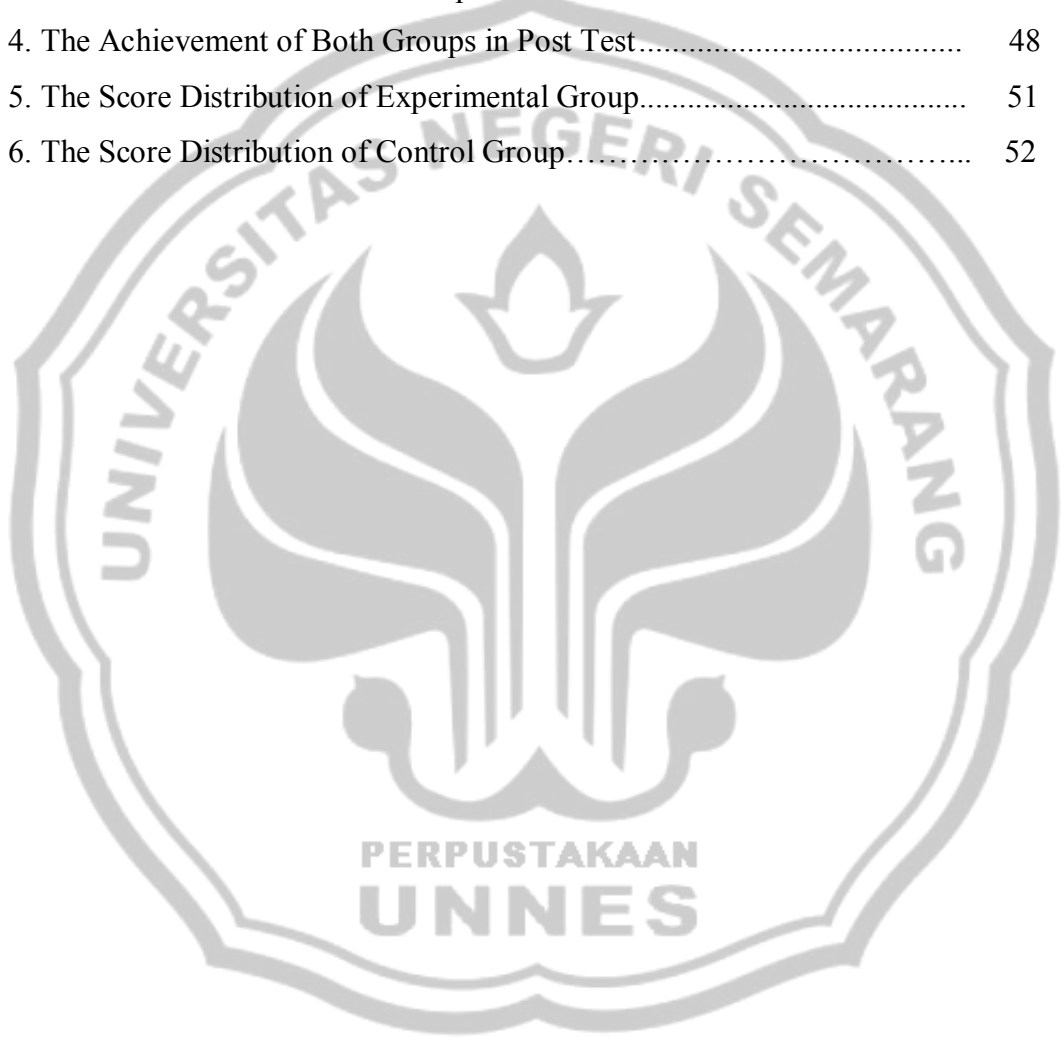


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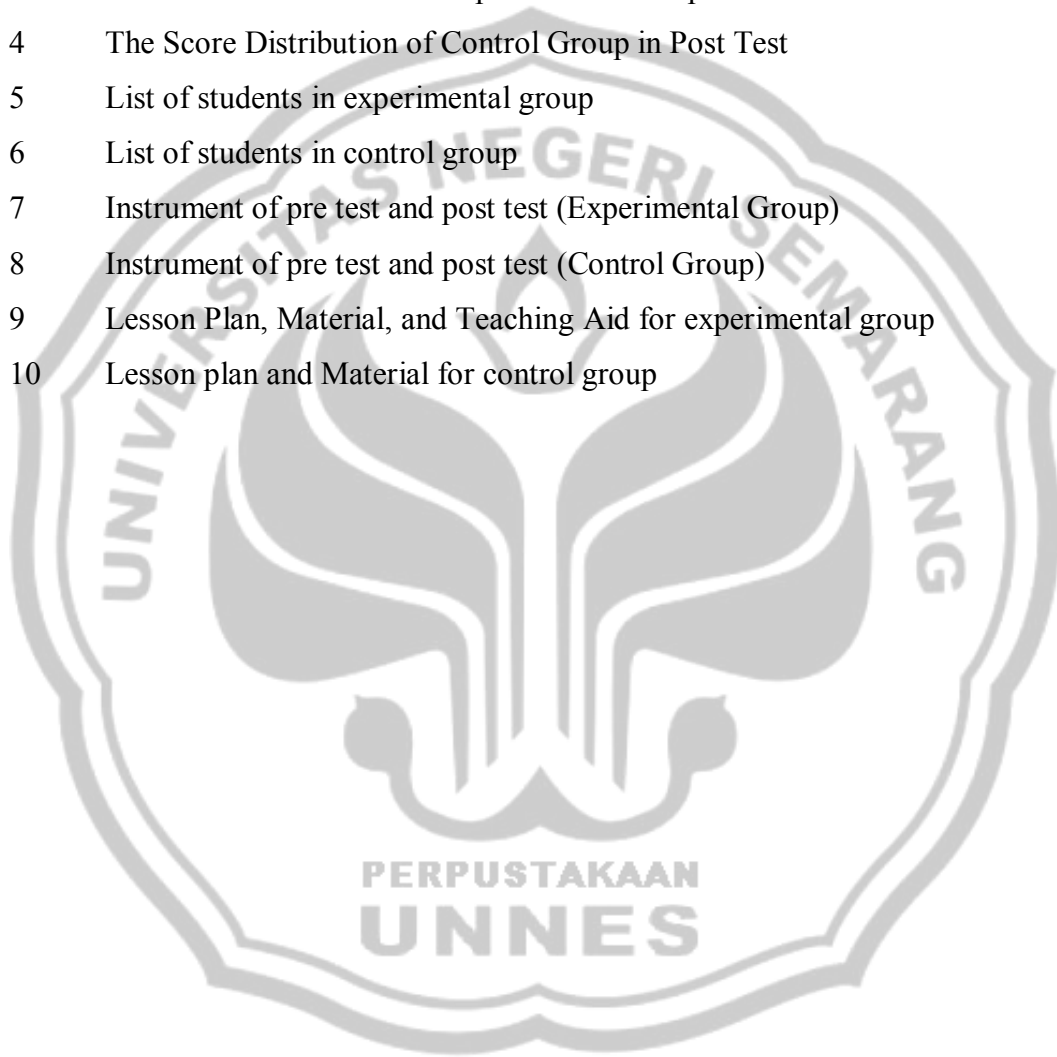
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# CHAPTER 1

## INTRODUCTION

Chapter I presents an Introduction, which includes background of the study, reason for choosing the topic, statements of the problem, objective of the study, significant of the study, limitation of the study and an outline of the report.

### **1.1 Background of the Study**

Men as social human being in every community in the world always need company in their lives. They need to interact and cooperate with one another in order to fulfill their needs. Therefore, in reaching the process of interaction, they need a medium that is language. With language they can express their ideas and wishes. Without having language, people become isolated and helpless.

Language is not only used for daily conversation but also used in education, research and science both spoken and written. Considering those functions of language, people study language both formal or in class and informal or outside the class. It is important for us to learn language especially English since it is used as a means of communication among nations in the world. “Although English is not the largest number of native speaker or ‘first’ language speakers, it is widely used by many people all over the world as their ‘second’ language” (Harmer 2001:1).

English has been considered as a foreign language in Indonesia. A group of people having the same language will have no problems to communicate as they understand the language well. The communication problems will occur when some different groups of people meet and speak different languages. Ramelan (1995:5) states that “the degree of difficulty in learning can be determined by the degree of differences between the two languages”. It means that English as a foreign language become a difficult subject to be learned by the second language learners. But through learning a foreign language in a matter of learning its system is one of the ways to overcome those differences.

English is taught in all levels of education in Indonesia. The system of teaching English in Indonesia as a foreign language has changed from time to time based on what curriculum is used. Based on the 2006 curriculum or known as School Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan*), learning English in Junior High School is targeted in order to reach the functional grade of the students which is to communicate orally and written to solve the daily problem, while for Senior High School, it is hoped to reach informational level of literacy because they are prepared to continue their education into university. The goals of teaching English is to develop the students' communicative competence/ skills both in spoken or written language which is realized into four language skills: Listening, Speaking, Reading, and Writing skills. In reaching the informational literacy level (creating any short functional text likes advertisement, announcement, memo, invitation, etc, and essay in the forms of procedure, descriptive, recount, advertisement, report, news item, etc.) and the supporting

competence (socio-cultural competence, strategic competence, and discourse competence), those four skills have to be supported by language components such as grammar, vocabulary, sound system and so on.

Writing is complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also having conceptual and judgment (Heaton 1975:138). Because of the difficulties of writing, some efforts have been done to solve the problem. To bring about the efforts, the curriculum has to prepare students to achieve the competence. It also prepares the students to communicate using language to participate in the society. The main objective is to make the writing become easier to learn for the students. An understanding of the concept allows writing teachers to identify the kinds of texts that the students will have to write. One of texts that students have to write based on 2006 School based Curriculum is short functional text that consists of announcement, advertisement, memo, e-mail, etc.

To enable the students master in writing, English teachers should provide materials that are appropriate with the curriculum and find suitable methods in teaching writing. According to Clark (1984:184), teaching methods are the means by which the teacher attempts to bring about the desired learning. Basically, method in teaching concerns the way teachers organize and use technique of teaching subject matter, teaching tools, teaching material, and teaching procedures that will best achieve these objectives, carrying out the procedures, evaluating the success of the learning activities and following up their success and failure. Techniques, according to Gerlach (1975:197) are the ways and means adapted by

a teacher to direct the learner's activities toward an objective. Techniques are the tools of the teacher. The effective teacher has a multitude of techniques and must be prepared to select the one which will be most efficient in leading the learner to the desired terminal behavior. Techniques are the means for teaching, and objective can be part of expository for inquiry approaches. There are several types of media that can be used in teaching and learning process, such as audio print, printed material, physical object and motion visual, etc. In this study I tries to present one of them that can be applied in teaching advertisement text, that is newspaper. I is interested in investigating whether or not newspaper can be used to teach advertisement text effectively to the students of junior high school.

Newspaper is one of printed media that can be used in teaching English. Nowadays there are many kinds of newspaper. Almost all people have read it because it is so easy to find and the price is not expensive. It contains news, articles, and advertisements. By using newspaper, the students can develop their ability in writing advertisement text. They can see many kinds of advertisement in newspaper and learn the components and elements of it. They can write their own advertisement text based on what they learn from advertisement in newspaper.

## **1.2 Reason for Choosing the Topic**

Advertisement is one of the mass communication media used to inform the idea of the advertisement creator and the message of the producer or the entrepreneur. Based on the 2006 curriculum or known as School Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan*), advertisement as one of short functional text is

taught in junior and senior high school. It is a kind of text that give the information about the qualities and feature of products or services and ideas of significance to the consumers. It has the intention of persuading sufficiency buyers, to warrant the expenditure involved, and this is to be profitable or worth while from the stand point of this designated sponsor (Dirksen and Kroeger, 1972:56). The students sometimes find difficulties in write it because they should write just few sentences but the sentences should be brief and clear in meaning for the reader and should interest them. The sentences are representation of product that is advertised.

I recommend newspaper as a medium in teaching advertisement text because I assume that students will be esier to understand how to write an advertisement text if we give them a lot of examples of real advertisement. As we know that there are a lot of kinds of advertisement in newspaper such as properties, tourism, product, and others advertisement. By reading advertisement text in newspaper, students will have a real model of certain advertisement text that they have learned in class. They can easily imitate the stucture of sentences, so, they can produce good ordered and understandable structure. However, many English teachers are realizing that newspaper provide excellent material for learning English. This authentic material can be used to enhance reading, writing, speaking, and listening skill. Through newspaper study, students can develop expertise in reflecting on their ideas and justifying their responses. In addition, I think that using newspapers is neither expensive nor wasting much time. Students



can read it anywhere and anytime. Meanwhile, using media for teaching makes the students easier to comprehend and always remember it.

### **1.3 The Statement of the Problem**

Selecting research problem is an important consideration for any researcher should take. In order to get the expected result, I limit the discussion of this final project in the form of question as follows:

- (1) Is the use of newspaper effective to improve students' writing skill on advertisement text for the third year students of SMP N 1 Adiwerna, Tegal in the academic year of 2010/2011?
- (2) Is there any significant difference of students' writing skill on advertisement text between those taught using newspaper and those taught using conventional method?

### **1.4 Objective of the Study**

Based on the research questions above, the objectives of this study are:

- (1) To find out the effectiveness of using newspaper in teaching written advertisement text.
- (2) To find out whether there is significant difference of students' writing skill on advertisement text between those taught using newspaper and those taught using conventional method.

## **1.5 Significance of the Study**

By conducting this research, I expect that the result of this study will be useful to provide input to:

1) Teachers: hopefully, this study will help the teachers to improve their methods in teaching learning process in the classroom. So the problems which students and teachers find in teaching learning process can be minimized. Teachers can use the newspaper as media in teaching written advertisement text to the third year students of Junior High School.

2) Students

The result of this study will be very useful for the students who have problems in writing advertisement text. Also they will write a good English advertisement text.

## **1.6 Limitation of the Study**

The study is limited to the use of newspapers as media in teaching written advertisement text. This study applies only to the third year students of SMP N 1 Adiwerna, Tegal in the academic year of 2010/2011.

