



**THE USE OF *JAKARTA POST* NEWSPAPER
TO MOTIVATE STUDENTS IN WRITING NEWS ITEM
TEXT BASED ON GENERIC STRUCTURES,
LANGUAGE FEATURES AND SOCIAL FUNCTION**

**(A Case of the Tenth Grade Students of SMA N 1 Mranggen
in the Academic Year of 2011/2012)**

A Final Project

Submitted in Partial Fulfilment of the Requirements
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**ENGLISH DEPARTMENT
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SEMARANG STATE UNIVERSITY
2011**



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THE USE OF *JAKARTA POST* NEWSPAPER TO MOTIVATE THE STUDENTS IN WRITING NEWS ITEM TEXT BASED ON GENERIC STRUCTURES, LANGUAGE FEATURES AND SOCIAL FUNCTION

(a Case of the Tenth Grade Students of SMA N 1 Mranggen in Academic Year 2010/2011)

saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan diskusi dan pemaparan/ ujian. Semua kutipan baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, wahana elektronik, wawancara langsung maupun sumber lainnya, ditulis dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan ketidakberesan, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini digunakan seperlunya.

Semarang, Agustus 2011

Friska Ayu Fitriani

Actually, an ease comes with difficulties.
So, if you have done one thing, keep working hard to do something else.
(Q.S Al-Insyirah 6-7)



To:
ALLAH SWT
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My mother (Suherwati, AMK)
My beloved man (Irfan Kurniawan, AMK)

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ABSTRACT

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Keywords: News Item Text, Writing, Jakarta Post Newspaper, Generic Structure, Language Features, Social Function, Descriptive Qualitative Method.

The objectives of this study are: (1) how generic structures of news item texts written by the tenth grade students of SMA N 1 Mranggen in the academic year of 2010/2011 are? (2) how language features of news item texts written by the tenth grade students of SMA N 1 Mranggen in the academic year of 2010/2011 are? (3) how social function of news item texts written by the tenth grade students of SMA N 1 Mranggen in the academic year of 2010/2011 are?

Descriptive qualitative research method is used in this research. The data of the study are news item texts written by the tenth grade students from *Jakarta Post* newspaper. In this study, writing test and questionnaire are given as the instrument of the study.

Based on the result of the score described, it can conclude that the majority of the tenth grade students of SMA Negeri 1 Mranggen were failed in writing news item text based on the generic structure, language features and social function. Eventhough, the students were interested in the using *Jakarta Post* newspaper as the materials which were given by the teacher during the research; but it can conclude that *Jakarta Post* newspaper could not be used to motivate students in writing news item text. It could be seen from the students' writing which still had difficulty in writing news item text. The students had difficulty in creating paragraph news item that was united and coherent. They still had difficulty in grammar, word choice, and mechanics achieved for all aspects. Moreover, most of the students have limited vocabulary. They do not know the meaning of unfamiliar words in some news article taken from *Jakarta Post* newspaper.

In relation with the result of the study, it is suggested that (1) English teachers applied appropriate methods and techniques in teaching news item text in class to his or her students so that the students are able to write news item text well, and (2) for the next researchers, it is hoped that this research can be a source of literary review to conduct similar researches.

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CHAPTER 1

INTRODUCTION

This chapter deals with the introduction of the final project including background of the study, reason for choosing the topic, statement of the problem, objectives of the study, significance of the study, and outline of the report.

1.1 Background of the Study

As the first foreign language in Indonesia, English has been given a special attention in education (Ramelan, 1992:3). Since English has become an urgent need in Indonesia as a means to develop Indonesian people quality, it is taught earlier at school beginning from elementary schools as a local content up to third grade of senior high schools. But unfortunately even though various methods and approaches have been tried out to reach the purpose, the result has not been satisfactory yet.

As stated in School based curriculum (2006), the objectives of English teaching cover the four language skills: listening, speaking, writing, and reading through the mastery of the language components: vocabulary, grammar, and pronunciation. According to Wells in Ridwan (2009: 1), in the informational level, the emphasis is on reading and writing.

Writing is a productive skill that is considered the most difficult for students. Based on my observation in my teaching practice, I found some facts that the students

faced difficulties in generating ideas, mastering vocabulary, and using grammar in writing class. The students were lazy, bored, and inactive when teaching and learning process was taking place. From the facts above, I can say that it is big challenge for Indonesian teachers to change these difficulties through teaching writing attractively and communicatively.

The English teacher has the responsibility to guarantee the teaching and learning process to run well, so they need to choose the right teaching strategies and materials. The teaching materials can be from the mass media, for example, magazines, newspapers, radio, or internet. For school students, mass media do not only have a function to get information, but also to provide a chance to learn writing. News is any new information or information on current events which is relayed by print, broadcast, Internet, or word of mouth to a third party or mass audience. The reporting and investigation of news falls within the profession of journalism. News is often reported by a variety of sources, such as newspapers, television, and radio programs, wire services, and web sites. (en.wikipedia.org/wiki/News accessed on January 2nd 2011). I choose news found in *Jakarta Post* Newspaper because this newspaper is quite popular either for teacher and the students in Indonesia.

The reason why I choose news item is because I think that the text is more complicated and difficult to understand than other types of text. These facts are supported by my interview with an English teacher who said that the result of students' writing news item was very unsatisfactory. Most of them faced difficulties

in generating ideas, organizing sentences, choosing words, and using grammar.

With all of these backgrounds, I would like to observe The Use of *Jakarta Post* Newspaper to Motivate Students in Writing News Item Text Based on Generic Structure, Language Features and Social Function (a Case of the Tenth Grade Students of SMA N 1 Mranggen in the Academic Year of 2010/2011). I want to know how well the students' writing news item texts based on those three aspects.

1.2 Reasons for Choosing the Topic

In this information era, knowledge and information are very important. There are many various sources of media to get knowledge and information, such as newspaper, television, radio and internet. Reading newspaper is a cheaper and easier way to get them. Because of that, most people tend to seek accurate information through newspaper.

For the English students, newspaper can be an important media to improve their English skills. By analysing its language well, they will have some kind of awareness. For example, the components of the sentences are more complex. By reading the news on newspaper, students not only get new information, but also new vocabulary items and knowledge about how to construct sentence and components of the sentence in English. They can also apply the patterns of sentences on their own writings patterns. For the teacher, newspaper can be a tool to teach English. To motivate students in writing news item, teachers can use some articles in *Jakarta Post*.

Teacher only asks the students to read newspaper, and then students should write information they have got in their own ways. This is the method that can be applied in teaching learning process, which is simple and easy to be implemented.

News Item text is more complicated and difficult to understand for students than other text types. The fact shows that the students got some difficulties to classify and understand the texts into their text types. Especially to analyze the news item text, the students couldn't differentiate between news item text and other types of text. is news item and which one isn't. In understanding news item text, students must know the generic structure, language features and social function of the text.

The reasons for choosing the topic can also be described as follows: First, writing is the most complex skill to show the relationship of ideas which needs the willingness to write and some practices step by step to pass on knowledge. Second, news item text is more complicated and difficult to understand for students than another text types. Third, the last students can motivate themselves on writing by using *Jakarta Post* Newspaper.

I could conclude that the basic problems of students in understanding news item are their lack of understanding about generic structure, language features and also the social function of news item text. With these backgrounds, I will try to analyze The Use of *Jakarta Post* Newspaper to Motivate Students in Writing News Item Text Based on Generic Structures, Language Features and Social Function: a

Case of the Tenth Grade Students of SMA N 1 Mranggen in the Academic Year of 2010/2011 in order to help the students solve these problems.

1.3 Statement of the Problem

The problems under the study are as follows:

- (1) How is the students' achievement in the aspect of generic structures of news item text written by the tenth grade students of SMA N 1 Mranggen in the academic year of 2010/2011?
- (2) How is the students' achievement in the aspect of language features of news item text written by the tenth grade students of SMA N 1 Mranggen in the academic year of 2010/2011?
- (3) How is the students' achievement in the aspect of social function of news item text written by the tenth grade students of SMA N 1 Mranggen in the academic year of 2010/2011?

1.4 Objectives of the Study

Objectives of the study are:

- (1) To describe how generic structure of news item texts was written by the tenth grade students of SMA N 1 Mranggen in the academic year of 2010/2011.
- (2) To describe how language features of news item texts was written by the tenth grade students of SMA N 1 Mranggen in the academic year of 2010/2011.

(3) To discuss how the social function of news item texts was written by the tenth grade students of SMA N 1 Mranggen in the academic year of 2010/2011.

1.5 Significance of the Study

This final project is expected to give some benefits, both theoretical and practical. Theoretically, the writer expects that the result of this study is useful as one way to enrich the reference in giving description of how generic structure, language features and social function of news item texts written by the tenth graders of State Senior High School 1 Mranggen in the academic year of 2010/2011 are.

Practically, the writer expects that the result of this study will be useful for the students of SMA Negeri I Mranggen be motivated to improve their English skills, especially in writing of news item text using *Jakarta Post* Newspaper since they have learned the requirements to write a good text. By analyzing its language well, they will have some kind of awareness. Moreover, the writer expects that the result of this study will be able to make teachers realize, especially English teachers about the importance of emphasizing generic structure, language features and social function in writing a text and use any kinds of media, such as *Jakarta Post* Newspaper in teaching learning activity to motivate students in writing.

1.6 Outline of the Report

This final project is divided into five chapters. The first chapter is introduction, consisting of the general background of the study, reason for choosing the topic, statement of the problems, objectives of the study, significance of the study, and outline of the report. Some of the literature supporting this study is presented on the second chapter. This second chapter discusses the review of related literature dealing with the review of previous studies and review of theoretical background which consists of news and newspaper definition, *Jakarta Post* newspaper, definition of writing, teaching writing news item, genre and news item text. Framework of the present study is also presented in this chapter. The third chapter presents the methods investigation which consists of object of the study, role of the researcher, procedures of collecting data, and procedures of analyzing data. Thus, on the fourth chapter, the writer provides the analysis and the discussion of research findings. Finally, in the fifth chapter, the writer gives the conclusions of the research and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

A research cannot be considered to be theoretical if it does not have theory which could support the arguments of the writer. Therefore, in this chapter the writer would like to present some sources in terms of news, newspaper, writing and news item text. The writer divides this chapter into three subchapters, review of the previous studies dealing with the same study, review of theoretical background and framework of the present study to give limitation of this study.

2.1 Review of Previous Studies

Writing is one of skills that is interesting to be researched. Many scientific studies have been conducted on this skill. Based on the studies which have been done before, using media, especially newspaper can improve students' writing. Here are some previous studies related to this study which is relevant in teaching news item text.

In 2008, Wiwik did his study entitled *The Effectiveness of Using "News-Explanation" Technique in Students' Rewriting of News Item (The Case of the Twelfth Grade Students of SMK N 1 Bawang Banjarnegara in the Academic Year of 2007/2008)*. This final project was an experimental research. The aim of this experimental research was to analyze how good the students' achievement is on writing test. The result was excellent cohesion both grammatical and lexical

cohesion. The result was show that the experimental group got better scores than the control group. The mean score of the control group was 59.4 and the mean score of the experimental group was 71.94

Then, Ratnawati (2010) also did a research about The Use of Writing Process in Roundtable Brainstorming Cooperative Learning in Writing News Item Texts (An Action Research with Tenth Grade Students of SMA N 1 GODONG in the Academic Year of 2009/2010). The objective of the study is to find out the effectiveness of Roundtable Brainstorming cooperative learning technique in writing news item texts. She said that writing process in Roundtable Brainstorming cooperative learning technique was effective in writing news item texts. It was supported by the significant result of the pre-test that was lower (46.15%) than the post- test (78.57%).