## **1.7 Outline of the Report**

The outline of the study is as follows:

Chapter I is an introduction. It consists of the general background of the study, the reasons for choosing the topic, the statement of the problem, the

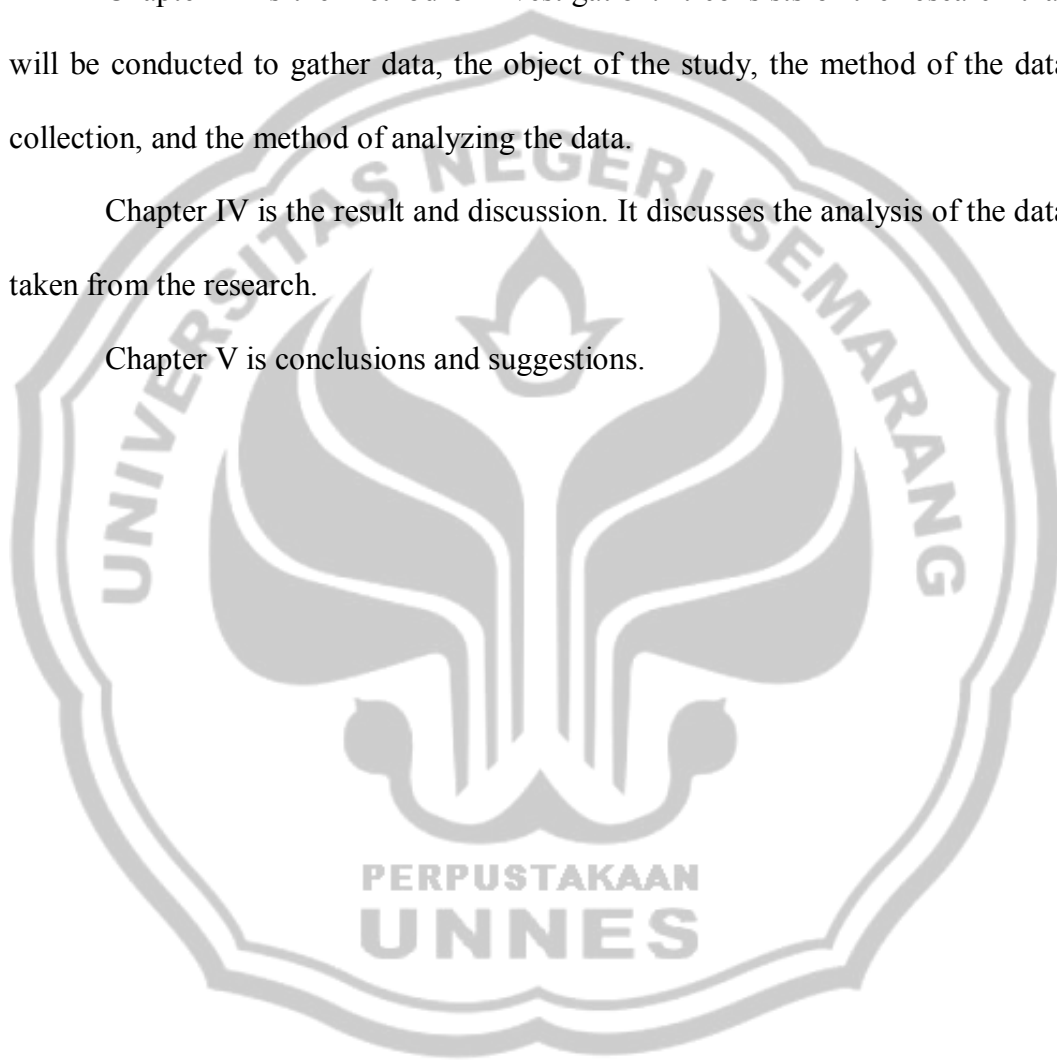
objectives of the study, the significance of the study, the limitation of the study, and the outline of the report.

Chapter II is the review of the related literature. It discusses the literature that relates to the topic of discussion.

Chapter III is the method of investigation. It consists of the research that will be conducted to gather data, the object of the study, the method of the data collection, and the method of analyzing the data.

Chapter IV is the result and discussion. It discusses the analysis of the data taken from the research.

Chapter V is conclusions and suggestions.



## **CHAPTER 2**

### **REVIEW OF RELATED LITERATURE**

Chapter II is Review of Related Literature. I discuss about review of the previous studies, general concepts of media, types of media, general use of media, newspaper as media, the advantages of using newspaper, general concept of writing, advertisement as one of short functional text, and how to get the readers' attention to take action.

#### **2.1 Review of the Previous Studies**

In this part, I will review some previous studies related to the present study entitled "The Use of Newspapers as Media in Teaching Written Advertisement Text (A Case of the Third Year Students of SMP N 1 Adiwerna, Tegal in the Academic Year of 2010/2011)".

First previous study was a research done by Nitya Rani, a student of Osmania University (Hyderabad, India) "Using English Newspapers in the ESL/EFL Classroom" (The Internet TESL Journal, Vol. XIII, No. 3, March 2007 <http://iteslj.org/>). This research was to know how the newspaper may be used for promoting learner autonomy in an international classroom with varying levels of English proficiency. She used the English newspaper in a multi-national, multi-cultural, and multi-lingual classroom. There were 42 participants from 25 developing countries. While some of them were comfortable with English, the

others knew very little English. Most of them were from the diplomatic corps, some civil servants, and some English teachers. The youngest was 26 years old, while the oldest was 59.

There are three activities in this research. The Pre-reading Activity (20 Minutes): The students were negotiating English in different ways which included using pocket dictionaries, writing down words, talking to their neighbors and seeking clarification from the teachers. The Reading-Writing Activity (30 Minutes): participants in groups will write an international news page with each member contributing a news item about his/her country. Reading Aloud (30 Minutes): Each group read aloud its news page. The activity involved reading, writing, and presenting the report orally. They enjoyed every stage and particularly the last one. They read and write enthusiastically and uninhibitedly. The activity raised the participants' Meta awareness of various reading and writing strategies. For instance, making use of background knowledge, inferencing, and monitoring comprehension (both local and global).

The other study was a project done by Clare Wardman, a student of York St John University (UK) "Making the News: A Motivating Writing Skills Project for ESL Students" (The Internet TESL Journal, Vol. XVI, No. 1, January 2010 <http://iteslj.org/>). The goal of the project is to produce a newspaper, or the front page of a newspaper within the timescales decided. In completing this project the students will develop writing skills, thinking about and using a variety of registers and styles and producing a large-scale piece of writing. This project was carried out with a group of higher intermediate students and comprised the bulk of their

work completed during the week themed “Media” of the summer program. The project conducted in five days with two sessions for each day. In the fourth day he taught a lesson on advertising. There are a variety of fun activities on advertising and marketing to be found in course books and online. To make the week feel rounded skills-wise, he may wish to include a listening exercise. Ideally, the students should feel inspired to create an advert or two for their newspaper. The result of the project was the students’ writing skill developed from first day to the fifth day.

I think that these studies is good for developing writing skill because it can give the students an understanding of their capacity to write, motivation, self-confidence and courage. This classroom activity can provide an enjoyable and interesting lesson in return a minimum preparation. It provides opportunities to student talking time, also providing a package of motivating and varied exercises that allow the students to practice the four skills. One of the many benefits of the activities described above is that students learn how to write a newspaper report at the same time gaining greater knowledge of the world and expanding their vocabulary inventory. What is more, the writing tasks described above give students insight into the business of journalism.

## **2.2 General Concepts of Media**

Selecting the most appropriate form of instructional media is a critical task in the teaching and learning process. According to Locatis and Atkinson (1984: 3) media are the means (usually audiovisual or electronic) for transmitting or delivering

message. Media has two components: *hardware and software*. Hardware is the machinery or devised used to produce or to present a message. Some examples of hardware are film projector, tape recorder, record player, etc. Software is the material that are transmitted through the hardware, software includes some items such as film, audiotapes, transparencies, etc.

Another definition by Gerlach and Ely (1980:241) media are any persons, materials, or events that establish conditions, which enable learners to acquire knowledge, skills, and attitudes. Thus, media are any instructional aids that are used as communication media in the purpose of increasing the effectiveness of teaching and learning process. In Teaching the media, Len Masterman as quoted by David Lusted (1991:187) argues forcibly that media education is one of the few instruments which teachers and students possess for beginning to challenge the great inequalities in knowledge and power which exist between those who manufacture information in their own interests and those who consume it innocently as news and entertainment.

### **2.2.1 Types of Media**

There are some classifications of media according to Anderson as quoted by Rumampuk (1988:23), they are:

#### (1) Audio (sound only)

Audio media are systems for sending/receiving sound electronically over wires or through the airwaves. Audio maybe live or prerecorded and maybe broadcast over open or closed transmission systems. Some of the examples are audio tape, audio disc, radio etc.

(2) Printed material

Printed material are usually opaque, paper-based materials suitable for individual use. They have characters, numerals, and words and may contain pictures and illustrations. Some of the examples are handouts, manual pamphlets, brochures, newspaper, and magazine.

(3) Audio Print

Audio print is combination of audio and printed materials. Some of the examples are audio tape or disc, film, and charts.

(4) Projected still visual

Pictures provide for most people critical contacts with the real world. Some of the examples are slide, film strips that is supported by verbal recording.

(5) Audio projected still visual

It is combination between projected still visual and audio. Some of the examples are film strips with sounds, and slides with sounds.

(6) Motion-visual

It is only visual without audio. Some of the examples are some films without voice.

(7) Audio motion visual

It serves every conceivable subject and objective, providing motion, magnification, color, sound, music, acces to the inaccessible, and presentation of the factual and fanciful. Some of the examples are motion pictures, motion film, and video.



(8) Physical objects

Object media are multidimensional and can activate senses not easily stimulated by other media. Some of the examples are actual objects, mock-up or models of real things.

(9) Human and situational resources

Some of the examples are the teachers, and the school environment.

(10) Computers

Computers are high-speed electronic calculators that are capable of storing, retrieving, and modifying information according to sets of precise instructions called programs. Some of the examples are CAI-CMI (Computer Assisted Instruction), Computers and various terminal display equipment.

Murcia (2001:462) assists another classification of media available to classroom today. It uses the traditional classification of “nontechnical” and “technical” media. It has some advantages such as the low cost, availability, accessibility, and user-friendless.

### 2.2.2 General Uses of Media

According to Locatis and Atkinson (1984:13) there are three general uses of media are to entertain, to inform, and to instruct. The first use of media is to entertain. Entertainment media are used for recreation and enjoyment, for instances are fictional stories and poems published in books and magazines; records, tapes, and radio broadcast of music; movies typically shown in motion pictures theaters; and comedies, dramas, and sporting events on television. The

second use of media is to inform, to increase awareness, or present facts. Examples are newspaper and news magazine accounts of current events, other print media that give word spellings and stock market analyses, news broadcast and documentaries on radio and television, computerized data bases for information retrieval, and advertisements in all media.

A third use of media is to instruct. When media are used for this purpose, programs are designed intentionally to take the viewer and/or listener from a state of not knowing, from a state of poor performance to state of competence. Examples are motion pictures, slides, filmstrips, records, audiotapes, and television. Media originally intended as entertainment or information can be used for instruction, but some adaptations or extra instruction or guidance are usually necessary.

A range of media and methods for helping students reach the objectives should be considered. Some teachers and trainers are prone to shun media entirely. Harclerod (1977: 18) states that educational media of all types play increasingly important roles in enabling students to reap benefits from individualized learning. Murcia (2001:461) also assists media help teachers to motivate students by bringing a slice of real life into classroom and by presenting language in its more complete communicative context. Media can also provide a density of information and richness of cultural input not otherwise possible in the classroom; they can help students process information and free the teacher from excessive explanation, they can provide contextualization and a solid point of departure for classroom activities. According to Derek Rowntrie as quoted by

Rumampuk (1988:12) there are some functions of media, as follows engage the student's motivation, recall earlier learning, provide new learning stimuli, activate the students' response, give speedy feedback, and encourage appropriate practice.

### 2.2.3 Newspaper as Media

As stated by Rumampuk (1988:23) one of printed materials that can be used in teaching and learning process is newspaper. Newspaper is a daily or weekly publication on folded sheets; contains news, articles, and advertisements.

(<http://wordnet.princeton.edu/perl/webwn?=&newspaper>).

According to Harclerod (1977:393) insofar as schools are concerned newspapers fall into two types: (1) those published for the public at large and (2) those written for school readers. Locatis and Atkinson (1984:13) state that incorporating newspaper or reference books into lessons can help to teach research skills, with exercises and instructional activities that the teacher provides to make these media into mechanisms for learning. Teachers can use newspapers to teach comprehension and critical thinking and to help students develop sensitivity and awareness of the self, the community, the nation, and the world. In many classrooms they not only provide useful current information and material for specialized reading, but also contribute to improved writing in a number of ways.

Typical uses of newspaper are for:

- (1) Current events study and analysis
- (2) Background studies on important local, national, and world problems
- (3) Practice in improving reading and discussion skills

- (4) Doing 'real-math' exercises by following stock market reports
- (5) Learning more about meteorology and weather prediction by following and recording weather reports
- (6) Propaganda analysis
- (7) Study of writing and editorial styles
- (8) Foreign language training
- (9) Bulletin board displays and scrapbook collections.

As a teaching media, especially in teaching written advertisement text, newspaper provides a lot of information and examples about it to be explored by the students. Firstly the students can imitate the structure of sentences of advertisement in newspaper then they can make their own advertisement text.

### **2.2.3.1 The Advantages of Using Newspaper**

As stated in the previous discussion that teacher's creativity including in using media will affect the students' result in learning. Pasquali (2007) stated that drawings, paintings, photography, film, television, analogue and digital video, computer-generated images and the internet have all further increased and enhanced the use of images to communicate information-not just in general, but specifically with regard to scientific ideas, result, and communication.

(<http://www.nature.com/embor/journal/v8/n8/full/7401037.html>)

Newspapers can be important media in language instruction. They are an economical and effective tool to use in addition to textbooks in such areas as reading, writing, critical thinking, current events, and culture. The advantages of using newspapers as media in teaching and learning process are:

- (1) Newspapers are generally written at a junior high school reading level, which makes them comprehensible to intermediate and advanced learners of English
- (2) Newspapers address a wide range of subjects
- (3) Newspapers are current
- (4) Newspapers are adult media that students of all ability levels can be proud to be seen reading
- (5) Newspapers make learning fun
- (6) Newspapers are extremely flexible and adaptable to all curriculum areas and grade levels
- (7) Newspapers bridge the gap between the classroom and the "real" world
- (8) Newspapers can be cut, marked, clipped, pasted, filed, and recycled
- (9) Newspapers are a cost-effective way to educate
- (10) Newspapers contain practical vocabulary and the best models of clear, concise writing.