From the above previous research findings, I assumed that there is still an area of studies that has not been explored. This area is in knowing the students' ability in writing news item text and to find out to what extent they apply the generic structure, language features and social function of a news item text. Then, I would like to do a research about The Use of *Jakarta Post* Newspaper to Motivate Students in Writing News Item Text Based on Generic Structure, Language Features and Social Function (a Case of the Tenth Grade Students of SMA N 1 Mranggen in the Academic Year of 2010/2011). The differences of my research and the other researchers are that the object and the media used in my research.

2.2 Review of the Theoretical Study

2.2.1 News and Newspaper

2.2.1.1 Definition of News

Today news is the vital link in chains of information present in all society. News informs us about different issues that affecting our life. It makes people able to know what happened in their community and in the world. In other word, it connected people to be able to interact to each other.

News is any new information or information on current events which is relayed by print, broadcast, Internet, or word of mouth to a third party or mass audience. The reporting and investigation of news falls within the profession of journalism. News is often reported by a variety of sources, such as newspapers, television, and radio programs, wire services, and web sites. (en.wikipedia.org/wiki/News accessed on January 2nd 2011).

Charnley (1965: 1) states that news is tomorrow's history come up in today's neat package. Moreover, he also says that "news is current information available to the public about what is going on. Information is often very important to men and women trying to make up their minds about what to think and how to act.

While Hornby (1995:781) states that news is report(s) of recent events. It means that news is a recorded of something happens in recent times. Charnley also supports this idea; he says that the characteristic qualities of news that distinguished it from all other of writing are accuracy, balance, objectivity, clarity, conciseness, and

currency (Charnley, 1965:223- 232). The following are his explanation in details:

Accuracy means not only correctness of specific detail but also correctness of general impression – the way the details are put together and the emphasis given. Balance is a matter of emphasis and completeness. Objective means that the news comes to the customer is outside any personal bias or outside influence that would make it appear for anything but what it is. News is concise and clear means news should be well placed, unified and above all, written so clearly that the meaning of the story is absolutely plain. News is recent means specific about time to show that news is truly the last word of the subject.

(Charnley, 1965: 223-232)

From the definition above we can infer that news is a report of a recent event, a prediction about what will happen tomorrow, new information; what is reported in a newspaper; news periodical, or news broadcast and it is useful to make up our minds about what to think and how to act.

2.2.1.2 The Definition of Newspaper

In the used of written language, the printed mass media which uses a kind written language have improve rapidly. One of them which nowadays is widely spread and is largely demanded by society is the newspaper.

Newspaper is printed publication appearing daily or weekly and containing news, advertisements and articles on various subjects (Hornby 1995: 782). The New International Webster's Comprehensive Dictionary of the English Language Deluxe Encyclopedic Edition writes that newspaper is a publication issued for general circulation at frequent intervals; a public print that circulates news, etc. (2003: 854). Macquarie Library says that newspaper is a printed publication distributed at regular intervals, containing news, photographs, general information services (such as

weather forecasts, television programs), advertising and reviews of sports and cultural events, literature etc (1983: 565).

International organization for standardisation stated that newspaper is a serial publication which contains news or current events of special or general interest. The individual parts are listed chronologically or numerically and appear usually at least once a week. Newspaper usually has a masthead than a cover and is normally larger than A3 (297mm x 420mm) in size.

Based on the explanation, the writer concludes that newspaper is an important thing for people at this time. It consists of much important information, and its language is also useful for the learners of second language. For the learner itself, newspaper can help them to motivate their language skills, especially in writing news item text by using *Jakarta Post* Newspaper.

2.2.2 Jakarta Post Newspaper

In teaching English writing, teacher should give the students a clear understanding about the importance of writing. Giving some exercises in writing and using some media are good ways to improve their motivation in writing. The media can be a news article, story, etc. In this research, the writer uses *Jakarta Post* Newspaper as the media, because this newspaper is quite popular either for teacher or the students in Indonesia.

Jakarta Post is a daily English language newspaper in Indonesia. With an average circulation of around 50,000 copies, it is the largest English language

newspaper in Indonesia. The paper is owned by PT Bina Media Tenggara, and the head office is in the nation's capital, Jakarta. The newspaper was launched on 25 April 1983. The Jakarta Post is a small but influential newspaper oriented towards local English-speaking expatriates and the diplomatic community. In many ways, it acts as an unofficial mouthpiece of the Indonesian government into the international community. (<http://www.m.thejakartapost.com/companyprofile> accessed on March 15th 2011).

Newspaper are a great source of ideas and materials for teaching and can keep the students interested for hours on a whole range of subjects. So in this study, I want to know the students' ability in writing news item text using some articles in Jakarta Post newspaper because it is one of the interesting materials that are favored by students. I hoped that the students will be motivated to learn and improve their writing skill.

2.2.3 Writing

2.2.3.1 Definition of Writing

Writing gives a lot of advantages in human's life. As a language skill, it helps people to express what go through their mind. Definitely, writing gives important contribution to human's life, as a human's work, it plays as a source of knowledge and information for the other people, such as newspaper, magazines, books and so on.

There are several definitions of writing that can be studied; Ramelan (1994: 9) says that writing is very important as a part of man's culture because it can be used to

preserve thoughts, ideas, and also speech sound. Hornby (1995: 1383) states that writing is the general activity or skill writing.

Writing is an important skill to be learnt and should be mastered by students because there are many reasons in learning writing. Learning writing English as a foreign language includes reinforcement, the language development, learning style and most importantly writing skill and its own right (Harmer, 2004: 79).

Moreover, Oshima and Hogue (2006: 2) say that, “writing is a progressive activity; it means that when we first write something down, we have already been thinking about what we are going to say and how we are going to say it. Then, after we have finished writing, we read over what we have written and make changes and corrections.”

Overall, the writer can say that writing is progressive activities that expressed ideas into written form; it is not a natural skill; it needs to be learnt and practiced in order to achieve good writing skill.

2.2.3.2 The Process of Writing

Writing is a process. Because writing has many purposes, it is created in many different forms. Harmer (2004: 4-5) stated that the process of writing be affected by some aspects, such as: content, the type of writing, and the medium of it is written in. He also suggested that the process has four main elements:

(1) Planning

In this stage, the writers have to think about three main issues: the purpose of their writing, the audience they are writing for, and the content structure of the piece.

(2) Drafting

This is the first version of a piece of writing and it will produce on the way to the final version.

(3) Editing

This stage needs some reflecting and revising to make it better.

(4) Final version

After editing the draft and making the changes they consider to be necessary, the writers can produce their final version.

(Harmer, 2004: 4-5)

For the beginners, those steps are not easy work. They can using those guided work in order to create a good writing.

2.2.3.3 Aspects of Good Writing

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

(1) Content

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

(2) Organization

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

In this part, I concern with organization of news item. Gerot and Wignel (1994: 200) state that, “the organization or generic structures of news item texts consist of newsworthy events, background events, and sources.”

(3) Grammar

Grammar is an important aspect in writing. Good writing must show correct basic grammar pattern. In this case, I focus on grammar that is used in writing news item text that is included in significant grammatical patterns. Hammond, et al (1992: 84) states that,

“the significant grammatical patterns of news item consist of some points are: short, telegraphic information about story captured in headline; verbs of action to retell the story; use of verbs of thinking and feeling to give an insight into the participants’ reactions to events; verbs of saying to quote or report what participants and authorities said; focus on circumstances of time and place; focus on specific participants (frequently occurring at the beginning of sentences).”

(4) Word choice

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

(5) Mechanics

In writing, mechanics consist of punctuation marks, indentation, and capitalization of letter. When writing a paragraph, we must use correct punctuation marks. In order to use the correct punctuation marks, learners must concern with sentence structure. They also must concern with the indentation and capital letters. For example, indentation is used when making new paragraph and a capital letter is used to start a sentence. As stated by Broadman (2004:10-11) there are five points to be concerned in writing paragraph:

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

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

2.2.4 Motivation

Every human being has motivation. However, human being's motivation is hard to investigate, because people are often unaware of their motivation. Motivation derives from the word "motive" it is the cause of person to act. If someone spends every minutes and way minutes when he should be doing something else- reading a book, it is safe to assume that there is a strong motivation involved motivation can be seen in

the choice of activity plus the persistence and intensity which the activity is pursued (Yelon and Weisten, 1997: 249).

Motivation is psychology condition to stimulate individual to do something (Neohi Nasution, 1993:8). While Mc. Donald states that motivation is energy into the person characterized by arousal and anticipatory goal reaction (Djamarah, 2002:114). Motivation direct behavior and initiates it, when we are sleepy we seek rest. When we are motivated by a desire for thrills and excitement, the persistence of behavior is also determined by motivational factors. How long we keep at particularly activity is linked to our motivation.

Motivation can be divided based on its sources, when the source comes from the inside of the individual, it is called intrinsic motivation. While extrinsic motivation is the motivation in which the source comes from the environment and everything outside the individual. The following are the explanations in details:

1. Extrinsic motivation

Motivation caused by external events or outside reward that have nothing to do with learning situation it include the circumstances, situation, rewards or punishment, both tangible and intangible that participation in result in an external benefit.

2. Intrinsic motivation

Motivation caused by internal factors such as self-determination, curiosity, challenge, effort, plans, goals, interest, and calculations of likely success or failure. Include involvement in behavioral pattern, thought, process, action activity or reaction for doing activity, so a hobby is an example.

(<http://www.speechmastery.com/defintion-of-motivation.html> accessed on August 22nd 2011).

From the definitions above, the writer concludes that motivation is a complex integration of internal process, which arouses, sustain, and direct behaviour toward a goal. Motivation is mental tendencies that consist of like-dislike, activity, attention and expectation toward an object. In the classroom, motivation refers to such characteristics of students' behaviour as interest, alertness, attention, concentration, and persistence.

2.2.5 Teaching Writing News Item

The success or failure of the English teaching is very much affected by the factors involved like the teachers, time allotment, teaching technique, material and the use of visual aids. The appropriate strategies and materials can help the teacher draw the students' interest and arouse their motivation to learn. If the students are motivated, they will participate actively and will learn hard during the teaching learning process.

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

School based curriculum (2006) writes, “there are five genres which must be learnt by students at tenth grade of high schools that are narrative, procedure, recount, report, and news item.” Each of that text type has different social function. In this study, I concern with teaching news item texts because of some considerations in the previous chapter.

2.2.6 Genre and News Item

2.2.6.1 The Definition of Genre

There are some types of genre: Descriptive, Narrative, Recount, Report, Procedure, Anecdote, Analytical Exposition, Hortatory Exposition, Explanation, Discussion, Reviews and News Item (Hammond, 1992:75). Each text type has its own social function, significant lexicogrammatical features and also its generic structures.

Gerot and Wignell defines “genre as a culturally specific text type which results from using language (written or speaking) to (help) accomplish something” (1994: 17). According to Hornby (2000:561) “genre is a particular type or style of literature, art, music, or film that can be recognized because of its special features”. Genre or text types are important to be learned by students. Each text is different from another text.

News is an example of text types, generally it is called “genre”. Genre is a category of artistic, musical, or literacy composition characterized by a particular style, form or content (Merriam-Webster Collegiate Dictionary, 2003: 522). Genre or

text types are important to be learned by students. It differentiates one text to another. The students can improve their skills and also understand a text when they have known about the genre of the text.

Each text type has predictable structures that are common to it, though they will vary from one text to another. Text types can be described according to the sequence and nature of the stages through which they develop and the grammar is appropriate to each type. Many texts are a combination of text types (K-6 English Syllabus: 101).

Based on the School Based Curriculum, there are five kinds of text types that should be taught to the tenth Grade students of Senior High School. They are Recount, Narrative, Procedure, Description, and News Item. However, in this final project, I will just analyze one kind of texts that is News Item text.