### **2.3 General Concept of writing**

#### **2.4.1 Definition of Writing**

Writing is one of the four language skills which has its own characteristics. In writing someone uses symbols to express his/her ideas and feelings. Boardman (2002:84) says "Writing is a continuous process of thinking and organizing, rethinking and reorganizing. Good writers go through six basics steps. Each step can be repeated as many as necessary."

There are six basic steps to be a good writer:

(1) Assessing the assignment

Every student is going to have writing assignments with different purpose, so the first step in the writing process is to understand exactly what the teacher wants on a particular assignment. The most important piece of information for you to know is the topic and purpose of the assignment.

(2) Generating Ideas

The purpose of this step is to think about a certain topic and generate as many ideas as possible. There are two effective ways to do it:

- (a) Brainstorming: It can be done individually or in groups. The purpose of brainstorming is to think about and write down a lot of ideas without worrying about what they are, how they are ordered, or even whether you will use them.
- (b) Free writing is similar to brainstorming. You start with a word or a phrase and write down anything you can think of that is related to the topic. The most important aspect of free writing is not allow yourself to stop it. If you practice free writing, you will find that some words tend to be repeated and that ideas occur to you just from writing those words. Just let your ideas and imagination flows.

(3) Organizing your ideas

After get some ideas for your paragraph, now you need to organize those idea.

There are two method to help you organize the topic:

- (a) topic outline: one way to organize your ideas is to outline the points you want to make. To write the topic outline, you first have to decide what the main idea of the paragraph is.
- (b) Tree diagram is a visual kinds of outline format. You start with the main idea and then make branches to points that support your idea.

(4) Writing the first draft

When you have your ideas generate and an organization pattern to follow, you can write your first draft. Good writer should make sure to read their writing carefully in order to make changes and corrections before they consider it finished.

(5) Rewriting

It is critical part of the writing process and consists of two separate processes: revising and editing.

- (a) revising is the first part of rewriting. You may start revising as soon as you finish writing, or, better yet, set your paragraph aside for a while and go back to it later.
- (b) Editing: you make sure the spelling, capitalization, punctuation, vocabulary and grammar are correct. Editing is somewhat mechanical because you are basically following rules. The rules of spelling, for example, are clear, a word is either right or wrong.

(6) Writing the final draft

It is the last step in the writing process. Keep in mind that any of the steps can be repeated at any time.

Writing is considered as a means of communication. Communication in writing tends to involve a thinking process because writing requires the process of selecting and organizing ideas into coherent and logical whole, so in this case writing is undeniably based on thought. The English composition course for students in different language background must be predicated on focusing the students' attention on the culture patterns, their values, interest, needs and their goal. However, writing should reinforce the structural and lexical items which have been taught as well as listening, speaking, and reading skills.

Writing as one of the language skills, has given an important contribution of human works. The important of writing can be seen in people's daily activities and in our school life, like personal letters, teacher and student's activities, offices activities and business activities ( for example application letters). Although writing is the most complex skills to develop, it is very important to be learned and taught. It plays an important role in the modern society. A lot of people are interested.

Writing here is the activity in teaching and learning process in which the students are able to express their ideas, thought, opinions and feelings and organize them in simple sentence based on the real things given by the teacher and also compose them into text. The form of the writing is guided by School Based Curriculum 2006 about the generic structure, language features, and so on.



### **2.4.2 The Component of Writing Skill**

There are several things that you have to think when you write something. Some of them are:

- (1) Ideas: for the readers, idea is the important thing in order to know the writer's background of his or her writing.
- (2) Vocabulary: like speaking, the lack of vocabulary causes misunderstanding in communication and the goal can not be achieved.
- (3) Grammar: grammatical structure not only has a morph syntactical form, they are also used to express meaning (semantics) in contact-appropriate use (pragmatics). We refer to these as the dimensions of form meaning and use. (Murcia, 1999:25)
- (4) Spelling: spelling influences the student's proficiency in spoken English sounds. Not all varieties of English spell the same word in the same way.
- (5) Punctuation: punctuation marks are signposts which guide the reader and his eyes move from one word to another. Each symbol is some kinds of relation: between one word to another, between one phrase to another, between one clause and another, between one sentence and another, or a word and a phrase or word and a clause.

### **2.4.3 The Purpose of Writing**

There are many purposes of writing, such as to complete the assignment, to earn good grade, to publish their writing, and so on. These purposes are outside the writing situation, but they certainly influence the way they think about their purposes. For example, if their motive is to complete the assignment with a good

grade, then they will define their purpose in term of the requirement of their teacher's writing assignment. If their motive is to publish their writing, then they will define their purpose in term of the editor's assumptions about the publication's subject, audience, and purpose. When the purpose is considered as an element inside the writing situation, the term has a specific meaning; the purpose is overall design that governs what the writers do in their writing. When the writers have determined their purpose, they know what kind of information they need, how they want to organize and develop that information and they think is important.

In effect, the purpose of writing process directs and controls all the decisions of the writers thought. It is both what of that process and how that are about. The specific subject of the writer communicates and the strategies from establishing organization and point of view to perfecting tone and word choices that the writer uses to communicate the subject most effectively. The difficulty of this definition is that finding a purpose to guide someone through the writing process.

Procedure writing is both a procedure for demonstrating what people know and a procedure for discovering what they know. For that reason, they must maintain a kind of double vision of their purpose. First, they must think of it as a preliminary objective that helps illuminate the decisions they have to make. They must actually discover their purpose. Second, they must think of it as a final assertion that helps implement what they intend to do in their writing. They have

discovered their purpose and from that point they use it to guide all aspects of their writing.

#### **2.4.4 The Process of Writing**

Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed. Writing is most likely to encourage thinking and learning when students view writing as a process. By recognizing that writing is a recursive process, and that every writer uses the process in a different way, students experience less pressure to "get it right the first time" and are more willing to experiment, explore, revise, and edit. Yet, novice writers (unskilled, unaware, teacher-dependent writer) need to practice writing or exercises that involve copying or reproduction of learned material in order to learn the conventions of spelling, punctuation, and grammatical agreement.

As a rule, however, people do not write just one sentence or even a number of unrelated sentences. They produce a sequence of sentences arranged in a particular order and linked together in certain ways. The sequence may be very short, perhaps only two or three sentences, but because of the way the sentences have been put in order and linked together, they form a coherent whole.

Written language is simply the graphic representation of spoken language, and that written performance is much like oral performance, the only difference lying in graphic instead of auditory signals. Writing comes from working through a process of

writing. The process of writing requires an entirely different set of competencies and is fundamentally different from speaking. The permanence and distance of writing, couple with its unique rhetorical conventions, indeed make writing as different from speaking. Written products are often the result of thinking, drafting and revising procedure that requires specialized skills, skills that not every speaker develop naturally. The upshot of the compositional nature of writing has produced writing pedagogy that focuses students on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product.

## **2.4 Types of Text**

Anderson (1997:1) states that when words are put together to communicate a meaning, a piece of text is created. When you speak or write to communicate a message, you are constructing a text. It means that text can be both in spoken and written form. Based on School-Based Curriculum (2006:36), there are many texts taught in junior high school such as announcement, advertisement, memos, e-mail, brochures, pamphlets, and others.

### **2.5.1 Advertisement as One of Short Functional Text**

Advertisement is a form of communication intended to persuade its viewers, readers or listeners to take some action. It usually includes the name of a product or service and how that product or service could benefit the consumer, to persuade potential customers to purchase or to consume that particular brand. According to

Britt (1997:195), advertisement is any paid form of non personal presentation and promotion of product, services or ideas by an identifiable individual organization.

Dirksen and Kroeger (1972:56) elaborate advertising as follows: advertisement is communication on mass basis information about the qualities and feature of products or services and ideas of significance to the consumers. It has the intention of persuading sufficiency buyers, to warrant the expenditure involved, and this is to be profitable or worth while from the stand point of this designated sponsor.

Based on 2006 School Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan*) advertisement text includes in short functional text that have to be learned by Junior and Senior High School students.

### **2.5.2 Media of Advertisement**

The term media in advertisement is used to denote the various ways in which an advertiser can present his advertising message to people or audiences such as through newspaper, magazine, television and radio. The media of advertisement is broadly divided into two categories, they are:

- (1) Print media, including newspaper, magazine, e-mail, etc. which deliver their messages through words or by written advertisement.
- (2) Electronic media including TV, radio, etc. which deliver their messages through visual and audio on the senses.

The basic purpose of advertisement is to identify or differentiate one product from another and to persuade customers to buy the product, a good advertisement should be able to arouse desire of the customers to buy product.

### **2.5.3 Language Element of Advertisement**

Bovee and Williams (1986:261) mentions the components and elements of advertisement, they are:

- (1) Headline, is the basic element of printed media
- (2) Subheads (subheadlines) are the subordinate headlines
- (3) Body copy or text is the words message of the advertisement
- (4) Boxes and panels are usually used in advertisement, which contains coupons, special offers, content rules, and other blanks.
- (5) Slogan is a brief message, crystallizing an important idea about the product or reason for buying the product which is expressed at the greater length in the copy
- (6) Seal is proving of an independent valued endorsement for the advertised products: types and signature cuts sight are special design of the advertiser's company name or product name.

According to Dirksen and Kroeger (1972:217-222), good advertisement should be (1) brief meaning, effective, consider the sentence meaning and important, (2) clear, meaning that using understandable words and avoiding ambiguous phraseology, (3) apt, meaning that fits the need or wants of the prospect, having correlation between the desire of the prospect and the quality or feature of the product, (4) interesting, meaning that it can create enthusiasm by sharing the probles and hopes of the prospect, (5) personal, meaning centered on the prospect,

therefore, presenting something of interest the reader, (6) sincere and convincing meaning that is honest and emphasizes on one proposal, and (7) short, meaning that making the sentences short, that is, sentences having less than 15 words.

#### **2.5.4 How to Get the Readers' Attention to Take Action**

As quoted from <http://annom.com/how-is-to-write-an-advertising-text-that-your-goods-purchased/>. Especially with newspaper and printed ads that are competing with other ads on the same page it is imperative that you get the readers attention. You can accomplish this not only by color and size but also by having an eye-catching headline. Possible ways to develop this headline would be to determine your product's or services unique selling proposition. Why would the reader want to purchase what you are selling over a competing product? Another possibility could be to list a unique benefit or solution in the headline that your product/service offers. Use action words when appropriate. Bottom line is that it should be compelling enough to cause the reader to want to read further for more information.

The call to action is one of the weakest components of many ads that we all see today. You must lead the reader to what the next step should be. Show them how easy it is to contact you or purchase your offering. Post your tollfree number. Show your address. If you have a web site have an order now page with easy credit card billing. Mention your satisfaction guarantee if you have one that will help minimize your customer's perceived risk of purchasing your product or service. Use action phrases like "Don't delay order now" or "don't miss another day of (product benefit), order now".

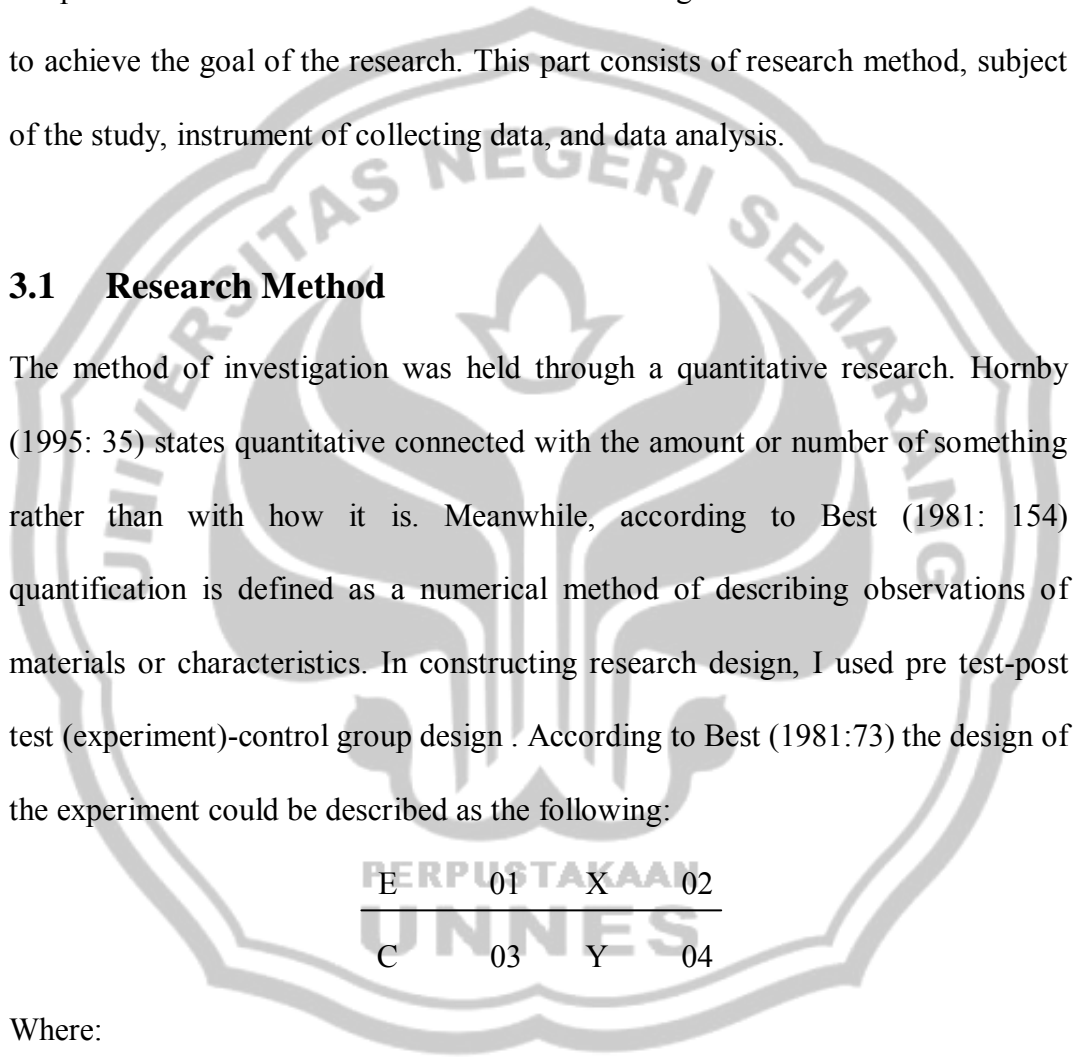
## CHAPTER III

### METHODS OF INVESTIGATION

Chapter III will discuss about the method of investigation that the researcher uses to achieve the goal of the research. This part consists of research method, subject of the study, instrument of collecting data, and data analysis.

#### 3.1 Research Method

The method of investigation was held through a quantitative research. Hornby (1995: 35) states quantitative connected with the amount or number of something rather than with how it is. Meanwhile, according to Best (1981: 154) quantification is defined as a numerical method of describing observations of materials or characteristics. In constructing research design, I used pre test-post test (experiment)-control group design . According to Best (1981:73) the design of the experiment could be described as the following:



E	01	X	02
<hr/>			
C	03	Y	04

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 newspaper
- Y : Treatment without newspaper

In the design above, the subject were assigned to both of the experimental groups (top line) and control groups (on the low line). The two groups were taught the same topic, but with different techniques of teaching. I checked the quality of the subject first by giving a pre test (01 and 03), then gave the treatment, in this study, experimental group was taught advertisement text using newspapers as media while control group was taught advertisement text without using newspaper. Both groups had the same material. Both writing pre-test and post-test were given to the groups. The time given was 40 minutes. The results were counted statistically.

#### The Reasearch Activity

No	Activity	Week I	Week II	Week III
1	Pre-test			
2	Treatment 1			
3	Treatment 2			
4	Treatment 3			
5	Post-test			

### **3.1.1 Procedure of Experiment**

Conducting an experiment always requires some steps which have to be done in chronological order. I took the following steps in conducting my experiment:

- (1) Chose the population of the study that was the third year students of SMP N 1 Adiwerna.
- (2) Took two groups from the population and divided them into two groups: experimental and control group.
- (3) Conducted real experiment.

In conducting real experiment I took the following steps:

#### **a) Pre test**

The pre test was administered before the treatment session. The students were asked to write an advertisement text and they were free to choose the topic. This was done two groups, the experimental group and control group. The pre test was conducted on July, 26<sup>th</sup> 2010.

#### **b) Giving treatment**

The two groups were given a different treatment. The experimental group got a treatment by using newspapers as media in teaching written advertisement text. Otherwise the control group was taught by using conventional method. What is meant by using a conventional method that was the teacher taught advertisement text only using students' exercise book (or Lembar Kegiatan Siswa/LKS).

## Teacher's activities in experimental and control group.

No	Experimental Group	Control Group
1)	The teacher gave pre-test to the experimental group.	The teacher gave pre-test to the control group.
2)	The teacher gave question about advertisement text as warming up.	The teacher gave question about advertisement text as warming up.
3)	The teacher distributed many advertisement text from newspaper and asked students to read it.	The teacher asked students to read material about advertisement text on text book (LKS).
4)	The teacher explained about advertisement text using advertisement from newspaper.	The teacher explained about advertisement text using text book (LKS).
5)	The teacher together with the students analyzed advertisement on newspaper.	The teacher together with the students analyzed advertisement on text book (LKS).
6)	The teacher asked students to do exercise using advertisement on newspaper.	The teacher asked students to do exercises in text book (LKS).
7)	The teacher gave post-test to the experimental group.	The teacher gave post-test to the control group.

**(c) Post test**

After different treatment was given, the students both experiment and control group were given a post test on writing test. This test was aimed to measure the students' achievement of writing advertisement text after treatment

was given. As it was stated in the previous section, the test was a writing test. The students were asked to make an advertisement text. The post test was conducted on August, 9<sup>th</sup> 2010.

- (4) Scored the result of the test
- (5) Determined the means of the result of the two groups
- (6) Compared the two means by applying t-test formula
- (7) Consulted the t- test value with the critical t- value at the 5% (0.5) alpha level of significance.

## **3.2 Subject of the Study**

### **3.2.1 Population**

Margono (2003:118) defines population as a complete set of individuals or subjects having common observable characteristics. Best (1981: 8) states a population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. The population may be all the individuals of a particular type or a more restricted part of that group. Population is very essential means of data collection in research. In this study, I chose the third year students of SMPN 1 Adiwerna, Tegal in the academic year of 2010/2011 as the population. The total number of population was 351 students divided into 9 classes.

### **3.2.2 Sample**

According to Best (1981:8) a sample is a small proportion of the population selected for observation and analysis.

Arikunto (1998: 107) gives an indication to take the sample. If the population is less than 100, it is better that all of the population is used as samples, but if the population is more than 100, the researcher can take 10%-15% or 20%-25% as sample. Since the population in this study was large enough, I took some members of the population as sample; here I took 20% of the population that was 70 students.

There are many sampling techniques used in the investigation. According to Saleh (2001: 34-36) there are four sampling techniques namely: simple random sampling, stratified random sampling, cluster random sampling, and systematic random sampling.

In order to select the students who would participate as the sample of this study, a simple random sampling techniques was applied. On the basis of these data, I took IXF and IXG as the samples. They were taken randomly as experimental class and control class. In this study, I chose 70 students (35 students in each two class).

### **3.3.3 Variables of Investigation**

Best (1981:59) states variables are the conditions or characteristic that the experimenter manipulates, control, or observes. Saleh (2001: 25-26) points out there are five kinds of variables: dependent variable, independent variable, moderator variable, control variable, and intervening variable.

Dependent variable is factor which is measured or observed to determine the effect of independent variable. While independent variable is factor which is measured, manipulated, or selected by the experimenter to determine its

relationship to an observed phenomenon. Moderator variable is factor which is measured, manipulated, or selected by the experimenter to discover whether it modifies the relationship of independent variable to an observed phenomenon. Control variable is factor which is controlled by the experimenter to neutralize an effect they might have on the observed phenomenon. And intervening variable is factor which theoretically affects the observed phenomenon but can not be seen, measured or manipulated.

The variables in this study are:

- (1) The independent variable is the use of newspapers as media in teaching advertisement text.
- (2) The dependent variable is the students' achievement in the test score.

### **3.3 Instrument of Collecting Data**

According to Arikunto (2002:136) instrument is a tool used by a researcher in collecting data in order to ease the data process. In this study, I used test as the instrument. Tests were used to measure the students' mastery in writing advertisement text and were administered twice; namely, the pre test and the post test. Here, the pre test was used to see the students' mastery in writing advertisement text before the treatment, and the post test was used to see the students' mastery after the treatment. To obtain the data, that was the students' ability in writing, I used a writing test. I asked the students to make an advertisement text and the topic was free.

### 3.4 Data Analysis

In collecting data to complete the study, I collected data and analyzed it in the following steps:

First, I hold a test for groups, experimental group and control group then scored the students' work. Scoring the students' work was a step to obtain quantitative information from each student. One way to evaluate the students' achievement in writing was rating scale. The rating scale used to make the researcher easier classified students to the level which was appropriate with their writing skills. The score ranges were used for evaluating each writing trait and getting all writing traits scored. It was the time for the researcher to totalized it into the final score. This score would be students' scores for their writing skill and it would help the researcher classified students' writing proficiency. In this study I used scoring guidance taken from Heaton Grid.

<b>CRITERIA</b>	<b>SCORE</b>	<b>DESRCIPTION</b>
Fluency	5	Flowing style – very easy to understand – both complex and simple sentences are very effective.
	4	Quite flowing style – mostly easy to understand – a few complex sentences are very effective.
	3	Style reasonably smooth – not too hard to undertsand mostly (but all simple sentences fairy effective).
	2	Jerky style – an effort need to understand and enjoy complex sentences confusing – mostly simple sentences and compound sentences.

<b>CRITERIA</b>	<b>SCORE</b>	<b>DESCRIPTION</b>
	1	Very jerky – hard to understand – cannot enjoy reading almost all simple sentences – excessive use of and.
Grammar	5	Mastery on grammar taught on course – only 1 or 2 minor mistakes.
	4	A few minor mistakes only (preposition, articles, etc) -
	3	Only 1 or major mistakes but a few minor ones.
	2	Major mistakes that lead to difficult in understanding – lack of mastery of sentence construction.
	1	Numerous serious mistakes – no mastery of sentences construction – almost untelligible.
Vocabulary	5	Use a wide range of vocabulary taught previously.
	4	Good use of new word acquired – fairly appropriate synonyms, circumlocution.
	3	Attempts to use words acquired – fairly appropriate vocabulary on the whole but sometimes restricted has resort to use synonym, circumlocution, etc on a few occasions.
	2	Restricted vocabulary – use some synonyms (but not all appropriate) imprecise and vague – affects meanings
	1	Very restricted vocabulary – inappropriate use of synonym seriously hinders communications.
Content	5	All sentences support the topic - highly organized – clear progression of ideas well linked – like educated native speaker.



<b>CRITERIA</b>	<b>SCORE</b>	<b>DESCRIPTION</b>
	4	Ideas well organized –links could occasionally be clearer but communication not impaired.
	3	Some lacks of organization – re- reading required for classification of ideas.
	2	Little or no attempt at connectivity – thought reader can deduce some organization – individual ideas may be clear but very difficult to deduce connection between them.
	1	Lack of organization so severe that communication is seriously impaired.
Spelling	5	No error.
	4	1 or 2 minor errors only ( eg. le or el ).
	3	Several errors – do not interfere – significantly – with communication – not too hard to understand.
	2	Several errors – some interfere with communication – some words are very hard to organize.
	1	Numerous errors – hard to recognize several words communication made very difficult.

( Heaton, 1975: 109-111)

The second, I classified the students' score to measure the students' achievement. In order to have more meaningful numerical data of the raw score, they had to be converted to numerical data, which had been processed to the scale of 0 to 100. Then, the processed scores can be used as a basis to make a decision. The measurement of students' achievement that is suggested by Haris ( 1969:134) could be interpreted with the following table:

Criteria of Mastery	Grade
91-100	Excellent
81-90	Very Good
71-80	Good
61-70	Fair
51-60	Poor
Less than 50	Very Poor

The last, I compared the data from both of the two groups. To see whether the difference of the students' result of teaching advertisement text between using newspaper and without using newspaper significant or not, I used the t-test formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left[ \frac{\sum x_1 + \sum x_2}{n_1 + n_2 - 2} \right] \left[ \frac{1}{n_1} + \frac{1}{n_2} \right]}}$$

Where:

t = t-value.

$\bar{X}_1$  = the mean of the experimental group.

$\bar{X}_2$  = the mean of the control group.

$\sum X_1$  = deviation of the experimental group

$\sum X_2$  = deviation of the control group

$N_1$  = the number of the students in experimental group.

$N_2$  = the number of the students in control group.

(Arikunto, 2002:278)

In order to measure the students' reading comprehension achievement difference in pre test and post test, the percentage achievement formula was used.

The formula is as follow:

$$P = \frac{F}{N} \times 100\%$$

in which,

P : Percentage achievement

F : Total score

N : Maximum score

(Saleh, 2001:69)



## **CHAPTER IV**

### **RESULT AND DISCUSSION**

In this chapter, I present the result of the research and discussion which consist of significant difference between the result of the pre-test and the post-test, test of significance and discussion of the research findings that I conducted in SMP Negeri 1 Adiwerna Tegal in the academic year of 2010/2011.

#### **4.1 Significant Difference between the Result of the Pre-test and the Post-test**

Before the experiment was conducted, the students were given a pre-test. The test was a writing test. After the experiment, the students were given a post-test. The scores of the pre-test and the post-test were obtained from five components of writing which consist of fluency, grammar, content, vocabulary, and spelling. The range of each component score was 1-5. The students' score was gotten from the sum of the total score of those five components multiply 4.

##### **4.1.1 Pre-test Finding**

The pre-test of both groups was conducted on July, 26<sup>th</sup> 2010 . Those two classes consisted of 35 students for each class. The purpose of this test was to know the students' ability in writing advertisement text before the treatments were given. The result of the pre-test of experimental group can be seen in Appendix 1 and control group can be seen in Appendix 2.

From the result, the students' average scores were analyzed. The average score of the experimental group was 63.31 and the control group was 63.42. It means that the students' achievement of the experimental group and the control group was relatively the same before the treatments were given. Below is the table of the students' score percentage which covers five components of writing.

**The students' percentage score in pre test**

**Table 1**

CRITERIA	EXPERIMENTAL		CONTROL	
	TOTAL	PERCENTAGE	TOTAL	PERCENTAGE
FLUENCY	110	63%	108	62%
GRAMMAR	104	59%	105	60%
VOCABULARY	116	66%	116	66%
CONTENT	109	62%	110	63%
SPELLING	115	66%	116	66%
TOTAL	554	63%	555	63%

The table above compared the result of students' score of both groups in pre test. For experimental group the total score of fluency was 110 (63%), grammar was 104 (59%), vocabulary was 116 (66%), content was 109 (62%), spelling was 115 (66%), and the total score of five components was 554 (63%). In experimental group vocabulary and spelling got the highest score, it showed that students of experimental group were better in vocabulary and spelling.

While for control group the total score of fluency was 108 (62%), grammar was 105 (60%), vocabulary was 116 (66%), content was 110 (63%), spelling was 116 (66%), and the total score of five components was 555 (63%). In

control group vocabulary and spelling also got the highest score, it showed that students of control group were also better in vocabulary and spelling. In general, the students of experimental and control group had the same ability.

#### 4.1.2 Treatment on the Experimental Group

The treatment was conducted on July 28<sup>th</sup>, August, 2<sup>th</sup> and 4<sup>th</sup>, 2010 for the class IX G as the experimental group. This class consisted of 35 students. The students were taught by using newspapers as media in teaching written advertisement text. Below is the table of the activities in doing the treatment.

The Activities on the Experimental Group

Date	Materials of Learning	Activities
Wednesday, July, 28 <sup>th</sup> , 2010	a) Advertisement cutting from newspapers b) The new vocabularies from the text c) Pronunciation of difficult words d) Specific characters of Advertisement text e) The structures of advertisement text f) Types of advertisement text	1) The teacher distributed many examples of advertisement cutting from newspaper to the students. 2) The teacher wrote and explained some difficult words to the students. 3) The students read the advertisement by the teacher's guide. 4) Students found out the main ideas of the advertisement. 5) The teacher asked some information contained in the text. 6) Students answered the question about advertisement texts. 7) The teacher explained how to construct an advertisement and its characteristics, the social function, the generic structure and language feature of an advertisement.
Monday, August, 2 <sup>th</sup> , 2010	Advertisement cutting from newspapers	1) Students decided the words, meaning and kind of tenses which is used in the advertisement text.