2.2.6.2 The Definition of News Item

Based on School-Based Curriculum (*KTSP*), news item text is a kind of text which must be learnt by the tenth grade students of Senior High School. A news item text is a text which is grouped into the text genre of narration. The main function of narration is telling stories or informing about events in chronological order. The order in the narration can be based on time, place and the events themselves.

Gerot and Wignell (1994:200) explain that “news item aims to inform readers, listeners or viewers about events of the day which are considered newsworthy or important”. According to Kershner (2009: 1) “news writing is the craft of writing

news. He states that most good dictionaries define news as an account of a recent event or information that was not known previously to the recipient”.

News item text is written for public information of what is the newsworthy of the day. Basically, a news item text tries to answer the 5Ws and 1H questions; what, who, when, where, why, and how relating to the newsworthy. Due to the different generic structure of text types, though news item is in one group of narration genres with narrative and recount, understanding the structures on how the news item composed is absolutely important for better understanding on text genres which are different from one type to another.

(<http://understandingtext.blogspot.com/search/label/News%20Item?maxresults=8>; accessed on 5/9/2010 9:15 p.m.)

Before we write news item text we must first read the requirements or procedures in making good news item text so that the text will be understandable. To avoid making mistakes we have to pay attention to several rules, they are: generic structure, language features and social function of the news item text itself. The following are the construction of News Item text based on Gerot and Wignell (1994:200):

(a) Social Function

To inform readers, listeners, or viewers about events of the day which are considered newsworthy or important.

(b) Generic Structure

(i) newsworthy events: recount the events in the summary form

(ii) background events: elaborate what happened, to whom, in what circumstances

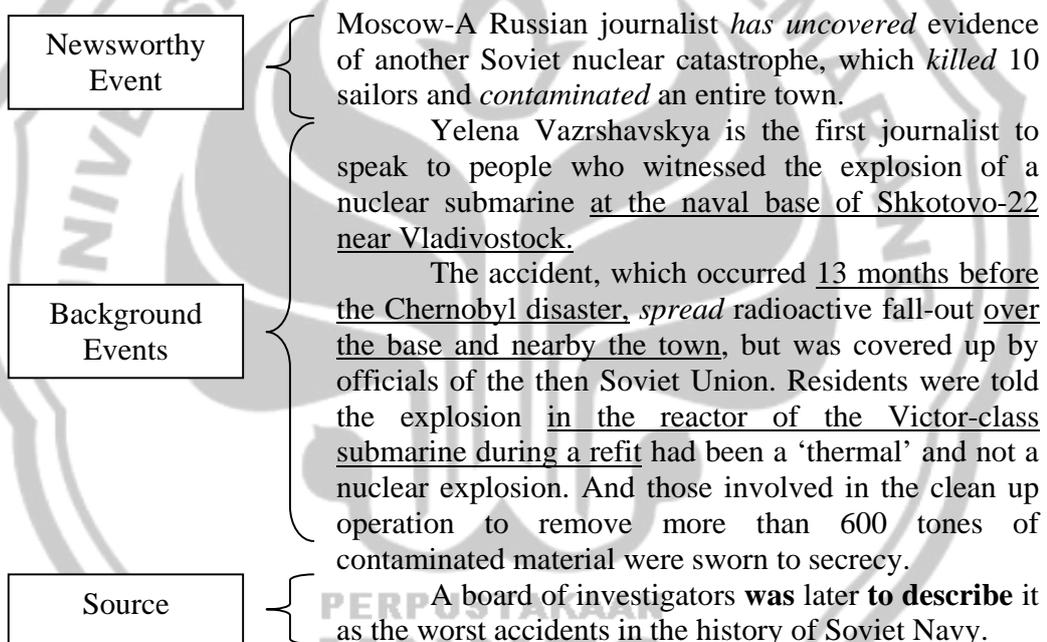
(iii) source: comments by participants, witnesses and authorities expert on the events

(c) Significant Lexicogrammatical Feature

- (i) short telegraphic information about story captured in headline
- (ii) use of material processes to retell the event
- (iii) use of projecting verbal processes in sources stage
- (iv) focus on circumstances (e.g. mostly within qualifiers)

Below is an example of news item found in Gerot and Wignell (1994: 200-201):

“Town “Contaminated”



From the description above, it can be said that news item text is a text that is created for informing the reader about events that are considered newsworthy or important. There are also some lexicogrammatical features, for example: material processes and verbal processes.

2.3 Theoretical Framework

In this final project, the writer is going to analyze the student's writing based on the three aspects: generic structures, language features and the social function of the news item text by using an article taken from *Jakarta Post* Newspaper entitled "Obama: 'Getting our man' outweighed risks of raid".

There are five elements which should be understood by the students in writing. They are organization, logical development of ideas, grammar, punctuation/spelling/mechanics, and style and quality of expression. There are various kinds of genres; one of them is news item text which retell past events, usually in the order in which they happened.

The generic structures of news item text are: (1) Newsworthy Event(s), (2) Background Events, and (3) Sources. The language features of this text are short, telegraphic information about story captured in headline, use of Material Processes to retell the event (in the text above, many of the Material Processes are nominalised), use of projecting Verbal Processes in Sources stage. Meanwhile, the social function of this text is to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

CHAPTER III

METHOD OF INVESTIGATION

A method is a way of doing something. Method is very crucial in research for it will be used in achieving a certain purpose of the study. Since the writer took the qualitative study, in this section, the writer would like to discuss the object of the study, role of the researcher, procedures of data collection and procedures of data analysis.

3.1 Object of the Study

I conducted the descriptive research at SMA N 1 Mranggen in the Academic Year of 2010/2011. There are eight classes at Tenth Grade, the population of these classes is 250 students, and the average number of each class is 30 students. X3 class was randomly chosen as my object of the study. The member of this class is 30 students and they consist of 8 boys and 22 girls.

This research will use qualitative approach to analyze the news item text written by the tenth grade students of SMA N 1 Mranggen in the Academic Year of 2010/2011, especially the three aspects of news item text which have to be achieved by the students in order to them considered able to write news item text. Those three aspects are: generic structure, language features and the social function of news item text.

3.2 Roles of the Researcher

In this study, the writer is as a researcher, data collector and data analyzer. The writer will collect the data needed and then analyze the generic structure, language features and social function of the data collected from the news item text written by the tenth grade students of SMA N 1 Mranggen in the Academic Year of 2010/2011.

3.3 Instrument for Collecting the Data

The most important thing in research is instrument, in which the reliability of the instrument will automatically affect the reliability of the data were obtained. According to Arikunto (2006:149), “instrument is a kind of tool is used to collect data during a research.” I used three methods to collect the data. The first method was writing news item tests. I also made close questionnaire for checking the students’ motivation during my research.

3.4 Procedures of Collecting Data

In collecting the data, I used two methods for collecting the data: test and questionnaire. Starting the procedure of collecting the data, first I came into the class and introduced myself. It was held on Wednesday, May 4th 2011 in class X3. The students were given a piece of paper that was an instruction to write a news item text from *Jakarta Post* entitled “Obama: 'Getting our man' outweighed risks of raid”. The explanations of the three methods can be seen as the following:

3.4.1 Test

The test was the instrument to measure the students' achievement, in this case is writing skill. I instructed the students to compose news item texts that consist of at least 15 sentences. The test was intended to measure the students' achievement in writing news item texts by using article taken from *Jakarta Post* newspaper.

The first activity was a reading section. They should read the text for about twenty minutes. After finishing the reading section, it continued with the test. I asked the students to write the news based on the article given in their own words. Then, I distributed the answer sheets and asked them to do the test. It lasted for about one hour. In the middle of the test, I reminded the students to always remember the three aspects of news item text, and when the time was over I asked the students to submit their work. Next, the texts were further analyzed.

3.4.2 Close Questionnaire

The questionnaire was the last method of collecting the data. It is a list of questions, which should be answered by the students to reflect their conditions at that time. According to Wallace (1998:124),” the questionnaire is answered by reading the questions and then ticking responses or writing in short answer.” I consider giving questionnaire to gather information from the students based on their interest and opinions about the teaching learning process by using article taken from *Jakarta Post* newspaper. In my study, I used close questionnaire that consist of three choices: A, B, and C.

3.5 Procedures of Analyzing the Data

In this session, I concern my discussion with method of scoring and classifying the score. The discussion of them will be presented as follows;

3.5.1 Method of Scoring

After conducting the research, I analyzed the students' writings and gave them score based on the quality of their writings. Scoring the students' writing was a step to obtain information of each student. The analytical scale to rate composition task by Brown (2004: 244) was used to measure the students' ability in writing news item text. By using the rating scale, the score could make a rank order of the students' results on given categories. The scheme of rating scale by Brown (2004: 244) can be seen in appendix 3.

3.5.2 Classifying the Score

After conducting the research, the students' works were analyzed and given score based on the quality of their works. The analytical scale to rate composition task by Brown (2004: 244) was used to measure the students' ability in writing news item text. The analysis then focuses on three aspects: generic structure, language feature and social function of the students' news item texts. After analyzing all of the three aspects required, then I give a complete description about the texts.

The score became a meaningful score after adding the score in each category. The classifying scores were arranged from the highest to the lowest in order to know the position of the students' achievement. Finally, from the total point of the students'

writing based on the Brown's analytical scale for rating composition task, the writer will determine the students' achievement. The data of the students' score can be seen in appendix 1. Here is the table of students' achievement:

Table 3.1 Students' achievement level (adopted from Brown, 2004: 287)

Criteria of mastery	Grade
Score	Level
81-100	Excellent
62-80	Good
43-61	Adequate
24-42	Fair
5-23	Unacceptable

I analyzed questionnaire students' answer by using percentage formula. The description of formula is the following:

$$\text{Percentage} = \frac{\text{Number students' answers/ signs}}{\text{Number of students}} \times 100\%$$

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter is divided into three subchapters. The first subchapter gives general description. It is then followed by the second subchapter that data description. The third subchapter describes the students' score writing news item text. And the last is the research findings. The descriptions of them are as follows:

4.1 General Description

This chapter describes the discussion and the result of the study. After conducting research at SMA N 1 Mranggen through giving the students of X.3 Class a writing test, I got thirty students' writings in the type of news item texts. They should write a news item text from *Jakarta Post* newspaper entitled "Obama: 'Getting our man' outweighed risks of raid". Then, the data were scored using the analytical scale to rate composition task by Brown (2004: 244). The list of the students' scores can be seen in appendix 1.