		<ol style="list-style-type: none"> <li>2) The teacher gave another advertisement text and gives jumbled sentences to students.</li> <li>3) The students arranged the jumbled sentences to be a form of advertisement.</li> <li>4) The students were asked to write simple advertisement text and submitted it.</li> </ol>
Wednesday, August, 4 <sup>th</sup> , 2010	Advertisement cutting from newspapers	<ol style="list-style-type: none"> <li>1) The students listened to the explanation about the incorrectness in their previous assignment.</li> <li>2) The students revised their advertisement writing into good order.</li> <li>3) The teacher asked the students to work in group.</li> <li>4) The teacher gave some situations and asks the students to make advertisement based on that situation.</li> <li>5) Students worked in groups and make advertisement texts.</li> </ol>

#### 4.1.2 Treatment on the Control Group

The treatment was conducted on July 30<sup>th</sup>, August, 2<sup>th</sup> and 6<sup>th</sup>, 2010 for the class IX F as the control group. This class consisted of 35 students. The students were taught by using students' exercise book (LKS) as a medium in teaching written advertisement text. Below is the table of the activities in doing the treatment.

## The Activities on the Control Group

Date	Materials of Learning	Activities
Friday, July, 30 <sup>th</sup> , 2010	a) The new vocabularies from the text b) Pronunciation of difficult word c) Specific characters of Advertisement text d) The structures of advertisement text e) Types of advertisement text	1) The teacher explained advertisement text in Students' exercise book (Lembar Kegiatan Siswa/ LKS) 2) The teacher wrote and explained some difficult words to the students. 3) The students read the advertisement by the teacher's guide. 4) Students found out the main ideas of the advertisement. 5) The teacher asked some information contained in the text. 6) Students answered the question about advertisement texts. 7) The teacher explained how to construct an advertisement and its characteristics, the social function, the generic structure and language feature of an advertisement.
Monday, August, 2 <sup>th</sup> , 2010	Students' exercise book (LKS)	1) Students decided the words, meaning and kind of tenses which is used in the advertisement text. 2) The teacher gave another advertisement text and gives jumbled sentences to students. 3) The students arranged the jumbled sentences to be a form of advertisement. 4) The students were asked to write simple advertisement text and submitted it.
Friday, August, 6 <sup>th</sup> , 2010	Students' exercise book (LKS)	1) The students listened to the explanation about the incorrectness in their previous



		<p>assignment.</p> <p>2) The students revised their advertisement writing into good order.</p> <p>3) The teacher asked the students to work in group.</p> <p>4) The teacher gave some situations and asks the students to make advertisement based on that situation.</p> <p>5) Students worked in groups and make advertisement texts.</p>
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#### 4.1.3 Post-test Finding

The post-test was conducted on Monday, August, 9<sup>th</sup> 2010. The purpose of this test was to know the students' ability in writing advertisement text after the treatment were given. The result of the post-test of experimental group can be seen in Appendix 3 while control group in Appendix 4.

From those scores, the average scores of the experimental group and the control group were analyzed. The average score of the experimental group was 74.28 and the control group was 68.81. It means that the achievement of the experimental group was higher than the control group. Below is the table of the students' score percentage which covers five components of writing.

### The students' score percentage in post test

**Table 2**

CRITERIA	EXPERIMENTAL		CONTROL	
	TOTAL	PERCENTAGE	TOTAL	PERCENTAGE
FLUENCY	126	72%	116	66%
GRAMMAR	130	74%	120	69%
VOCABULARY	132	75%	127	73%
CONTENT	126	72%	117	70%
SPELLING	136	78%	122	69%
TOTAL	650	74%	602	69%

The table above compared the result of students' score of both groups in post test. For experimental group the total score of fluency was 126 (72%), grammar was 130 (74%), vocabulary was 132 (75%), content was 136 (78%), spelling was 136 (66%), and the total score of five components was 650 (74%). From the table above we can see there was improvement of students' score of each component in post test, and still spelling got the highest score.

While for control group the total score of fluency was 116 (66%), grammar was 120 (69%), vocabulary was 127 (73%), content was 117 (70%), spelling was 122 (69%), and the total score of five components was 602 (69%). The students' score of control group in post test also improved but the improvement of students' score of experimental group was better than control group.

#### 4.1.5 Level of Students' Achievement

After scoring the students' work, I tried to count the frequency of each grade using grade achievement by Harris (1969:134). Frequency means the number of students achieving one grade. Then it put into percentage. Below was the grade for both groups:

##### The achievement of both groups in pre test

**Table 3**

Grade	EXPERIMENTAL		CONTROL	
	Frequency	Percentage	Frequency	Percentage
Excellent	-	-	-	
Very Good	-	-	-	
Good	3	8.57%	3	8.57%
Fair	17	48.57%	17	48.57%
Poor	15	42.86%	15	42.86%
Very Poor	-	-	-	-

The table above compared the result of students' grade of both groups in pre test. The grade of both groups in pre test was the same. The students who got good grade were 3 (8.57%), fair grade were 17 (48.57), and poor grade were 15 (42.86%). The table showed that the students writing skill on advertisement still low.

##### The achievement of both groups in post test

**Table 4**

Grade	EXPERIMENTAL		CONTROL	
	Frequency	Percentage	Frequency	Percentage
Excellent	-	-	-	
Very Good	-	-	-	

Good	35	100%	13	37.14%
Fair	-	-	22	62.86%
Poor	-	-	-	-
Very Poor	-	-	-	-

The table above compared the result of students' grade of both groups in post test. The grade of both groups in pre test was different. In experimental group all students got good grade (100% good grade). While in control group there were only 13 students who got good grade (37.14%). 22 other students still got fair grade (62.86%). In general, the results achieved by the students in experimental group were better than control group.

## 4.2 Difference between the Two Mean

I computed the difference between two means using the following formula according to Arikunto (2002:264).

$$\bar{X}_e = \frac{\sum X_e}{N_e} \qquad \bar{X}_c = \frac{\sum X_c}{N_c}$$

**The mean of experimental group on the post test**

$$\bar{X}_e = \frac{\sum X_e}{N_e}$$

$$= \frac{2600}{35}$$

$$= 74.286$$

**Whereas, the mean of control group on the post test**

$$\bar{X}_c = \frac{\sum X_c}{N_c}$$

$$= \frac{2408}{35}$$

$$= 68.810$$

From the calculation the mean of the experimental group was 74.286 and the mean of control group was 68.810 so the means of the two groups were not different from each other. The mean of the experimental group was higher than the mean of control group. However, I could not conclude that the difference between the two means was significant. Therefore, to determine whether the difference between the two means was statistically significant, I applied the t-test formula.

The formula is as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left[ \frac{\sum X_1 + \sum X_2}{n_1 + n_2 - 2} \right] \left[ \frac{1}{n_1} + \frac{1}{n_2} \right]}}$$

Where:

t = t-value.

$\bar{X}_1$  = the mean of the experimental group.

$\bar{X}_2$  = the mean of the control group.

$\sum X_1$  = deviation of the experimental group

$\sum X_2$  = deviation of the control group

$N_1$  = the number of the students in experimental group.

$N_2$  = the number of the students in control group.

There were three steps in computing the statistical analysis. First was calculating the means scores of the experimental group and control group. Before,

I calculated the means score, I would see the score distribution of experimental and control group.

#### 4.2.1 Mean of Experimental Group

##### The Score Distribution of Experimental Group

Table 5

No	Test Code	Pre Test	Post Test	Difference (X <sub>e</sub> )	X <sub>e</sub> <sup>2</sup>
1.	E-01	60	72	12	144
2.	E-02	60	72	12	144
3.	E-03	60	76	16	256
4.	E-04	60	72	12	144
5.	E-05	68	72	4	16
6.	E-06	64	76	12	144
7.	E-07	72	72	0	0
8.	E-08	68	76	8	64
9.	E-09	52	76	24	576
10.	E-10	64	76	12	144
11.	E-11	56	72	16	256
12.	E-12	60	72	12	144
13.	E-13	60	76	16	256
14.	E-14	56	72	16	256
15.	E-15	64	76	12	144
16.	E-16	60	76	16	256
17.	E-17	68	72	4	16
18.	E-18	68	80	12	144
19.	E-19	68	72	4	16
20.	E-20	72	80	8	64
21.	E-21	68	76	8	64

22.	E-22	60	72	12	144
23.	E-23	68	72	4	16
24.	E-24	56	76	20	400
25.	E-25	64	72	8	64
26.	E-26	60	72	12	144
27.	E-27	68	76	8	64
28.	E-28	68	72	4	16
29.	E-29	64	72	8	64
30.	E-30	72	80	8	64
31.	E-31	64	72	8	64
32.	E-32	56	76	20	400
33.	E-33	68	76	8	64
34.	E-34	56	72	16	256
35.	E-35	64	76	12	144
	$\Sigma$	2216	2600	384	5152

The mean score computation of experimental group was calculated as follows:

$$\begin{aligned} \bar{X}_1 &= \frac{\Sigma X_e}{N_1} \\ &= \frac{384}{35} \\ &= 10.9714 \end{aligned}$$

To get the mean score of experimental group I divided the total differences between students' score in pre test and pos test (384) by the total number of students (35) and the result was 10.9714.

#### 4.2.2 Mean of Control Group

##### The Score Distribution of Control Group

**Table 6**

No	Test Code	Pre Test	Post Test	Difference (X <sub>c</sub> )	X <sub>c</sub> <sup>2</sup>
1.	C-01	64	68	4	16
2.	C-02	64	72	8	64
3.	C-03	60	68	8	64
4.	C-04	60	68	8	64
5.	C-05	68	68	0	0
6.	C-06	64	76	12	144
7.	C-07	64	72	8	64
8.	C-08	68	72	4	16
9.	C-09	60	64	4	16
10.	C-10	60	68	8	64
11.	C-11	64	76	12	144
12.	C-12	56	68	12	144
13.	C-13	60	68	8	64
14.	C-14	56	76	20	400
15.	C-15	60	68	8	64
16.	C-16	60	64	4	16
17.	C-17	60	64	4	16
18.	C-18	64	64	0	0
19.	C-19	64	64	0	0
20.	C-20	56	76	20	400
21.	C-21	64	64	0	0
22.	C-22	68	70	2	4
23.	C-23	64	72	8	64
24.	C-24	60	68	8	64
25.	C-25	68	68	0	0



26.	C-26	60	64	4	16
27.	C-27	72	66	-6	36
28.	C-28	68	72	4	16
29.	C-29	68	72	4	16
30.	C-30	68	68	0	0
31.	C-31	64	64	0	0
32.	C-32	60	72	12	144
33.	C-33	72	60	-12	144
34.	C-34	60	72	12	144
35.	C-35	72	72	0	0
	$\Sigma$	2220	2408	188	2408

The mean score computation of control group was calculated as follows:

$$\begin{aligned} \bar{X}_2 &= \frac{\Sigma X_2}{N_2} \\ &= \frac{188}{35} \\ &= 5.3714 \end{aligned}$$

To get the mean score of control group I divided the total differences between students' score in pre test and pos test (188) by the total number of students (35) and the result was 5.3714. After calculating the mean of the experimental and control group, I calculated the deviation of each group.

#### 4.2.3 T-test Analysis

To measure the significance of the pre-test and the post-test, the t-test was used. Before applying the t-test formula, the standard deviation should be computed first.

### The computation of the deviation of the experimental group

$$\begin{aligned}\sum X_1 &= \sum X_e^2 - \frac{(\sum X_e)^2}{N_1} \\ &= 5152 - \frac{(384)^2}{35} \\ &= 938.97\end{aligned}$$

To get the deviation of the experimental group first I quadrate each difference of students score in pre test and post test and the total of quadrate differences between students score in pre test and pos test was 5152. Then I subtracted it from the total difference between students score in pre test and pos test that is quadrate  $((384)^2)$  and divided by the total number of students (35) and the result was 938.97.

### The computation of the deviation of the control group

$$\begin{aligned}\sum X_2 &= \sum X_c^2 - \frac{(\sum X_c)^2}{N_2} \\ &= 2408 - \frac{(188)^2}{35} \\ &= 1398.17\end{aligned}$$

To get the deviation of the control group first I quadrate each difference of students score in pre test and post test and the total of quadrate differences between students score in pre test and pos test was 2408. Then I subtracted it from the total difference between students score in pre test and pos test that is quadrate  $((188)^2)$  and divided by the total number of students (35) and the result was 1398.17.

So the deviation of experimental group was 938.97 while the control group was 1398.17. After that, the t-test formula was applied to measure the significant

difference between the experimental group and the control group. The formula as follows:

$$\begin{aligned}
 t &= \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left[ \frac{\sum x_1 + \sum x_2}{n_1 + n_2 - 2} \right] \left[ \frac{1}{n_1} + \frac{1}{n_2} \right]}} \\
 &= \frac{10.9714 - 5.3714}{\sqrt{\left[ \frac{939 + 1390}{35 + 35 - 2} \right] \left[ \frac{1}{35} + \frac{1}{35} \right]}} \\
 &= \frac{5.6}{\sqrt{\left[ \frac{2327}{69} \right] \left[ \frac{2}{169} \right]}} \\
 &= \frac{5.6}{\sqrt{[1.010813]}} \\
 &= \frac{5.6}{1.00539} \\
 &= 5.57
 \end{aligned}$$

The t-test got from the mean of the experimental group (10.9714) subtracted from the mean of the control group ( 5.3714) and the result was 5.6. Then 5.6 divided by square root of the deviation of the experimental group added with the deviation of the control group divided by the total number of students multiplied by two minus two and multiplied by one by the 35 added with one by the 35 and the result was 5.57.

### 4.3 Test of Significance

To check whether the difference between the two means of the control group and the experimental group was statistically significant, the t-value obtained should be

consulted with the critical value in the t-table. Before the experiment was conducted, the level of significant should have been decided first so that the decision making would not be influenced by the result of experiment.

In this experiment, the number of subject of both the experimental and the control group was 70. The degree of freedom was 68. The critical value with the degree of freedom 68 at the 5 % alpha level of significance was not clearly determined in table so I tried to use interpolation in order to find the exact value of t-table.

The following was the counting of the t-table value:

$$\frac{60-68}{60-120} = \frac{1.67-t}{1.67-1.66}$$

$$\frac{-8}{-60} = \frac{1.67-t}{0.01}$$

$$0.13(0.01) = 1.67 - t$$

$$0.0013 = 1.67 - t$$

$$t = 1.67 - 0.0013$$

$$t = 1.6687$$

$$t = 1.67$$

In counting the t-table value which was not clearly determined in table, we had to use interpolation. First we had to find out two degrees of freedom and t-table of both degrees of freedom closest to the degree of freedom that we were counting. Since the t-table we were counting was 68 so the two closest degrees of freedom were 60 and 120 and the t-tables were 1.67 and 1.66. Then we could calculate the t-table using the counting above. The result of counting t-table using interpolation was 1.67. So, it could be concluded that t-value was higher than t-

table value:  $5.57 > 1.67$ . And so, it was clear that there was a significant difference between the results of those groups.

#### **4.4 Discussion of the Research Findings**

The aim of the test was to know the students' achievement in writing advertisement text by using newspaper as the media for the third year students of SMP N 1 Adiwerna, Tegal in the Academic Year of 2010/2011.

In pre test, the average scores of the experimental and the control group were 63.31 and 63.42. From the pre test it could be said that the ability of the two groups was relatively the same. After they received the treatment the average score of the experimental group was higher than the control group. The experimental group got 74.28 and the control group got 68.81.

From the scores it could be concluded that the two groups were homogenous, because there was only slight difference in result between the experimental group and the control one. After receiving the difference treatment the score of the experimental and the control group was different. The average score of the experimental group in post test was better than the score of the control group. In teaching advertisement text to the experimental group, I used newspapers as media while in control group, I taught the students by using the conventional method.

The test could prove that teaching written advertisement text using newspapers as the media to the third year students of Junior High School was more effective.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

Chapter V gives the conclusions of this study and some suggestions based on the result of the experimental study that I conducted.

#### **5.1 Conclusions**

The objective of the study was to find out whether teaching written advertisement text using newspaper was effective or not for students of junior high school.

In finding out the objective of the study, I conducted a study in SMP N 1 Adiwerna, Tegal in the Academic Year of 2010/011. The subjects of the study were 70 students of the third year students of SMP N 1 Adiwerna, Tegal in the academic year of 2010/2011, 35 students of experimental group and 35 students of control group. The experimental group was taught using newspaper and the control group was taught using conventional method. What is meant by using a conventional method that was the teacher taught advertisement text only using students' exercise book (or Lembar Kegiatan Siswa/LKS). In collecting the data, I used writing test as the instrument. I used two kinds of test: pre test and post test. Before the experiment was conducted, a pre-test was given to both groups. A post-test was given after the experiment was done. Then, the data from the two tests were scored and categorized into each level of achievement. From the level of

achievement, it could be seen how many students succeed in doing the test and the different result between the experimental and control groups.

To find out the difference of writing advertisement text using newspaper and writing advertisement text with conventional method, I calculated the mean score of experimental group and the control group. In the experimental group, the mean score of pre-test was 63.31 and the mean score of post-test was 74.28. The difference between the two means in the experimental group was 10.97. While in the control group, the mean score of pre-test was 63.42 and the mean score of post-test was 68.81. The difference between the two means in the control group was 5.39. Based on the data statistical analysis, it could be seen that the improvement of experimental group was higher than control group. In order to know the difference between the two means was significant or not, t-test was used. The result of the computation was 5.57. The critical value for the two tests for 68 degrees of freedom at 5 % alpha level of significance was 1.67.

Since the obtained t-value (5.57) was higher than the critical value at 5 % alpha level of significance (1.67), I concluded that the difference between the means of both groups was statistically significant. From the analysis above, this study showed that newspaper was effective to improve students' writing skill on advertisement text.

## **5.2 Suggestions**

One of the constrains that the teacher may face in her duty was how to make her students interested in her teaching or how to promote her students' interest to

follow her class activities. If students have high interest in her teaching, it means that it's not difficult for teacher to transfer the lesson.

As mentioned, writing advertisement text is not easy for students especially the students of Junior High School, because writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. So in order to make writing advertisement text lesson was effective and interesting, teacher should use some well-developed and has good techniques in the classroom. One way of these is teaching written advertisement text using newspaper. The use of newspaper is one way to achieve this goal. However, the teacher must select the suitable materials for the topic when she was going to teach.

Newspapers can be important media in language instruction. They are an economical and effective tool to use in addition to textbooks in such areas as reading, writing, critical thinking, current events, and culture. By using newspaper, the students can develop their ability in writing advertisement text. They can see many kinds of advertisement in newspaper and learn the components and elements of it. They can write their own advertisement text based on what they learn from advertisement in newspaper.



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Appendix 1

**Score Distribution of Experimental Group in Pre Test**

No	Test Code	Scoring System					Total	Score	Grade
		F	G	V	C	S			
1	E-01	3	3	3	3	3	15	60	Poor
2	E-02	2	3	3	3	4	15	60	Poor
3	E-03	4	2	3	3	3	15	60	Poor
4	E-04	3	3	3	3	3	15	60	Poor
5	E-05	3	3	3	4	4	17	68	Fair
6	E-06	3	2	3	4	4	16	64	Fair
7	E-07	4	4	3	3	4	18	72	Good
8	E-08	3	3	4	3	4	17	68	Fair
9	E-09	2	2	3	3	3	13	52	Poor
10	E-10	3	3	3	3	4	16	64	Fair
11	E-11	3	3	3	3	2	14	56	Poor
12	E-12	4	3	2	3	3	15	60	Poor
13	E-13	3	3	3	3	3	15	60	Poor
14	E-14	3	3	3	2	3	14	56	Poor
15	E-15	3	3	4	3	3	16	64	Fair
16	E-16	4	3	3	2	3	15	60	Poor
17	E-17	3	3	4	3	4	17	68	Fair
18	E-18	3	3	4	3	4	17	68	Fair
19	E-19	4	3	3	4	3	17	68	Fair
20	E-20	4	4	4	3	3	18	72	Good
21	E-21	3	3	3	4	4	17	68	Fair
22	E-22	2	3	3	4	3	15	60	Poor
23	E-23	3	3	4	3	4	17	68	Fair
24	E-24	3	2	3	3	3	14	56	Poor
25	E-25	4	3	3	3	3	16	64	Fair
26	E-26	2	3	3	4	3	15	60	Poor
27	E-27	3	3	4	4	3	17	68	Fair
28	E-28	3	4	4	3	3	17	68	Fair
29	E-29	3	3	3	4	3	16	64	Fair
30	E-30	4	3	4	3	4	18	72	Good
31	E-31	3	3	4	3	3	16	64	Fair
32	E-32	3	3	3	3	2	14	56	Poor
33	E-33	4	4	4	2	3	17	68	Fair
34	E-34	3	2	3	3	3	14	56	Poor
35	E-35	3	3	4	2	4	16	64	Fair
Sum		110	104	116	109	115	554	2216	
Percentage		63%	59%	66%	62%	66%	63%	63%	

## Appendix 2

**Score Distribution of Control Group in Pre Test**

No	Test Code	Scoring System					Total	Score	Grade
		F	G	V	C	S			
1	C-01	3	3	4	3	3	16	64	Fair
2	C-02	3	3	3	3	4	16	64	Fair
3	C-03	3	3	3	3	3	15	60	Poor
4	C-04	3	3	3	3	3	15	60	Poor
5	C-05	3	3	3	4	4	17	68	Fair
6	C-06	3	2	3	4	4	16	64	Fair
7	C-07	3	3	3	3	4	16	64	Fair
8	C-08	3	3	4	3	4	17	68	Fair
9	C-09	3	3	3	3	3	15	60	Poor
10	C-10	3	3	3	3	3	15	60	Poor
11	C-11	3	3	4	3	3	16	64	Fair
12	C-12	3	3	2	3	3	14	56	Poor
13	C-13	3	3	3	3	3	15	60	Poor
14	C-14	3	3	3	2	3	14	56	Poor
15	C-15	3	2	4	3	3	15	60	Poor
16	C-16	4	3	3	2	3	15	60	Poor
17	C-17	3	2	4	3	3	15	60	Poor
18	C-18	3	3	3	3	4	16	64	Fair
19	C-19	3	3	3	4	3	16	64	Fair
20	C-20	3	2	3	3	3	14	56	Poor
21	C-21	3	3	3	3	4	16	64	Fair
22	C-22	4	3	3	4	3	17	68	Fair
23	C-23	3	3	3	3	4	16	64	Fair
24	C-24	3	3	3	3	3	15	60	Poor
25	C-25	3	3	4	3	4	17	68	Fair
26	C-26	2	3	3	4	3	15	60	Poor
27	C-27	3	4	4	4	3	18	72	Good
28	C-28	3	4	4	3	3	17	68	Fair
29	C-29	4	3	3	4	3	17	68	Fair
30	C-30	3	3	4	3	4	17	68	Fair
31	C-31	3	3	4	3	3	16	64	Fair
32	C-32	3	3	3	3	3	15	60	Poor
33	C-33	4	4	4	3	3	18	72	Good
34	C-34	3	3	3	3	3	15	60	Poor
35	C-35	3	4	4	3	4	18	72	Good
Sum		108	105	116	110	116	555	2220	
Percentage		62%	60%	66%	63%	66%	63%	63%	

## Appendix 3

**Score Distribution of Experimental Group in Post Test**

No	Test Code	Scoring System					Total	Score	Grade
		F	G	V	C	S			
1	E-01	3	3	4	4	4	18	72	Good
2	E-02	3	4	3	4	4	18	72	Good
3	E-03	4	4	3	4	4	19	76	Good
4	E-04	3	4	4	3	4	18	72	Good
5	E-05	3	4	3	4	4	18	72	Good
6	E-06	4	4	3	4	4	19	76	Good
7	E-07	4	4	3	3	4	18	72	Good
8	E-08	4	4	4	3	4	19	76	Good
9	E-09	4	4	4	3	4	19	76	Good
10	E-10	3	4	4	4	4	19	76	Good
11	E-11	4	3	4	3	4	18	72	Good
12	E-12	4	3	4	3	4	18	72	Good
13	E-13	3	4	4	4	4	19	76	Good
14	E-14	3	4	4	3	4	18	72	Good
15	E-15	4	4	4	3	4	19	76	Good
16	E-16	4	4	4	4	3	19	76	Good
17	E-17	4	3	4	3	4	18	72	Good
18	E-18	4	4	4	4	4	20	80	Good
19	E-19	4	3	3	4	4	18	72	Good
20	E-20	4	4	4	4	4	20	80	Good
21	E-21	3	4	4	4	4	19	76	Good
22	E-22	3	3	4	4	4	18	72	Good
23	E-23	3	4	4	3	4	18	72	Good
24	E-24	4	4	4	3	4	19	76	Good
25	E-25	4	4	4	3	3	18	72	Good
26	E-26	3	3	4	4	4	18	72	Good
27	E-27	3	4	4	4	4	19	76	Good
28	E-28	4	4	4	3	3	18	72	Good
29	E-29	4	3	3	4	4	18	72	Good
30	E-30	4	4	4	4	4	20	80	Good
31	E-31	3	4	4	3	4	18	72	Good
32	E-32	3	4	4	4	4	19	76	Good
33	E-33	4	3	4	4	4	19	76	Good
34	E-34	4	4	3	4	3	18	72	Good
35	E-35	4	3	4	4	4	19	76	Good
Sum		126	130	132	126	136	650	2600	
Percentage		72%	74%	75%	72%	78%	74%	74%	

## Appendix 4

**Score Distribution of Control Group in Post Test**

No	Test Code	Scoring System					Total	Score	Grade
		F	G	V	C	S			
1	C-01	3	3	4	3	4	17	68	Fair
2	C-02	3	4	4	3	4	18	72	Good
3	C-03	3	4	4	3	3	17	68	Fair
4	C-04	3	4	4	3	3	17	68	Fair
5	C-05	3	4	3	3	4	17	68	Fair
6	C-06	4	4	3	4	4	19	76	Good
7	C-07	3	3	4	4	4	18	72	Good
8	C-08	4	3	4	3	4	18	72	Good
9	C-09	3	4	3	3	3	16	64	Fair
10	C-10	3	3	4	3	4	17	68	Fair
11	C-11	4	3	4	4	4	19	76	Good
12	C-12	4	3	4	3	3	17	68	Fair
13	C-13	3	4	3	4	3	17	68	Fair
14	C-14	4	4	4	4	3	19	76	Good
15	C-15	3	3	4	3	4	17	68	Fair
16	C-16	4	3	3	3	3	16	64	Fair
17	C-17	3	3	4	3	3	16	64	Fair
18	C-18	3	4	3	3	4	17	68	Fair
19	C-19	3	3	3	4	3	16	64	Fair
20	C-20	4	4	4	3	4	19	76	Good
21	C-21	3	3	3	3	4	16	64	Fair
22	C-22	4	3	3	4	3	17	68	Fair
23	C-23	3	4	4	3	4	18	72	Good
24	C-24	4	3	3	4	3	17	68	Fair
25	C-25	3	3	4	3	4	17	68	Fair
26	C-26	3	3	3	4	3	16	64	Fair
27	C-27	3	3	3	4	3	16	64	Fair
28	C-28	4	4	4	3	3	18	72	Good
29	C-29	4	3	4	4	3	18	72	Good
30	C-30	3	3	4	3	4	17	68	Fair
31	C-31	3	3	4	3	3	16	64	Fair
32	C-32	3	4	4	4	3	18	72	Good
33	C-33	3	3	3	3	3	15	60	Poor
34	C-34	3	4	4	3	4	18	72	Good
35	C-35	3	4	4	3	4	18	72	Good
Sum		116	120	127	117	122	602	2408	
Percentage		66%	69%	73%	67%	70%	69%	69%	

## Appendix 5

**List of students in experimental group**

No	Test Code	Name of Student
1.	E-01	Ade Ummul Chalifah
2.	E-02	Amalia Nurbaeti
3.	E-03	Aulia Fitria Ulfah
4.	E-04	Chusnul Yunita
5.	E-05	Didik Istiyanto
6.	E-06	Dika Novitasari
7.	E-07	Dirza Ayu Agustina
8.	E-08	Edi Winarto
9.	E-09	Fahmi Agung Riyadi
10.	E-10	Fatkhudin
11.	E-11	Khoirur Rizal
12.	E-12	Lilly Fitriyani
13.	E-13	M. Fani Firmansah
14.	E-14	Marita Anjelina
15.	E-15	Maulana Yusuf B.
16.	E-16	Moh. Farkhan Yusdani
17.	E-17	Moh. Ghozali
18.	E-18	Mohammad Opi R.
19.	E-19	Mohammad Rizal
20.	E-20	Nurjanah
21.	E-21	Nurul Ayu Isyana
22.	E-22	Panji Ari Saputro
23.	E-23	Ratna Nur Haeni
24.	E-24	Retno Windi Astuti
25.	E-25	Sahara Sekarina
26.	E-26	Salma Nabila
27.	E-27	Septiaji Dwi W.
28.	E-28	Shinta Maghfira K.