4.2 Data Description

Based on the scoring, the writer can draw logical description of the three aspects of the students' writing. They are generic structure of the text, language features of the

text and social function of the text. The complete descriptions of those three aspects were presented in the paragraphs below:

4.2.1 Students' News Item Texts Based on Generic Structure

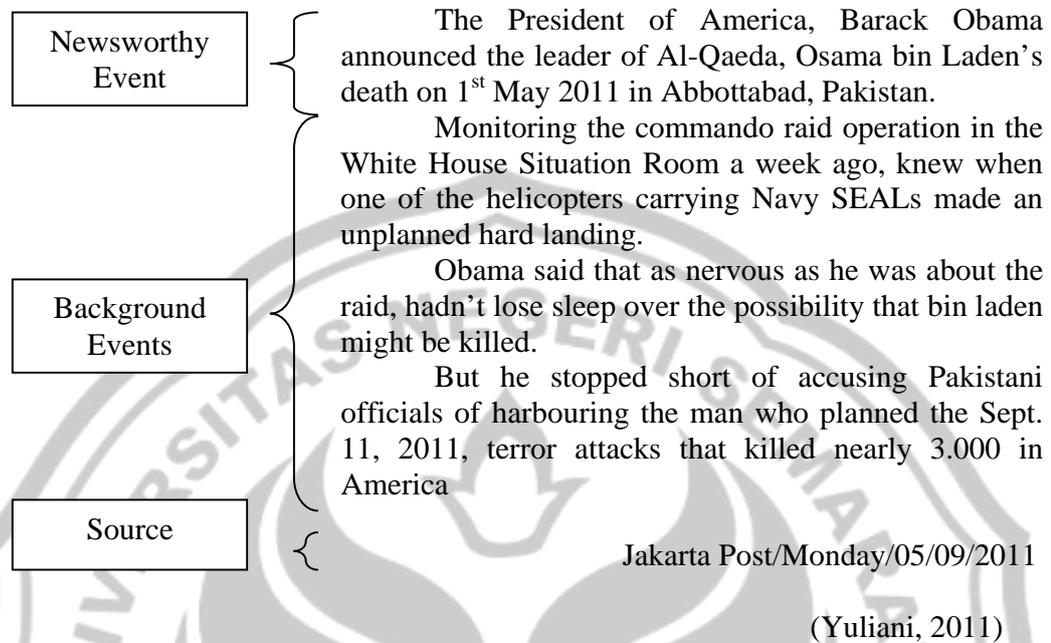
The generic structure analysis was based on aspect number one. It is the aspect of organization of the text, including the introduction, body and conclusion of the text. As stated in chapter II, the generic structures of news item text are: newsworthy events, background events, and sources. In addition, it should be completed with a headline also.

Most of the students' writings showed fair enough structure in writing test. They understood structures in writing news item text, but most of them did not show appropriately paragraph. From the result, it can be seen that the students' writings were divided into five levels as in Brown's rubric. The description of the students' writing in generic structure was provided below:

- a. Students' generic structure was categorized in adequate level.

From the result, it was found that there are three students were categorized in this level. They got 13 score for the organization aspect, because the generic structures of those students' writing were arranged well. Here, I give one of the best examples of them:

“Obama: ‘Getting our man’ outweighed risks of raid”



The description of the above paragraph was based on aspect (1) Organization: introduction, body, and conclusion. The discussions of them are as follows:

1. There was appropriate title, which is “Obama: ‘Getting our man’ outweighed risks of raid”
2. There was an effective introductory paragraph, for instance:

The President of America, Barack Obama announced the leader of Al-Qaeda, Osama bin Laden's death on 1st May 2011 in Abbottabad, Pakistan.

The above paragraph is right because it was written on the newsworthy events, this part showed us the information about which the participants in the text, were it took place, and when did it occurred.

3. Topic is stated, it leads to body. Transitional expressions used; such as:

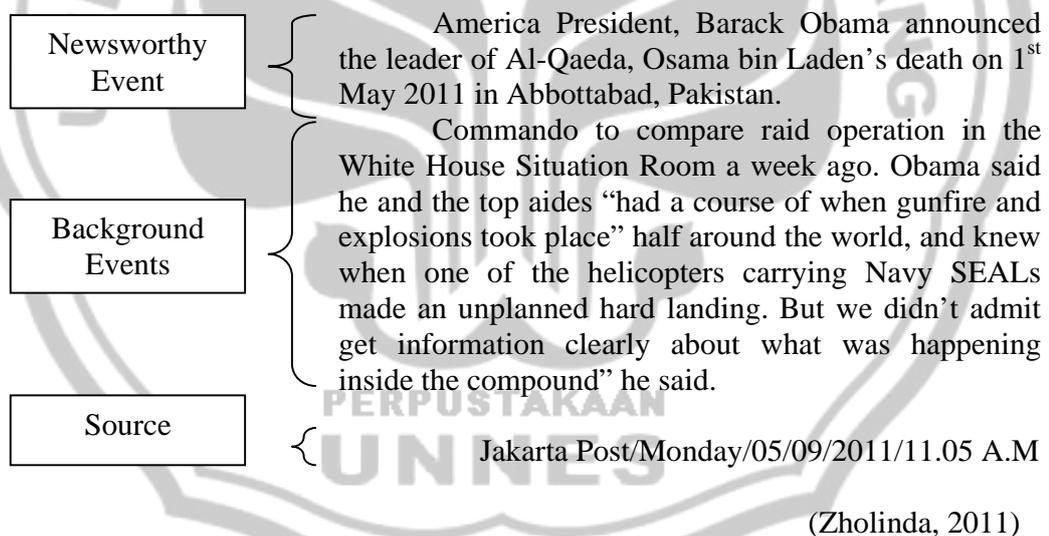
“...*But..*” In addition, some supports evidence given for generalizations.

4. Finally, conclusion logical and complete source, that is “*Jakarta Post/Monday/05/09/2011*”

b. Students’ generic structure was categorized in fair level.

From the result, it was found that there are nine students were categorized in this level. They got score in average of 12 for the organization aspect, because the generic structures of those students’ writing were good. Here, I give the example of students’ news item text in this category:

“Obama: ‘Getting our man’ outweighed risks of raid”



The description of above paragraph was based on aspect (1) Organization: introduction, body, and conclusion. The discussions of them are as follows:

(1) There was adequate title (headline) which is “*Obama: ‘Getting our man’ outweighed risks of raid*”

(2) The complete introduction was stated in the text which tells about who the participants were in the text, where it took place, and when it occurred, like:

America President, Barack Obama announced the leader of Al-Qaeda, Osama bin Laden’s death on 1st May 2011 in Abbottabad, Pakistan.

The above paragraph is right because it was written on the newsworthy events, this part showed us the information about which the participants were in the text, where it took place, and when it occurred.

(3) The body of essay is acceptable, but some evidence may be lacking, and some ideas were not fully developed, such as:

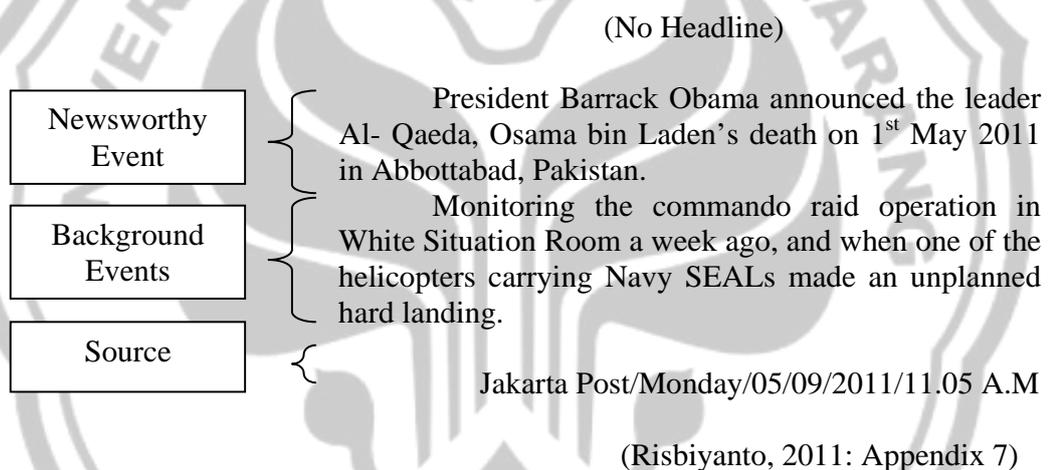
Commando to compare raid operation in the White House Situation Room a week ago. Obama said he and the top aides “had a course of when gunfire and explosions took place” half around the world, and knew when one of the helicopters carrying Navy SEALs made an unplanned hard landing. But we didn’t admit get information clearly about what was happening inside the compound” he said.

The above background events were not fully developed because this part didn’t show us the information about the case. In this case, it should be about the monitoring the commando in the White House Situation Room.

(4) Then the sequence of text was logical but transitional expression may be absent or misused.

c. Students' generic structure was categorized in unacceptable level.

From the result, it was found that there are eighteen students who categorized in this level. They got score in average of 10 for the organization aspect, because the generic structures of those students' writing were not completed by an appropriate headline. Here, I give one of the common examples of students' news item text in this category:



The description of above paragraph was based on aspect (1) Organization: introduction, body, and conclusion. The discussions of them are as follows:

- (1) There was no title (headline).
- (2) The introduction was mediocre (enough), it tells about who the participants were in the text, where it took place, and when it occurred, like:

President Barrack Obama announced the leader Al- Qaeda, Osama

bin Laden's death on 1st May 2011 in Abbottabad, Pakistan.

- (3) There were some problems with the order of ideas in the body; the generalizations may not be fully supported by the evidence given, for instance: “...and when one of the helicopters carrying Navy SEALs made an unplanned hard landing...”

The above background events were not fully developed because this part didn't show us the information about the case. In this case, it should be about the monitoring of the commando in the White House Situation Room.

- d. There were no students categorized into excellent, good and not college level work.

4.2.2 Students' News Item Texts Based on Language Features

The language features analysis was based on aspect number three, four, and five according to Brown's rubric of analytical scale for rating composition task. It is the aspect of grammar; punctuation, spelling and mechanics; style and quality of expression. The complete descriptions about those three aspects are presented in the following paragraph below:

4.2.2.1 Students' errors in grammar

This part concerns with the students' errors in grammar in writing news item texts. There are no students was categorized in excellent, good, even adequate level. All of students were categorized in unacceptable level. They got score in average of

6-8 for the grammar, because there was numerous serious grammar problems interfere with communication of the writer's ideas.

Students' Grammar Errors are classified by using Richard's error analysis (1985:55-61). These classifications are errors in the production of verb groups, errors in the distribution of verb groups, miscellaneous errors, errors in the use of prepositions, and errors in the use of articles. The discussions of them are as follows:

(1) Errors in the production of verb groups,

a) be + verb stem for verb stem

Students' Work:	Correction:
* Obama was announce Osama's death.	Obama announces Osama's death.

b) be + verb stem + for verb stem+ed

Students' Work:	Correction:
* Obama was said that as nervous as he was about the raid.	Obama said that as nervously as he was about the raid.

c) Wrong form after do

Students' Work:	Correction:
* Obama don't lost sleep over.	* He didn't lose slept over.

d) Wrong form after modal verb

Students' Work:	Correction:
* The possibility that bin Laden might killed.	The possibility that bin Laden might be killed.
* We could not got the information clearly.	* We could not get the information clearly.

e) be omitted before verb+stem+ed(participle)

Students' Work:	Correction:
* Osama bin Laden was corpse on throw to sea.	Osama bin Laden's corpse was thrown away in the sea.

f) ed omitted after be+participle verb stem

Students' Work:	Correction:
* Osama's death was announce on the 1 st May 2011.	Osama's death was announced on the 1 st May 2011.

(2) Errors in the distribution of verb groups,

a) Wrong verb form in adverb clause of time

Students' Work:	Correction:
* Obama feel happy when he heard	Obama felt happy when he heard the

the information.	information.
------------------	--------------

b) Object omitted or included unnecessarily

Students' Work:	Correction:
* He said in a Sunday broadcast interview, in the interview Obama said that as nervous as he was about the raid.	He said in a Sunday broadcast interview, that as nervous as he was about the raid.

c) Errors in tense sequence

Students' Work:	Correction:
* one of the helicopters carrying Navy SEALs make an unplanned hard landing	one of the helicopters carrying Navy SEALs made an unplanned hard landing

d) Confusion of too, so, and very

Students' Work:	Correction:
* Obama was so happy when heard the death of Osama.	Obama was very happy when he heard the death of Osama.

(3) miscellaneous errors,

a) in instead of

- *on* : in the 1st May 2011.

- *for* : *in* ten-year hunt.

- *at* :in Abbottabad, Pakistan.

b) on instead of

- *in* :on the White House Situation Room.

- *at* : on the sea.