29.	E-29	Silvi Ayudya Putri
30.	E-30	Solikha
31.	E-31	Sri Lestari
32.	E-32	Tanti Novita
33.	E-33	Tias Fajar Fauzi
34.	E-34	Ututu Mafatikha
35.	E-35	Yusfi Agil Baihaqi



## Appendix 6

**List of students in control group**

No	Test Code	Name of Student
1.	C-01	Agnes Apresia Putri
2.	C-02	Anggi Evita Sari
3.	C-03	Dedi Suharto
4.	C-04	Dessy Eka Wulandari
5.	C-05	Desy Amalia
6.	C-06	Devi Nur Fitriyani
7.	C-07	Eka Ayu Yulias Tanti
8.	C-08	Eka Oktavia Ningrum
9.	C-09	Evan Rizqi Antika
10.	C-10	Faqih Mahmud A.
11.	C-11	Gerda Anggita Rizky
12.	C-12	Gilang Romadhon
13.	C-13	Hanum Dwi Wahyu
14.	C-14	Intan Fitriani
15.	C-15	Ina Dwi Haryanti
16.	C-16	Iskhaq
17.	C-17	Isna Maulida
18.	C-18	Kartika Utama
19.	C-19	Khaza Lam'an Nijaam
20.	C-20	Lia Restiyanti
21.	C-21	Liris Medial A L
22.	C-22	M. Manarul Hidayat
23.	C-23	M. Rizky Mubarok
24.	C-24	Maylan Aena N
25.	C-25	Muhammad Abdu A W.
26.	C-26	Muhammad Anggit N.
27.	C-27	Muhammad Ilham
28.	C-28	Naila Qutrotul Jannah

29.	C-29	Nela Maulidya
30.	C-30	Nurisma Novianti
31.	C-31	Prasetyo Budi I.
32.	C-32	Restu Bayu P. H.
33.	C-33	Reza Ahmi Ba'diansyah
34.	C-34	Rian Nugraha
35.	C-35	Rosa Faradilla



## Appendix 7

**Instrument I****(Pre Test and Post Test)****Experimental Group**

THEME : ADVERTISING PRODUCT/THINGS

PATTERN : SIMPLE PRESENT TENSE

TYPE OF TEXT : ADVERTISEMENT TEXT

TIME ALLOTMENT : 40 MINUTES

## INSTRUCTION:

1. WRITE YOUR NAME, YOUR NUMBER, AND CLASS IN THE RIGHT CORNER.
2. WRITE AN ADVERTISEMENT TEXT OF A PRODUCT USING YOUR OWN WORDS. YOU ARE FREE TO FIND THE TOPIC.
3. DO IT BY YOURSELF (THE SAME WORKS ARE NOT ACCEPTED).

GOOD LUCK!!!

## Appendix 8

**Instrument II****(Pre Test and Post Test)****Control Group**

THEME : ADVERTISING PRODUCT/THINGS

PATTERN : SIMPLE PRESENT TENSE

TYPE OF TEXT : ADVERTISEMENT TEXT

TIME ALLOTMENT : 40 MINUTES

## INSTRUCTION:

4. WRITE YOUR NAME, YOUR NUMBER, AND CLASS IN THE RIGHT CORNER.
5. WRITE AN ADVERTISEMENT TEXT OF A PRODUCT USING YOUR OWN WORDS. YOU ARE FREE TO FIND THE TOPIC.
6. DO IT BY YOURSELF (THE SAME WORKS ARE NOT ACCEPTED).

GOOD LUCK!!!

Appendix 9  
**LESSON PLAN**  
**(Experimental Group)**  
**Meeting 1**

**SCHOOL** : SMP  
**SUBJECT** : ENGLISH  
**YEAR / SMT** : IX / I  
**TIME ALLOTMENT** : 6x 40 minutes

**Standar Kompetensi**

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

**Kompetensi Dasar**

Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

**Text Type**

Short functional text: advertisement text

**Objectives**

In the end of learning, the students are able to:

1. Find the main idea of advertisement text
2. Identify the social function, the generic structure and language feature of advertisement text

**Material**

1. Advertisement text
2. Vocabularies related to the text

3. Grammar (present tense, imperative, noun, adjective, verb, adverb, tenses)
4. Spelling and punctuation (how to use commas, dots, apostrophe, capital letters, quotation marks)
5. The way how to construct an advertisement text
6. Phrases and the practice
7. Sentences and the practice.

### **Method**

Guided reading

Guided writing

Discussion

Question and answer

Practice

### **Learning Activities**

- Opening
  - 1) Greeting and having a roll.
  - 2) The teacher introduces an advertisement in English.
- Lesson
  1. The teacher distributes many examples of advertisement cutting from newspaper to the students.
  2. The teacher writes and explains some difficult words to the students.
  3. The students read the advertisement by the teacher's guide.
  4. Students find out the main ideas of the advertisement.
  5. The teacher asks some information contained in the text.
  6. Students answer the question about advertisement texts.
- Closing
  1. The teacher asks the students' difficulty about the material
  2. The teacher summarizes the materials.

**Source and Learning Media**

1. English For Junior High School 2
2. The Relevant Books for Junior High School:  
“English on the Sky”  
“Let’s Talk”

**Indicators**

1. Identifying the main idea and information of advertisement text
2. Identifying the social function, the generic structure and language feature of advertisement text

**Assignments**

Students identify the structure and language feature of advertisement text from newspaper.

English Teacher

Eva Amalia

2201406040





**LESSON PLAN**  
**(Experimental Group)**  
**Meeting 2**

**SCHOOL** : SMP  
**SUBJECT** : ENGLISH  
**YEAR / SMT** : IX / I  
**TIME ALLOTMENT** : 2x 40 minutes

**Standar Kompetensi**

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

**Kompetensi Dasar**

Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

**Text Type**

Short functional text: advertisement text

**Objectives**

In the end of learning, the students are able to:

1. Arrange some jumbled sentence into advertisement text
2. Fill in the blanks of some incomplete texts.
3. Find the meaning of some difficult words in the texts.
4. Write short and simple sentences related to the texts.
5. Write a short and simple advertisement text.

**Material**

1. Advertisement text

2. Vocabularies related to the text
3. Grammar (present tense, imperative, noun, adjective, verb, adverb, tenses)
4. Spelling and punctuation (how to use commas, dots, apostrophe, capital letters, quotation marks)
5. The way how to construct an advertisement text
6. Phrases and the practice
7. Sentences and the practice.

### **Method**

Guided reading

Guided writing

Discussion

Question and answer

Practice

### **Learning Activities**

- Opening
  - 1) Greeting and having a roll.
  - 2) The teacher reviews the last material about advertisement.
- Lesson
  - 1) The teacher explains how to construct an advertisement and its characteristics, the social function, the generic structure and language feature of an advertisement.
  - 2) Students decide the words, meaning and kind of tenses which is used in the advertisement text.
  - 3) The teacher gives another advertisement text and gives jumbled sentences to students.
  - 4) The students arrange the jumbled sentences to be a form of advertisement.
- Closing
  - 1) The teacher asks the students' difficulty about the material

- 2) The teacher summarizes the materials.
- 3) The teacher gives homework for the next meeting.  
(Making an advertisement individually)

**Source and Learning Media**

1. English For Junior High School 2
2. The Relevant Books for Junior High School:  
“English on the Sky”  
“Let’s Talk”

**Indicators**

1. Identifying the main idea and information of advertisement text
2. Identifying the social function, the generic structure and language feature of advertisement text

**Assignments**

Students write simple advertisement text

English Teacher

Eva Amalia

2201406040

**LESSON PLAN**  
**(Experimental Group)**  
**Meeting 3**

**SCHOOL** : SMP  
**SUBJECT** : ENGLISH  
**YEAR / SMT** : IX / I  
**TIME ALLOTMENT** : 2x 40 minutes

**Standar Kompetensi**

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

**Kompetensi Dasar**

Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

**Text Type**

Short functional text: advertisement text

**Objectives**

In the end of learning, the students are able to:

1. Arrange some jumbled sentence into advertisement text
2. Fill in the blanks of some incomplete texts.
3. Find the meaning of some difficult words in the texts.
4. Write short and simple sentences related to the texts.
5. Write a short and simple advertisement text.

**Material**

1. Advertisement text

2. Vocabularies related to the text
3. Grammar (present tense, imperative, noun, adjective, verb, adverb, tenses)
4. Spelling and punctuation (how to use commas, dots, apostrophe, capital letters, quotation marks)
5. The way how to construct an advertisement text
6. Phrases and the practice
7. Sentences and the practice.

### **Method**

Guided reading

Guided writing

Discussion

Question and answer

Practice

### **Learning Activities**

- Opening
  - 1) Greeting and having a roll.
  - 2) The teacher asks students to submit their homework and a brief review on the last material about advertisement.
- Lesson
  - 1) The teacher asks the students to work in group
  - 2) The teacher gives some situations and asks the students to make advertisement based on that situation.
  - 3) Students work in groups and make advertisement texts.
  - 4) Students try to make advertisement texts individually in the class.
- Closing
  1. Question and answer about some material the students don't understand.
  2. The teacher gives conclusion about advertisement texts has been studied

### Source and Learning Media

1. English For Junior High School 2
2. The Relevant Books for Junior High School:
  - “English on the Sky”
  - “Let’s Talk”

### Indicators

Writing simple advertisement text.

### Evaluation

Form: writing test

Time: 40 minutes

“Write an advertisement text of a product using your own words. You are free to find the topic.”

### Scoring System

CRITERIA	SCORE	DESRCIPTION
Fluency	5	Flowing style – very easy to understand – both complex and simple sentences are very effective.
	4	Quite flowing style – mostly easy to understand – a few complex sentences are very effective.
	3	Style reasonably smooth – not too hard to undertsand mostly (but all simple sentences fairy effective).
	2	Jerky style – an effort need to understand and enjoy complex sentences confusing – mostly simple sentences and compound sentences.
	1	Very jerky – hard to understand – cannot enjoy reading almost all simple sentences – excessive use of and.

Grammar	5	Mastery on grammar taught on course – only 1 or 2 minor mistakes.
	4	A few minor mistakes only (preposition, articles, etc) -
	3	Only 1 or major mistakes but a few minor ones.
	2	Major mistakes that lead to difficult in understanding – lack of mastery of sentence construction.
	1	Numerous serious mistakes – no mastery of sentences construction – almost untelligible.
Vocabulary	5	Use a wide range of vocabulary taught previously.
	4	Good use of new word acquired – fairly appropriate synonyms, circumlocution.
	3	Attempts to use words acquired – fairly appropriate vocabulary on the whole but sometimes restricted has resort to use synonym, circumlocution, etc on a few occasions.
	2	Restricted vocabulary – use some synonyms (but not all appropriate) imprecise and vague – affects meanings
	1	Very restricted vocabulary – inappropriate use of synonym seriously hinders communications.
Content	5	All sentences support the topic - highly organized – clear progression of ideas well linked – like educated native speaker.
	4	Ideas well organized –links could accasionally be clearer but communication not impaired.
	3	Some lacks of organization – re- reading required for classification of ideas.
	2	Little or no attempt at connectivity – thought reader

		can deduce some organization – individual ideas may be clear but very difficult to deduce connection between them.
	1	Lack of organization so severe that communication is seriously impaired.
Spelling	5	No error.
	4	1 or 2 minor errors only ( eg. le or el ).
	3	Several errors – do not interfere – significantly – with communication – not too hard to understand.
	2	Several errors – some interfere with communication – some words are very hard to organize.
	1	Numerous errors – hard to recognize several words communication made very difficult.

$$\begin{aligned}
 \text{Total Score} &= (F+G+V+C+S) \times 4 \\
 &= (5+5+5+5+5) \times 4 \\
 &= 25 \times 4 \\
 &= 100
 \end{aligned}$$

English Teacher

Eva Amalia

2201406040



## **MATERIAL**

### **ADVERTISEMENT**

**Advertisement is public notice offering or asking for goods, service, etc.**

**Find an advertisement from an English newspaper or a magazine. Discuss it with your friends.**

Here are some points to discuss:

1. What is the advertisement about?
2. Who makes the advertisement?
3. What is it offered?
4. What is the address?
5. What is the telephone number?
6. Is there anything that is eye-catching?
7. Is there anything that can get the readers to take action?

### **GET THE READERS' ATTENTION**

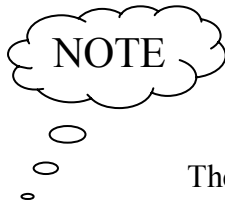
Especially with newspaper and printed ads that are competing with other ads on the same page it is imperative that you get the readers attention. You can accomplish this not only by color and size but also by having an eye-catching headline. Possible ways to develop this headline would be to determine your product's or services unique selling proposition. Why would the reader want to purchase what you are selling over a competing product? Another possibility could be to list a unique benefit or solution in the headline that your product/service offers. Use action words when appropriate. Bottom line is that it should be compelling enough to cause the reader to want to read further for more information.

(PowerHomeBiz.com,LLC, 2008)

Questions:

1. What are the three techniques to get the readers' attention mentioned in the text?
2. Which of the three techniques is elaborated in this text?

3. List the possible ways to create an eye-catching headline?



**GET THE READER TO TAKE ACTION**

The call to action is one of the weakest components of many ads that we all see today. You must lead the reader to what the next step should be. Show them how easy it is to contact you or purchase your offering. Post your toll free number. Show your address. If you have a web site have an order now page with easy credit card billing. Mention your satisfaction guarantee if you have one that will help minimize your customer’s perceived risk of purchasing your product or service. Use action phrases like “Don’t delay order now” or “don’t miss another day of (product benefit), order now”. (PowerHomeBiz.com,LLC, 2008)

**Fill in the blanks with your own words to complete the advertisements**



**Bramantyo's Play Station**

Jl. Adityawarman 81 Surabaya,  
031 8294114

Pic.1.11 (Dit.PSMP, 2006)

We offer you ..... We have collections of ..... games.

It is....., only Rp 2.000 per hour. We have special.....for our customer. We have a.....assistant. We.....fresh drinking and snacks. ....and.....our best service

**Imagine you run a business. You want to put an advertisement about your business (product or service) on the English newspaper. Write a good one for your business.**

Make sure you write:

1. Your business' name
2. Your business matter
3. Your business' specification
4. Your business' address
5. Your phone number
6. Special characteristics of your product.



## Teaching Aid

**DO YOU GET THE WINTER BLUES?**

WHEN WINTER COMES, DO YOU:  
**SLOW DOWN? NEED MORE SLEEP? HAVE TROUBLE CONCENTRATING? FEEL LIKE A HIBERNATING BEAR? FEEL SAD?**

IF YOU ARE AT LEAST 18 YEARS OLD AND ANSWERED YES TO ONE OR MORE OF THESE QUESTIONS, YOU MAY BE ELIGIBLE FOR A NON-DRUG DEPRESSION RESEARCH STUDY AT NO COST TO YOU.

**301-770-7375**

CAPITAL CLINICAL RESEARCH ASSOCIATES EASY ACCESS, EASY PARKING

**YOU WATCH THE BAY SIGHTS**

**WE'LL WATCH THE BRAKE LIGHTS.**

*Tired of driving?*  
**Take the TransBay Bus instead.**

Look for at East Bay bus stops  
 or call 817-1717.

Funded by the S.J. and A. G. Busby Management Company  
 Transportation Fund for Great Bay

**RECORD-VACUUM**  
 cordless electric

**Ronco RECORD VACUUM**

The new stereo accessory that protects all your records

As seen on TV

Simply insert your record into the Record Vacuum, turn it on and your record rotates automatically sweeping and vacuuming your records instantly—loosening deep damaging microdust particles which distort sound and damage your needle. Helps eliminate static electricity build up. Works on 33 $\frac{1}{2}$ , 45's and 78's. The new automatic record cleaner that protects and preserves your records.

**DEPRESSION**

IS MORE THAN SADNESS  
**IT CAN STEAL THE JOY FROM LIFE!**

YOU MAY BE ELIGIBLE FOR A DEPRESSION RESEARCH STUDY AT NO COST TO YOU.

**301-770-7375**

CAPITAL CLINICAL RESEARCH ASSOCIATES EASY ACCESS, EASY PARKING

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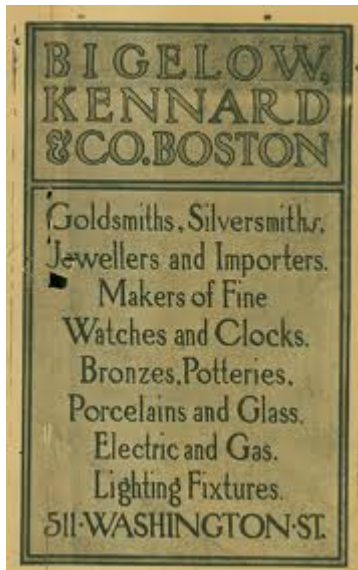
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Appendix 10  
**LESSON PLAN**  
**(Control Group)**  
**Meeting 1**

**SCHOOL** : SMP  
**SUBJECT** : ENGLISH  
**YEAR / SMT** : IX / I  
**TIME ALLOTMENT** : 6x 40 minutes

**Standar Kompetensi**

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

**Kompetensi Dasar**

Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

**Text Type**

Short functional text: advertisement text

**Objectives**

In the end of learning, the students are able to:

1. Find the main idea of advertisement text
2. Identify the social function, the generic structure and language feature of advertisement text
3. Arrange some jumbled sentence into advertisement text
4. Fill in the blanks of some incomplete texts.
5. Find the meaning of some difficult words in the texts.
6. Write short and simple sentences related to the texts.

7. Write a short and simple advertisement text.

### **Material**

1. Advertisement text
2. Vocabularies related to the text
3. Grammar (present tense, imperative, noun, adjective, verb, adverb, tenses)
4. Spelling and punctuation (how to use commas, dots, apostrophe, capital letters, quotation marks)
5. The way how to construct an advertisement text
6. Phrases and the practice
7. Sentences and the practice.

### **Method**

Guided reading

Guided writing

Discussion

Question and answer

Practice

### **Learning Activities**

- Opening
  - 1) Greeting and having a roll.
  - 2) The teacher introduces an advertisement in English.
- Lesson
  1. The teacher explain advertisement text in Students' exercise book (Lembar Kegiatan Siswa/ LKS)
  2. The teacher writes and explains some difficult words to the students.
  3. The students read the advertisement by the teacher's guide.
  4. Students find out the main ideas of the advertisement.
  5. The teacher asks some information contained in the text.

6. Students answer the question about advertisement texts.
  - Closing
    1. The teacher asks the students' difficulty about the material
    2. The teacher summarizes the materials.

### Source and Learning Media

1. English For Junior High School 2
2. The Relevant Books for Junior High School:
  - “English on the Sky”
  - “Let's Talk”
3. Students' Exercise Book (LKS) “*Bahasa Inggris*” MGMP Bahasa Inggris Kab. Tegal.

### Indicators

1. Identifying the main idea and information of advertisement text
2. Identifying the social function, the generic structure and language feature of advertisement text
3. Writing simple advertisement text.

### Assignment

Students identify the structure and language feature of advertisement text in LKS

English Teacher

Eva Amalia

2201406040



**LESSON PLAN****(Control Group)****Meeting 2**

**SCHOOL** : SMP  
**SUBJECT** : ENGLISH  
**YEAR / SMT** : IX / I  
**TIME ALLOTMENT** : 6x 40 minutes

**Standar Kompetensi**

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

**Kompetensi Dasar**

Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

**Text Type**

Short functional text: advertisement text

**Objectives**

In the end of learning, the students are able to:

1. Find the main idea of advertisement text
2. Identify the social function, the generic structure and language feature of advertisement text
3. Arrange some jumbled sentence into advertisement text
4. Fill in the blanks of some incomplete texts.
5. Find the meaning of some difficult words in the texts.
6. Write short and simple sentences related to the texts.
7. Write a short and simple advertisement text.

**Material**

1. Advertisement text
2. Vocabularies related to the text
3. Grammar (present tense, imperative, noun, adjective, verb, adverb, tenses)
4. Spelling and punctuation (how to use commas, dots, apostrophe, capital letters, quotation marks)
5. The way how to construct an advertisement text
6. Phrases and the practice
7. Sentences and the practice.

**Method**

Guided reading

Guided writing

Discussion

Question and answer

Practice

**Learning Activities**

- Opening
  - 1) Greeting and having a roll.
  - 2) The teacher reviews the last material about advertisement.
- Lesson
  - 1) The teacher explains how to construct an advertisement and its characteristics, the social function, the generic structure and language feature of an advertisement.
  - 2) Students decide the words, meaning and kind of tenses which is used in the advertisement text.
  - 3) The teacher gives another advertisement text and gives jumbled sentences to students.

- 4) The students arrange the jumbled sentences to be a form of advertisement.
  - 5) The students were asked to write simple advertisement text and submitted it
- Closing
    - 1) The teacher asks the students' difficulty about the material
    - 2) The teacher summarizes the materials.
    - 3) The teacher gives homework for the next meeting.  
(Making an advertisement individually)

#### **Source and Learning Media**

1. English For Junior High School 2
2. The Relevant Books for Junior High School:  
"English on the Sky"  
"Let's Talk"
3. Students' Exercise Book (LKS) "*Bahasa Inggris*" MGMP Bahasa Inggris Kab. Tegal.

#### **Indicators**

1. Identifying the main idea and information of advertisement text
2. Identifying the social function, the generic structure and language feature of advertisement text

#### **Assignment**

Students write advertisement text based on the situations given by the teacher.

English Teacher

Eva Amalia

2201406040

**LESSON PLAN****(Control Group)****Meeting 3**

**SCHOOL** : SMP  
**SUBJECT** : ENGLISH  
**YEAR / SMT** : IX / I  
**TIME ALLOTMENT** : 6x 40 minutes

**Standar Kompetensi**

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

**Kompetensi Dasar**

Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

**Text Type**

Short functional text: advertisement text

**Objectives**

In the end of learning, the students are able to:

1. Find the main idea of advertisement text
2. Identify the social function, the generic structure and language feature of advertisement text
3. Arrange some jumbled sentence into advertisement text
4. Fill in the blanks of some incomplete texts.
5. Find the meaning of some difficult words in the texts.
6. Write short and simple sentences related to the texts.
7. Write a short and simple advertisement text.

**Material**

1. Advertisement text
2. Vocabularies related to the text
3. Grammar (present tense, imperative, noun, adjective, verb, adverb, tenses)
4. Spelling and punctuation (how to use commas, dots, apostrophe, capital letters, quotation marks)
5. The way how to construct an advertisement text
6. Phrases and the practice
7. Sentences and the practice.

**Method**

Guided reading

Guided writing

Discussion

Question and answer

Practice

**Learning Activities**

- Opening
  - 1) Greeting and having a roll.
  - 2) The teacher asks students to submit their homework and a brief review on the last material about advertisement.
- Lesson
  - 1) The teacher asks the students to work in group.
  - 2) The teacher gives some situations and asks the students to make advertisement based on that situation.
  - 3) Students work in groups and make advertisement texts.
  - 4) Students try to make advertisement texts individually in the class.
- Closing
  3. Question and answer about some material the students don't understand.

4. The teacher gives conclusion about advertisement texts has been studied

### Source and Learning Media

1. English For Junior High School 2
2. The Relevant Books for Junior High School:
  - “English on the Sky”
  - “Let’s Talk”
3. Students’ Exercise Book (LKS) “*Bahasa Inggris*” MGMP Bahasa Inggris Kab. Tegal.

### Indicators

Writing simple advertisement text.

### Evaluation

Form: writing test

Time: 40 minutes

“Write an advertisement text of a product using your own words. You are free to find the topic.”

### Scoring System

CRITERIA	SCORE	DESCRPTION
Fluency	5	Flowing style – very easy to understand – both complex and simple sentences are very effective.
	4	Quite flowing style – mostly easy to understand – a few complex sentences are very effective.
	3	Style reasonably smooth – not too hard to undertsand mostly (but all simple sentences fairy effective).

	2	Jerky style – an effort need to understand and enjoy complex sentences confusing – mostly simple sentences and compound sentences.
	1	Very jerky – hard to understand – cannot enjoy reading almost all simple sentences – excessive use of and.
Grammar	5	Mastery on grammar taught on course – only 1 or 2 minor mistakes.
	4	A few minor mistakes only (preposition, articles, etc) -
	3	Only 1 or major mistakes but a few minor ones.
	2	Major mistakes that lead to difficult in understanding – lack of mastery of sentence construction.
	1	Numerous serious mistakes – no mastery of sentences construction – almost untelligible.
Vocabulary	5	Use a wide range of vocabulary taught previously.
	4	Good use of new word acquired – fairly appropriate synonyms, circumlocution.
	3	Attempts to use words acquired – fairly appropriate vocabulary on the whole but sometimes restricted has resort to use synonym, circumlocution, etc on a few occasions.
	2	Restricted vocabulary – use some synonyms (but not all appropriate) imprecise and vague – affects meanings
	1	Very restricted vocabulary – inappropriate use of synonym seriously hinders communications.
Content	5	All sentences support the topic - highly organized – clear progression of ideas well linked – like educated

		native speaker.
	4	Ideas well organized –links could occasionally be clearer but communication not impaired.
	3	Some lacks of organization – re- reading required for classification of ideas.
	2	Little or no attempt at connectivity – thought reader can deduce some organization – individual ideas may be clear but very difficult to deduce connection between them.
	1	Lack of organization so severe that communication is seriously impaired.
Spelling	5	No error.
	4	1 or 2 minor errors only ( eg. le or el ).
	3	Several errors – do not interfere – significantly – with communication – not too hard to understand.
	2	Several errors – some interfere with communication – some words are very hard to organize.
	1	Numerous errors – hard to recognize several words communication made very difficult.

$$\text{Total Score} = (F+G+V+C+S) \times 4$$

$$= (5+5+5+5+5) \times 4$$

$$= 25 \times 4$$

$$= 100$$

English Teacher

Eva Amalia

2201406040



**MATERIAL  
ADVERTISEMENT**

**Advertisement is public notice offering or asking for goods, service, etc.**

**Read this following advertisement carefully. Then decide whether the sentences are true or false based on the information given in the text.**

**MEGA**

**Cut Meutiah, Jakarta**

Big sale for your home

3 days only

9 a.m. to 8 p.m.

30% off all kitchen sets

20% off sofas and 10%

**RAINBOW**

**Department Store**

20% off all items

**Kid's clothing:**

Shoes, coats, jeans,  
sweaters, swimsuit

**Electronic:**

All stereos, TVs, and  
cameras

**Furniture:**

1. Mega sells of kitchen equipment.
2. Kitchen sets are on sale at Mega.
3. They often compete for money.
4. Rainbow Dept. Store has cameras for 30% off.
5. Mega opens for 7 hours only.
6. Rainbow has leather sofas for 20% off.
7. Mega is located in Aceh.

Read aloud the following advertisement then answer the question orally.

**Boogey Pet Shop**  
**Jl. Sultan Agung, Jakarta**  
 Get your pet number 1 food there  
 We also provide:

- Cat food
- Dog food
- Bird food
- Fish food

Need Persians, Siameese, Dalmatians,  
 Labradors, Louhans and Pigeons?  
 Come to our shop and take them  
 home!  
 Reasonable price,  
 open daily 9 A.M. to 5 P.M.

1. What can you buy from the Boogey pet Shop?
2. Are they selling pet food? Give your reason.
3. Can we buy cat or bird there? Why?
4. What is the meaning by “reasonable price”?

Look at this poster, write an advertisement based on the information given in the poster. Write your advertisement in your exercise book

**THE MIGHTY SALE**  
 25 JULY - 8 AUGUST 2000  
 FANTASTIC BARGAINS. ALL ITEMS 20% TO 70% DISCOUNTS!

**KITCHEN UTENSILS**  
 30% off all items

- Stainless steel pots
- Frying pans
- Woks



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