(4) errors in the use of articles

a). Omission of the

Students' Work:	Correction:
* in White House Situation Room.	in <u>the</u> White House Situation Room.
* President of America announced leader of Al- Qaeda's death.	President of America announced <u>the</u> leader of Al- Qaeda's death.
* Monitoring commando raid operation.	Monitoring <u>the</u> commando raid operation.
* One of helicopters carrying Navy SEALs.	One of <u>the</u> helicopters carrying Navy SEALs.

b). *the used instead of* Θ

Students' Work:	Correction:
* The President of America, Barack Obama.	President of America, Barack Obama.

c) *Omission of a*

Students' Work:	Correction:
* He said in Sunday broadcast interview.	He said in a Sunday broadcast interview.

4.2.2.2 *Students' errors in spelling, punctuation and mechanics*

This part concerns with the students' errors in punctuation, spelling, and mechanics which were made by students in writing news item texts. For punctuation, spelling and mechanics aspects, most of students were categorized into adequate level. They got score in average of 12-14 for spelling, punctuation and mechanics; because there were some problems with punctuation that can distract reader. The problems of spelling were appeared also. The discussions of them are as follows:

(1) Students' errors in the spelling:

Students' Work:	Correction:
* The President of <u>Amerika</u> .	The President of America.

* <u>Obama</u> bin Laden.	Osama bin Laden.
* On 1 st <u>Mey</u> 2011.	On 1 st May 2011
* <u>Abbotabed</u> , Pakistan.	Abbottabad, Pakistan
* Barack Obama <u>annuunced</u> .	Barack Obama announced
* Osama might be <u>killied</u> .	Osama might be killed.
* In the White <u>Home</u> Situation Room.	In the White House Situation Room.
* <u>Monotoring</u> the <u>comande</u> raid operation.	Monitoring the commando raid operation.
* had a <u>sance</u>	had a sense.
* <u>Explositions</u> took place.	Explosions took place.
* One of the <u>helicopters</u> .	One of the helicopters.
* Made an <u>unplaned</u> landing.	Made an unplanned landing.
* in Sunday <u>broad deast in teview</u> .	in Sunday broadcast interview.

(2) Students' errors in the mechanics:

Students' Work:	Correction:
* The leader of <u>al-qaeda</u> , <u>osama bin laden</u> 's death was <u>Announced</u> by the president of <u>america</u> , Barack <u>obama</u> on 1 st may 2011 in <u>abbottabad</u> , Pakistan.	The leader of Al-Qaeda, Osama bin Laden's death was announced by the President of America, Barack Obama on 1 st May 2011 in Abbottabad, Pakistan.
* Monitoring the commando operation	Monitoring the commando operation in

in the <u>white</u> <u>house</u> <u>situation</u> <u>room</u> a week ago.	the White House Situation Room a week ago.
* Knew when one of the helicopters carrying <u>navy</u> <u>seals</u> made unplanned hard landing.	Knew when one of the helicopters carrying Navy SEALs made unplanned hard landing.

4.2.2.3 Students' errors in style and quality of expression

This part concerns with the students' style and quality of expression aspect which were made by students in writing news item texts. These aspects include the vocabulary (word choice) and the register of body of the text. For style and quality of expression, most of the students were categorized in fair level, because there were found poor expression of ideas; problems in vocabulary; lacks variety of structure. Here are some students' errors in vocabulary (word choice):

Students' Work: Examples :	Correction:
* in the White <u>Home</u> Situation Room.	in the White House Situation Room.
* the <u>commando</u> Al-Qaeda.	the leader of Al-Qaeda.
* with <u>him</u> minister.	with his minister.
* the leader of Al-Qaeda <u>terrorist</u> .	the leader of the <u>Islamist</u> militant group Al-Qaeda.

Furthermore, in the area of language features, they can not do their tasks to achieve good level. There was numerous serious grammar problems interfere with communication of the writer's ideas. Some spelling errors, punctuation problems and mechanics aspects or problems with their writing convention distract the readers. In style and quality of expressions aspect, there were found poor expression of ideas and problems in using vocabulary.

4.2.3 Students' News Item Texts Based on Social Function

The social functions realized in the students' writing of news item text could be described based on the overall result of the analysis and aspect number two. This aspect dealt with completeness, unity and coherence of students' writing. Then, from the result of the analysis, the students' achievement in realizing social function is seen which is divided into five levels in Brown's rubric. All of the students were categorized in unacceptable level. The discussions are as the following:

(1) completeness

All students were found to be unsatisfactory. Based on the guidelines, they had to write at least fifteen sentences. In reality, they wrote less than what was required. Most students wrote only eight to twelve sentences.

(2) unity,

The unities of most students' writings did not show good unity that students had not written appropriate sentences with the topic. Moreover, the ideas that were found limited. The paragraph shows inadequate effort in area of content.

(3) coherence

The students' writings were found to be less coherent. Every paragraph did not show a main sentence and was not followed by supporting sentences. In addition, the students did not write some conjunctions to connect a sentence with the other, so they were not interesting to read. For examples:

Students' Work:	Correction:
(1) In the interview, Obama said that as nervous as he was about the raid. He didn't lose sleep over the possibility that bin Laden might be killed.	In the interview, Obama said that as nervously as he was about the raid. <u>Even</u> , he didn't lose sleep over the possibility that bin Laden might be killed.
(2) Obama said he and top aides "had a sense of when gunfire and explosions took place" halfway around the world. knew when one of he helicopters carrying Navy SEALs made an unplanned hard landing.	Obama said he and top aides "had a sense of when gunfire and explosions took place" halfway around the world <u>and</u> knew when one of he helicopters carrying Navy SEALs made an unplanned hard landing.

In conclusion, the students did not success in achieving the social purpose of news item text. Almost all of the students' writing categorized in unacceptable level in the area of content. The students' writing was found to be unsatisfactory; they

wrote only eight to twelve sentences. They did not show good unity in their sentences and the ideas that were found limited in their writings. Moreover, the students' writings were found that they were less coherent. Every paragraph did not show a main sentence and was not followed by supporting sentences.

4.3 Analysis of Questionnaire

The close questionnaire is used to obtain some information about their interest and opinions by using *Jakarta Post* Newspaper as a media in writing news item texts. It consists of eight questions that had to be answered. The students had to answer by crossing the choices A, B, or C in the multiple choice items according to their mind. The purpose of this questionnaire was to identify the students' responses to the teaching and learning during the research. Here is the discussion of the multiple-choice questionnaire:

The first question was, whether English is important for their life. The result was, 46.67% students argued that English is very important for their life, 50% students argued that English is important for their life but 3.33 % students argued that English is not important for their life.

The second question was, whether the students find difficulty in writing news item text. Most of the students answered that they were rarely find the difficulties in writing news item texts because they did not master the material of five aspects of good writing; students' answer reached up to 73.33% and 26.67% students argued

that they had difficulties in writing news item texts. It can be said that most of them faced difficulties in writing news item texts and it should be eliminated.

Then, the question number 3 was, whether material that have been given was interesting or not or not. The result was, 33.33% students answered that the material that have been given by teacher was very interesting, 63.33% students answered that the material that have been given by teacher was interesting, but 3.33% students answered that the material that have been given by teacher was not interesting. It can be stated that most of them considered that the teacher could give interesting material by using some articles from *Jakarta Post* and make the class more active, so they did not feel bored during the lesson.

The following question was, whether materials that have been given can help the students in writing news item texts. The result was 56.67% students agreed that materials that have been given very help the students in writing news item texts. And 43.44% students thought that materials that have been given can help the students in writing news item texts.

The last question was, whether using *Jakarta Post* Newspaper can help the students in writing news item texts. The result was, 33.33% students agreed that it was very help them in writing news item texts, 63.33% students agreed that it can help them in writing news item texts. Only 3.33 % students thought that they were not sure that it can help them in writing news item texts.

4.4 Research Findings

From the analyses of the data research, I could state some findings. Here are the results of the study:

In this research, even though the students were interested in the using *Jakarta Post* newspaper as the materials which were given by the teacher during the research; but it can conclude that *Jakarta Post* newspaper could not be used to motivate students in writing news item text. It could be seen from the students' writing which still had difficulty in writing news item text. The students had difficulty in creating paragraph news item that was united and coherent. They still had difficulty in grammar, word choice, and mechanics achieved for all aspects. Moreover, most of the students have limited vocabulary. They do not know the meaning of unfamiliar words in some news article taken from *Jakarta Post* newspaper.

The score of the analyses students writing were based on Brown's rubric (2004: 244). The scoring table could be seen at the table below:

Table 4.1 Students' Scoring by Brown

Score	Level	Number of Students
81-100	Excellent	-
62-80	Good	-
43-61	Adequate	-
24-42	Fair	30
5-23	Unacceptable	-
Total		30

Based on the result of the score described, it can conclude that the majority of the tenth grade students of SMA Negeri 1 Mranggen were failed in writing news item text based on the generic structure, language features and social function. This test showed that the students could not alleviate their difficulties in writing, especially in writing news item text.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions in line with the statement of the problems. In addition, some suggestions are also provided with the expectation that they will be useful for those who want to conduct similar research.

5.1 Conclusions

In line with the statement of the problems of this research, it can be concluded that the students were in fair level of organization aspect. Most of their news item writings have complete elements. Most of all the students' news item writings have complete generic structure of a news item text. Most of the students have written an acceptable introduction that leads to the body, but the bodies of their writings are unacceptable. In addition, they did not know how to generate the ideas and compose those ideas into good news item texts. They thought that writing was difficult skill because they did not master the materials of five aspects of good writing and lack of writing practice.

Furthermore, in the area of language features, they can not do their tasks to achieve good level. There was numerous serious grammar problems interfere with communication of the writer's ideas. Some spelling errors, punctuation problems and mechanics aspects or problems with their writing convention distract the readers. In

style and quality of expressions aspect, there were found poor expression of ideas and problems in using vocabulary.

Almost all of the students' writing categorized in unacceptable level in the area of content. It was found that they wrote unsatisfactory, they wrote only eight to twelve sentences. They did not show good unity in their sentences and the ideas that were found in their writings were limited. Moreover, the students' writings were found that they were less coherent. Every paragraph did not show a main sentence and was not followed by supporting sentences. In other words, they did not success in achieving the social purpose of news item text.

5.2 Suggestions

After doing this research, I hope the findings will give advantages to the area of education, particularly in the scope of SMA N 1 Mranggen. Hopefully, the teachers would be more pay attention in teaching writing news item texts and the components of good writing: content, grammar, spelling, organization, and mechanics because many students still made some mistakes in using the correct form of grammar, vocabulary, and spelling. The teachers could use some techniques in teaching news item texts. The teachers should apply writing process in writing class so that the students could alleviate the difficulties in writing. Then, they should pay attention in deciding the topic which will be written based on students' interest, so that the students could result the good writings.

For the students of SMA N 1 Mranggen, they must practice more in writing, especially in writing the news item text for the sake of betterment. In fact that news item text is close to the students' everyday lives, some students still have some problems in writing news item text. Their English also need some evaluation in the area of grammar, spelling and also punctuation. Their expression and vocabulary usage also need more practice. Then, they should apply those skills in real life so that they are able to communicate well through writing.

The solution that may be useful to overcome this problem is by improving the students' vocabulary mastery until their vocabulary can be said well enough. In improving the students' vocabulary, the effective way that must be used by the students, for example, is by keeping a notebook or at least a piece of paper in their pocket. It is purposed when the students find difficult words wherever they are, they can write them down on the notebook or paper and look for the meaning of the words whenever and wherever they have an opportunity. The students may open the dictionary when they need. In addition, the teacher should give motivation to their students to read the text carefully and to find the meaning of the difficult words by consult to the dictionary

For readers who are interested in this topic, (1) by studying this research paper, they are expected to know more about news item text in order to make their English mastery better; (2) by studying this paper, they could understand and know about students' achievement in writing news item text, especially Grade X students of

SMA N 1 Mranggen; (3) the elaboration of this research will enrich literature in foreign language teaching research; especially in writing, so other researcher will use it as literature review to conduct such research to find out some other aspects containing in writing.



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<i>Appendix 1</i>

The List of the Students' Scores

No.	Name	Scores					Total Score
		Organization	Logical Development of Ideas	Grammar	Punctuation, spelling, and mechanics	Style and quality of expression	
1.	AGUNG PRASETYO	8	6	5	10	7	36
2.	AINI NUR AFIFAH	10	6	3	10	7	36
3.	AINU ULFIYAH	8	6	5	10	6	35
4.	AINUL YAQIN	8	6	5	10	7	36
5.	ANGGUN PRATIWI	8	6	3	6	6	29
6.	ANI MUSLIMAH	6	7	6	10	10	39
7.	EVI FITRIYANTI	10	6	5	10	7	38
8.	FEBRIA TIA F.	6	7	6	10	7	36
9.	HIDAYAT ULLAH J.	6	7	6	10	7	38
10.	IMAM BAYDHOWI	6	6	6	6	7	31
11.	INDAH EVADATUL U.	6	7	6	10	7	36
12.	ITA PURNAWATI	6	7	6	10	7	36
13.	JAMILATUS SA'ADAH	6	6	5	10	6	33
14.	LISA ARIANA DEWI	6	7	5	10	7	35
15.	M. RISBIYANTO	6	6	5	6	6	29
16.	MUNTIATUL LAELI A.	8	6	5	10	6	35
17.	MUSTOFIYAH	8	7	6	10	7	38
18.	MUSYAROFAH	8	6	5	10	7	36
19.	NUR LAILI R.	8	6	6	7	6	33
20.	NURIYATUS SANIAH	8	7	6	10	7	38
21.	RYAN LUTHFI HAKIM	6	6	5	10	7	34
22.	SAADATUL KHANIF	6	6	5	10	6	33
23.	SAHAL MAHFUD	6	6	5	6	7	30
24.	SITI ZUHRIYAH DWI	8	6	5	10	7	36

25.	ULIN NIKMAH	8	6	6	10	7	37
26.	UMI SOLEKAH	6	7	6	10	6	35
27.	USWATUN KASANAH	8	6	6	7	7	34
28.	YOGA KUSUMA W.	6	6	5	10	6	33
29.	YULIANI	8	6	5	10	7	36
30.	ZHOLINDA APRILLIA	8	6	5	10	7	36



Appendix 2**LESSON PLAN**

Name of school : SMA Negeri 1 Mranggen
Subject : English
Class/Semester : X3/II
Time Allocation : 2 X 45' (First meeting)

I. Standard Competence:

11. Membaca
Memahami makna dalam teks esei berbentuk *narrative*, *descriptive* dan *news item* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.
12. Menulis
Mengungkapkan makna dalam teks esei berbentuk *narrative*, *descriptive* dan *news item* dalam konteks kehidupan sehari-hari.

II. Basic Competence:

- 11.2.c Merespon makna dan langkah retorika dalam bahasa esay yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam bentuk *news item*.
- 12.2.c Mengungkapkan makna dalam esay dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *news item*.

III. Purpose of the Study

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

- Get the information of the news item from *Jakarta Post* Newspaper.

- Recognize the news item text including its generic structures, language features, and social function.
- Make some sentences using simple past tense.

IV. Material of Learning

1. Some vocabularies related to the news item text which entitled “Town Contaminated”.
2. The generic structures of news item text:
 - Newsworthy Event(s)
It is recounts the events in summary form.
 - Background Events
It elaborates what happened, to whom, in what circumstances.
 - Sources
These are comments by participants in, witness to an authorities expert on the event.
3. The language features and social function of news item.
4. Grammar of news item text
 - Simple Past Tense: **Subject + Verb 2**
 Example:
 - The accident occurred 13 months ago.
 - A board of investigators was later to describe it as the worst accidents.

V. Method of the Study

- Discussion
- Question and answer
- Exercises

VI. Learning Activities

The Opening activities:

1. The students response teacher's question in order to become more friendly and comfortable with the condition.
2. The students response teacher's calling about students' attending.
3. The students pay attention to the teacher to make comfortable situation for studying
4. The students listen what will be discussed in the class.

The main activities:

1. The students listen teacher's explanation about definition of news and newspaper, quality of news, the Jakarta Post and the definition of news item text in general.
2. The students received an example of news item text, entitled "Town Contaminated".
3. The students listen the teacher reads the passage loudly and carefully and repeat after her.
4. The students read the text by themself for two times.
5. The students discuss the difficult words.
6. The students discuss the information of the news from the text.
7. The students decide the main ideas of each paragraph in the text.
8. The students answer some questions to show their comprehension about the text.
9. The students listen to the teacher's explanation about generic structures language features and social function of news item text.
10. The students identify the generic structures and language features of the text..
11. The students listen to the teacher's explanation about simple past tense.
12. The students were asked to create some simple past sentences.

The last activities:

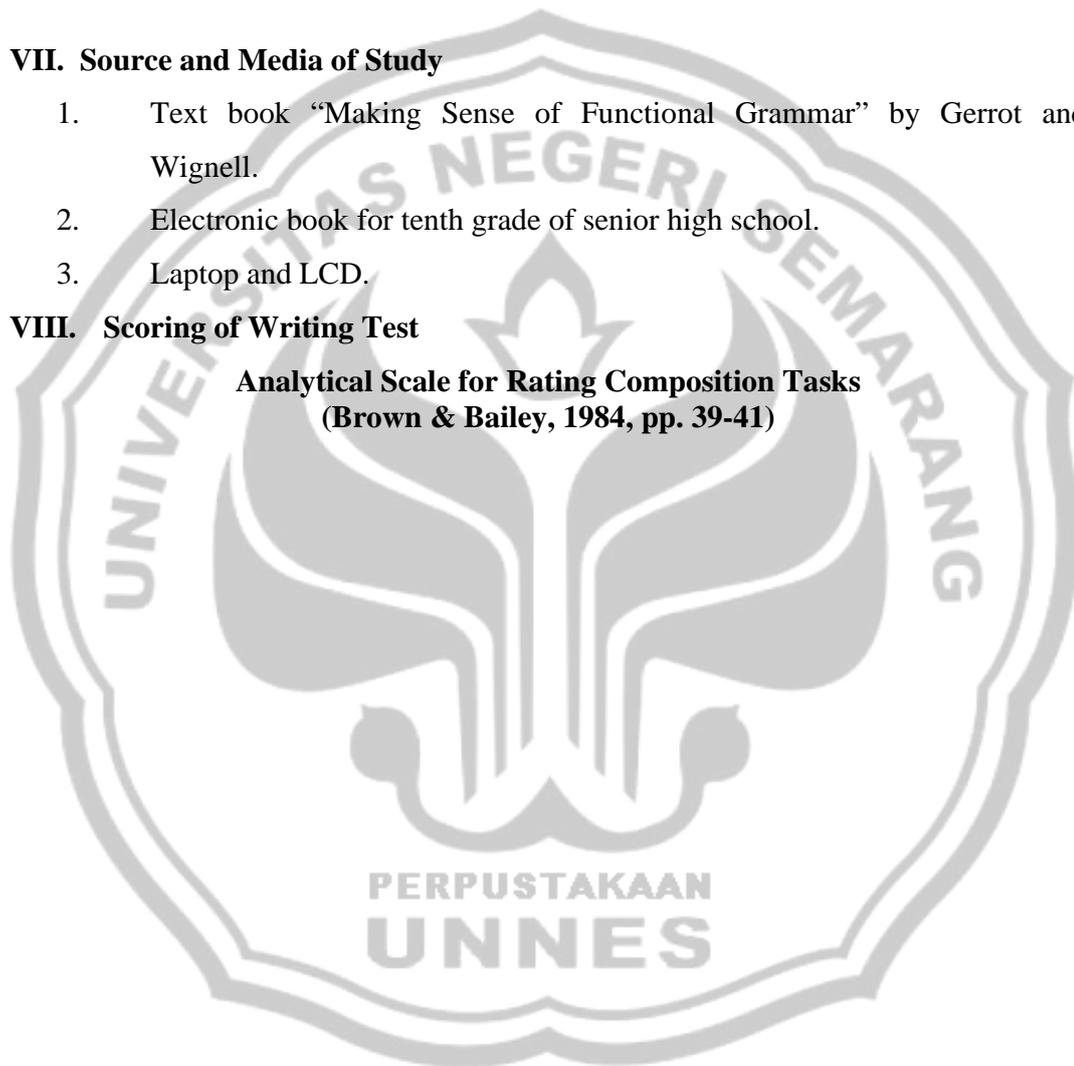
1. The students pay attention to the summary and conclusion about what was the teacher taught
2. The students listen to the teacher's reinforcement, advice and wishes.

VII. Source and Media of Study

1. Text book "Making Sense of Functional Grammar" by Gerrot and Wignell.
2. Electronic book for tenth grade of senior high school.
3. Laptop and LCD.

VIII. Scoring of Writing Test

**Analytical Scale for Rating Composition Tasks
(Brown & Bailey, 1984, pp. 39-41)**



	20-18	17-15	14-12	11-6	5-1
	Excellent to Good	Good to Adequate	Adequate to Fair	Unacceptable	-not college level work
I. Organization: introduction, Body, and Conclusion	<p>Appropriate title, effective introductory paragraph, topic is stated, it leads to body; transitional expressions used; arrangement of material shows plan (could be outlined by the reader);</p>	<p>Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed; sequence is logical but transitional expressions may be</p>	<p>Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of</p>	<p>Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate</p>	<p>Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the</p>

	<p>supporting evidence given for generalizations; conclusion logical and complete</p>	<p>absent or misused</p>	<p>organization interfere</p>	<p>effort at organization</p>	<p>composition (could not be outlined by reader)</p>
<p>II. Logical development of ideas: content</p>	<p>Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought</p>	<p>Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present</p>	<p>Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right</p>	<p>Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content</p>	<p>Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the</p>

					topic carefully
III. Grammar	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences	Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them; no fragments or runon sentences	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure

IV. Punctuation, spelling, and mechanics	<p>Correct use of English writing convention; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat</p>	<p>Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; left margin correct; paper is neat and legible</p>	<p>Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas</p>	<p>Serious problems with format of paper; parts of essay not legible; errors in sentence punctuation; unacceptable to educated readers</p>	<p>Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems</p>
V. Style and quality of expression	<p>Precise vocabulary usage; use of parallel structures;</p>	<p>Attempts variety; good vocabulary; not wordy; register</p>	<p>Some vocabulary misused; lacks awareness of</p>	<p>Poor expression of ideas; problems in vocabulary; lacks</p>	<p>Inappropriate use of vocabulary; no</p>

	concise; register	OK; style fairly	register; may be	variety of structure	concept of register or sentence variety
	good	concise	too wordy		

Mranggen, 3 Mei 2011

Mengetahui,
Teacher

Researcher

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LESSON PLAN

Name of school : SMA Negeri 1 Mranggen
Subject : English
Class/Semester : X3/II
Time Allocation : 2 X 45' (Second meeting)

I. Standard Competence:

11. Membaca
Memahami makna dalam teks esei berbentuk *narrative*, *descriptive* dan *news item* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.
12. Menulis
Mengungkapkan makna dalam teks esei berbentuk *narrative*, *descriptive* dan *news item* dalam konteks kehidupan sehari-hari.

II. Basic Competence:

- 11.2.c Merespon makna dan langkah retorika dalam bahasa esay yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam bentuk *news item*.
- 12.2.c Mengungkapkan makna dalam esay dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *news item*.

III. Purpose of the Study

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

- Get the information of news item text taken from *Jakarta Post* Newspaper.

- Recognize the news item text including the generic structure, language features and the social function of the news item text.
- Make some sentences using simple past tense and apply it in write a news item text.

IV. Material of Learning

1. Some vocabularies related to the news item text which entitled “Will and Kate’s royal wedding fever hits Jakarta” taken from *Jakarta Post* Newspaper.
2. The generic structures of news item text:
 - Newsworthy Event(s)
It is recounts the events in summary form.
 - Background Events
It elaborates what happened, to whom, in what circumstances.
 - Sources
These are comments by participants in, witness to an authorities expert on the event.
3. The language features and social function of news item text.
4. Grammar of news item text.
 - Simple Past Tense: **Subject + Verb 2 + O**

V. Method of the Study

- Discussion
- Question and answer
- Exercises

VI. Learning Activities

The Opening activities:

1. The students response teacher's question in order to become more friendly and comfortable with the condition.
2. The students response teacher's calling about students' attending.
3. The students listen the teacher's reviews about the last meeting for a while, such as definition, social function, and also the title of the news item text given.
4. The students response teacher's question about material of the last meeting.

The main activities:

5. The students were given another example of news item text which entitled "Will and Kate's royal wedding fever hits Jakarta" taken from *Jakarta Post* Newspaper.
6. The students listen the teacher reads the passage loudly and carefully and repeat after her.
7. The students read the text by themself for two times.
8. The students discuss the difficult words.
9. The students discuss the information of thode text..
10. The students identify the generic structures, language features and simple past sentence of text.
11. The students asked to read the text given once more time carefully.
12. The students were asked to submit the text given.
13. The students were asked to write the text by using their own words.
14. The students were asked to submit the assignment.

The last activities:

15. The students pay attention to the summary and conclusion about what was the teacher taught.

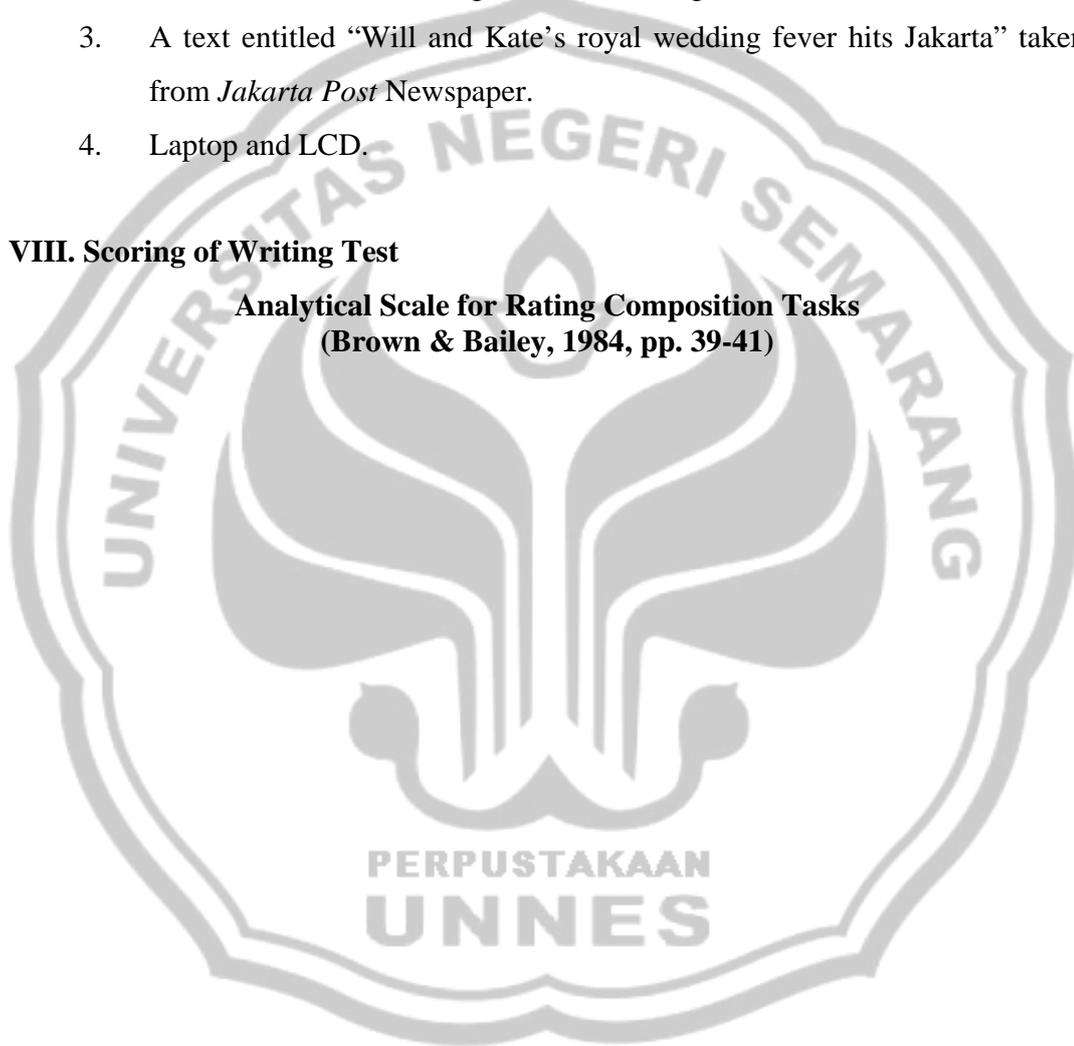
16. The students listen to the teacher's reinforcement, advice and wishes.

VII. Source and Media of Study

1. Text book "Making Sense of Functional Grammar".
2. Electronic book for tenth grade of senior high school.
3. A text entitled "Will and Kate's royal wedding fever hits Jakarta" taken from *Jakarta Post* Newspaper.
4. Laptop and LCD.

VIII. Scoring of Writing Test

Analytical Scale for Rating Composition Tasks
(Brown & Bailey, 1984, pp. 39-41)



	20-18	17-15	14-12	11-6	5-1
	Excellent to Good	Good to Adequate	Adequate to Fair	Unacceptable	-not college level work
I. Organization: introduction, Body, and Conclusion	<p>Appropriate title, effective introductory paragraph, topic is stated, it leads to body; transitional expressions used; arrangement of material shows plan (could be outlined by the reader);</p>	<p>Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed; sequence is logical but transitional expressions may be</p>	<p>Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of</p>	<p>Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate</p>	<p>Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the</p>

	<p>supporting evidence given for generalizations; conclusion logical and complete</p>	<p>absent or misused</p>	<p>organization interfere</p>	<p>effort at organization</p>	<p>composition (could not be outlined by reader)</p>
<p>II. Logical development of ideas: content</p>	<p>Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought</p>	<p>Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present</p>	<p>Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right</p>	<p>Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content</p>	<p>Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the</p>

					topic carefully
III. Grammar	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences	Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them; no fragments or runon sentences	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence Structure

IV. Punctuation, spelling, and mechanics	<p>Correct use of English writing convention; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat</p>	<p>Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; left margin correct; paper is neat and legible</p>	<p>Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas</p>	<p>Serious problems with format of paper; parts of essay not legible; errors in sentence punctuation; unacceptable to educated readers</p>	<p>Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems</p>
V. Style and quality of expression	<p>Precise vocabulary usage; use of parallel structures;</p>	<p>Attempts variety; good vocabulary; not wordy; register</p>	<p>Some vocabulary misused; lacks awareness of</p>	<p>Poor expression of ideas; problems in vocabulary; lacks</p>	<p>Inappropriate use of vocabulary; no</p>

	concise; register	OK; style fairly	register; may be	variety of structure	concept of register or sentence variety
	good	concise	too wordy		

Mranggen, 7 Mei 2011

Mengetahui,
Teacher

Researcher

Nur Aliyah, S. Pd
NIP 19760907 200801 2 005

Friska Ayu Fitriani
NIM. 2201407166



LESSON PLAN

Name of school : SMA Negeri 1 Mranggen
Subject : English
Class/Semester : X3/II
Time Allocation : 2 X 45' (Third meeting)

I. Standard Competence:

11. Membaca
Memahami makna dalam teks esei berbentuk *narrative*, *descriptive* dan *news item* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.
12. Menulis
Mengungkapkan makna dalam teks esei berbentuk *narrative*, *descriptive* dan *news item* dalam konteks kehidupan sehari-hari.

II Basic Competence:

- 11.2.c Merespon makna dan langkah retorika dalam bahasa esay yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam bentuk *news item*.
- 12.2.c Mengungkapkan makna dalam esay dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *news item*.

III. Purpose of the Study

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

- Get the information of the news item text from *Jakarta Post* Newspaper.

- Recognize the news item text including its generic structures, language features and social function of the text.
- Make some sentences using simple past tense and apply it in writing news item text.
- Write a news item text by using their own words.

IV. Material of Learning

1. Some vocabularies related to the news item text taken from *Jakarta Post* Newspaper.
2. The generic structures of news item text:
 - Newsworthy Event(s): It is recounts the events in summary form.
 - Background Events: It elaborates what happened, to whom, in what circumstances.
 - Sources: These are comments by participants in, witness to an authority's expert on the event.
3. The language features of news item.
4. Grammar of news item text:
 - Simple Past Tense: **Subject + Verb 2 + O**

V. Method of the Study

- Discussion
- Question and answer
- Exercise

VI. Learning Activities

The Opening activities:

1. The students response teacher's question in order to become more friendly and comfortable with the condition.

2. The students response teacher's calling about students' attending.
3. The students response teacher's question about material of the last meeting.

The main activities:

4. The students listen the teacher's explanation about the writing process.
5. The students were asked to make some corrections of their previous assignment of writing news item text.
6. The students discussed one of the students' writing and identified its function, generic structure, and also its features.
7. The students asked to write news item text according from the actual news they ever heard.

The last activities:

8. The students pay attention to the summary and conclusion about what was the teacher taught
9. The students were asked to study and prepare for the final evaluation.
10. The students listen to the teacher's reinforcement, advice and wishes.

VII. Source and Media of Study

1. Text book "Making Sense of Functional Grammar".
2. Electronic book for tenth grade of senior high school.
3. *Jakarta Post* Newspaper.
4. Laptop and LCD.

VIII. Scoring of Writing Test

**Analytical Scale for Rating Composition Tasks
(Brown & Bailey, 1984, pp. 39-41)**

	20-18	17-15	14-12	11-6	5-1
	Excellent to Good	Good to Adequate	Adequate to Fair	Unacceptable	-not college level work
I. Organization : introduction, Body, and Conclusion	Appropriate title, effective introductory paragraph, topic is stated, it leads to body; transitional expressions used; arrangement of material shows plan (could be outlined by the reader);	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed; sequence is logical but transitional expressions may be	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition

	<p>supporting evidence given for generalizations; conclusion logical and complete</p>	<p>absent or misused</p>	<p>interfere</p>	<p>effort at organization</p>	<p>(could not be outlined by reader)</p>
<p>II. Logical development of ideas: content</p>	<p>Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought</p>	<p>Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present</p>	<p>Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right</p>	<p>Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content</p>	<p>Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully</p>

<p>III. Grammar</p>	<p>Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences</p>	<p>Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them; no fragments or runon sentences</p>	<p>Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present</p>	<p>Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences</p>	<p>Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure</p>
<p>IV. Punctuation,</p>	<p>Correct use of English</p>	<p>Some problems with</p>	<p>Uses general writing</p>	<p>Serious problems</p>	<p>Complete disregard for</p>

<p>spelling, and mechanics</p>	<p>writing convention; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat</p>	<p>writing conventions or punctuation; occasional spelling errors; left margin correct; left margin correct; paper is neat and legible</p>	<p>conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas</p>	<p>with format of paper; parts of essay not legible; errors in sentence punctuation; unacceptable to educated readers</p>	<p>English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems</p>
<p>V. Style and quality of expression</p>	<p>Precise vocabulary usage; use of parallel structures; concise; register good</p>	<p>Attempts variety; good vocabulary; not wordy; register OK; style fairly concise</p>	<p>Some vocabulary misused; lacks awareness of register; may be too wordy</p>	<p>Poor expression of ideas; problems in vocabulary; lacks variety of structure</p>	<p>Inappropriate use of vocabulary; no concept of register or sentence variety</p>

Mranggen, 11 Mei 2011

Mengetahui,
Teacher

Researcher

Nur Aliyah, S. Pd
NIP 19760907 200801 2 005

Friska Ayu Fitriani
NIM. 2201407166



<i>Appendix 3</i>

Analytical Scale for Rating Composition Tasks (Brown & Bailey, 1984, pp. 39-41)

	20-18 Excellent to Good	17-15 Good to Adequate	14-12 Adequate to Fair	11-6 Unacceptable	5-1 -not college level work
I. Organization: introduction, Body, and Conclusion	Appropriate title, effective introductory paragraph, topic is stated, it leads to body; transitional expressions used; arrangement of material shows plan (could be outlined by the reader); supporting evidence given for generalizations ; conclusion logical and complete	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed; sequence is logical but transitional expressions may be absent or misused	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader)
II. Logical development of ideas: content	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content	Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully

III. Grammar	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences	Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them; no fragments or run-on sentences	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentence	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure
IV. Punctuation, spelling, and mechanics	Correct use of English writing convention; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; left margin correct; paper is neat and legible	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas	Serious problems with format of paper; parts of essay not legible; errors in sentence punctuation; unacceptable to educated readers	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems
V. Style and quality of expression	Precise vocabulary usage; use of parallel structures; concise; register good	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise	Some vocabulary misused; lacks awareness of register; may be too wordy	Poor expression of ideas; problems in vocabulary; lacks variety of structure	Inappropriate use of vocabulary; no concept of register or sentence variety

<i>Appendix 4</i>

STANDAR ISI SMA KELAS X

Kelas X, Semester 2

Standar Kompetensi	Kompetensi Dasar
<p>Mendengarkan</p> <p>6. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari</p>	<p>Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat</p> <p>Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan .</p>
<p>7. Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk <i>narrative, descriptive</i>, dan <i>news item</i> sederhana dalam konteks kehidupan sehari-hari</p>	<p>Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari</p> <p>Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk; <i>narrative, descriptive</i>, dan <i>news item</i></p>
<p>Berbicara</p>	<p>Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan</p>

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

Standar Kompetensi	Kompetensi Dasar
<p>Membaca</p> <p>10. Memahami makna teks fungsional pendek dan esei sederhana berbentuk <i>narrative, descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</p>	<p>Merespon makna dalam teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari</p> <p>Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk <i>narrative, descriptive, dan news item</i></p>
<p>Menulis</p> <p>11. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk <i>narrative, descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari</p>	<p>Mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari</p> <p>Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>narrative, descriptive, dan news item</i></p>

Appendix 5

INSTRUMENT WRITING TEST

School : SMA N 1 Mranggen

Class : X3

Genre : News Item Text

Time Allotment: 60 minutes

Instruction:

1. Write your name, class and student number on your answer sheet.
2. Rewrite the news item text by developing the key words given based on the Jakarta Post's Article entitled "Obama: 'Getting our man' outweighed risks of raid". Do not just copy the article, rewrite by your own words!
3. The length of the paragraph is about 15 or more sentences. If there are some vocabularies which you are not understand, you may open your dictionary.
4. Revise the text before submitting. Check the generic structure and language features of the text.
5. Do the work by yourself!

Guide:

Use these following guides for rewriting news item text.

- | | | |
|--|---|----------------------|
| <ol style="list-style-type: none"> 1. Who 2. What 3. Where 4. When | } | Newsworthy |
| <ol style="list-style-type: none"> 5. How and Why | } | Background
Events |

Obama: 'Getting our man' outweighed risks of raid

Jakarta Post | Mon, 05/09/2011 11:05 AM | World

Barack Obama announces the death of Bin Laden during a special address to the nation from the White House, ending an almost ten-year hunt. The leader of Al Qaeda was killed in a gun battle by the U.S. military on the 1st of May 2011 in Abbottabad, Pakistan. President ordered the commando raid that killed terrorist leader Osama bin Laden after deciding the risks were outweighed by the possibility "of us finally getting our man", he said in a Sunday broadcast interview.

In the interview, Obama said that as nervous as he was about the raid, he didn't lose sleep over the possibility that bin Laden might be killed. Anyone who questions whether the terrorist mastermind didn't deserve his fate "needs to have their head examined," he said.

Monitoring the commando raid operation in the White House Situation Room a week ago, Obama said he and top aides "had a sense of when gunfire and explosions took place" halfway around the world, and knew when one of his helicopters carrying Navy SEALs made an unplanned hard landing. "But we could not get information clearly about what was happening inside the compound," he said.

Obama said bin Laden had "some sort of support network" inside Pakistan to be able to live for years at a high-security compound in Abbottabad, a city that houses numerous military facilities. But he stopped short of accusing Pakistani officials of harboring the man who planned the Sept. 11, 2001, terror attacks that killed nearly 3,000 in the U.S.

Some members of Congress have called for a cessation of U.S. aid to Pakistan, at least until it becomes clear what role, if any, the government played in bin Laden's ability to avoid detection for years. But Obama said that since the Sept. 11 attacks, "Pakistan has been a strong counter-terrorism partner with us" despite periodic disagreements.

Appendix 6

QUESTIONNAIRE

Nama :.....
 No :.....
 Kelas :.....

Petunjuk Penulisan

- 1) Tulislah nama, NIS dan kelas anda pada tempat yang telah disediakan.
- 2) Jawablah pertanyaan-pertanyaan berikut sesuai dengan pendapat Anda sendiri dengan cara menyilang jawaban yang Anda pilih.

Pertanyaan

1. Apakah belajar bahasa Inggris penting dalam kehidupan Kalian?
 - a. Sangat penting
 - b. Penting
 - c. Tidak penting
2. Apakah Kalian mengalami kesulitan bahasa dalam memahami teks *news item* dalam bahasa Inggris?
 - a. Tidak
 - b. Kadang-kadang
 - c. Sering
3. Menurut Kalian apakah materi yang disampaikan guru dalam proses belajar mengajar di kelas menarik?
 - a. Sangat menarik
 - b. Menarik
 - c. Tidak menarik
4. Jika guru menggunakan alat bantu/ media untuk mengajar, apakah alat bantu/media tersebut membantu kalian untuk membuat teks *news item*?
 - a. Sangat membantu
 - b. Membantu
 - c. Tidak membantu
5. Apakah penggunaan artikel Jakarta Post tersebut dapat membantu Kalian dalam menulis teks *news item*?
 - a. Sangat membantu
 - b. Membantu
 - c. Tidak membantu

-----00--- Selamat Mengerjakan---00-----

Appendix 7

Power Point Slides



Appendix 8



Appendix 9

Pictures of Activity



Appendix 10





KEMENTERIAN PENDIDIKAN NASIONAL
 UNIVERSITAS NEGERI SEMARANG (UNNES)
 FAKULTAS BAHASA DAN SENI
 Kampus Sekaran Gunungpati, Semarang 50229 /Fax (024) 8508010

Nomor : 588/H37.1.2/PL/2011

2 Maret 2011

Lamp. : -

Hal : **Permohonan Izin Penelitian**

Yth. Kepala Dinas Pendidikan
 Kabupaten Demak
 di Demak

Dengan hormat kami sampaikan bahwa dalam rangka penyusunan skripsi mahasiswa kami:

Nama	: Friska Ayu F.
NIM	: 2201407166
Jurusan	: Bahasa dan Sastra Inggris
Jenjang Program	: S1
Tahun Akademik	: 2010/2011
Judul	: THE USE OF "JAKARTA POST HEADLINE" DAILY NEWSPAPER AS A MEANS TO IMPROVE STUDENTS' ABILITY AT IDENTIFYING THE GENERIC STRUCTURE OF NEWS ITEM: A CASE OF TENTH GRADE OF SMA NEGERI 1 MRANGGEN

akan mengadakan penelitian di: SMA N 1 Mranggen.

Waktu pelaksanaan : bulan Februari s.d. Maret 2011

Kami mohon Saudara berkenan memberikan izin kepada mahasiswa di atas untuk keperluan yang dimaksud.

Atas perhatian dan kerjasama Saudara kami sampaikan terima kasih.



Dekan,

Prof. Dr. Rustono
 NIP. 195801271983031003/

Tembusan Yth.:

1. Ketjur. Bahasa dan Sastra Inggris
2. Ka. SMA N 1 Mranggen
3. Ybs.



PEMERINTAH KABUPATEN DEMAK
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA
SMA NEGERI 1. MRANGGEN

Alamat : Jl. Raya Menur, Mranggen Demak 59567 Telp. (024) 70783219



SURAT KETERANGAN

Nomor : 420 / 88 / 2011

Yang bertanda tangan dibawah ini kepala SMA N 1 Mranggen, menerangkan bahwa :

Nama : Friska Ayu .F
NIM : 2201407166
Jurusan : Bahasa dan Sastra Inggris
Jenjang Program : SI
Tahun Akademik : 2010 / 2011

Telah melakukan Penelitian / Observasi yang dilaksanakan pada :

Hari : Rabu s/d Jum'at
Tanggal : 04 - 13 Mei 2011
Jam : 07.00 WIB – Sampai selesai
Tempat : SMA N 1 MRANGGEN

Demikian untuk menjadikan periksa dan dapat digunakan sebagaimana mestinya.



Mranggen, 25 Mei 2011

Kepala Sekolah

Dr. Slamet Hartono

NIP. 19560813 198803 1 004

 UNIVERSITAS NEGERI SEMARANG	FORMULIR	No. Dokumen	FM-03-AKD-24
	SK PEMBIMBING SKRIPSI	No. Revisi	00
		Tanggal Berlaku	13 Juli 2010
		Halaman	1 dari 1

KEPUTUSAN
 DEKAN FAKULTAS BAHASA DAN SENI
 UNIVERSITAS NEGERI SEMARANG
 No.: 1541/FBS/2010

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

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

Mengingat :

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

Memperhatikan : Usul Ketua Jurusan/ Prodi Bahasa dan Sastra Inggris/ Pendidikan Bahasa Inggris Tanggal 12 Juli 2010

MEMUTUSKAN

Menetapkan :

PERTAMA : Menunjuk dan menugaskan kepada:

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

2. Nama : Drs. Januarius Mujiyanto, M.Hum
 NIP : 195312131983031002
 Pangkat/Golongan : Pembina Utama Muda/IVc
 Jabatan : Lektor Kepala
Sebagai Pembimbing II

Untuk membimbing mahasiswa penyusun Skripsi/Tugas Akhir:

Nama : **FRISKA AYU FITRIANI**
 NIM : 2201407166
 Jurusan/Prod : Bahasa dan Sastra Inggris/ Pendidikan Bahasa Inggris
 Topik/Judul : THE USE OF "JAKARTA POST'S EDITORIAL" DAILY NEWSPAPER AS A MEANS TO IMPROVE STUDENTS ABILITY AT IDENTIFYING THE GENERIC STRUCTURE OF DISCUSSION TEXT

KEDUA : Keputusan ini mulai berlaku sejak tanggal ditetapkan.



Ditetapkan di : Semarang
 Tanggal : 13 Juli 2010

Dekan,

Prof. Dr. Rustono
 NIP 195801271983031003

Tembusan:

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