THE EFFECTIVENESS OF SETS (SCIENCE, ENVIRONMENT, TECHNOLOGY AND SOCIETY) LEARNING MODEL TOWARD STUDENTS' ABILITY IN WRITING NEWS ITEM TEXT

AT SMA SWASTA NURUL ISLAM INDONESIA MEDAN

THESIS

Submitted to Faculty of Tarbiyah Science and Teacher Training
UIN-SU Medan as Partial Fulfillment of the Requirement
for the Degree of Education S-1 Program

By:

ABDUL ALIM

NIM 34.13.3.045

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DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

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2017

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini :

Nama : ABDUL ALIM

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Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : **THE EFFECTIVENESS OF SETS (SCIENCE, ENVIRONMENT, TECHNOLOGY AND SOCIETY) LEARNING MODEL TOWARDS STUDENTS' ABILITY IN WRITING NEWS ITEM TEXT AT SMA SWASTA NURUL ISLAM INDONESIA**

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Medan, 13 Juni 2017

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		Di –
		Medan

Assalamu ‘alaikum Wr. Wb

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswi.

Nama	: ABDUL ALIM
NIM	: 34.13.3.045
Jurusan	: Pendidikan Bahasa Inggris
Judul Skripsi	: **THE EFFECTIVENESS OF SETS (SCIENCE, ENVIRONMENT, TECHNOLOGY AND SOCIETY) LEARNING MODEL TOWARD SUTDENTS' ABILITY IN WRITING NEWS ITEM TEXT AT SMA SWASTA NURUL ISLAM INDONESIA**

Dengan ini kami menilai bahwa skripsi tersebut sudah dapat diterima dan diajukan dalam Sidang Munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UINSU Medan.

Demikian kami sampaikan atas perhatian saudara kami ucapkan terima kasih.

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ABSTRACT

ABDUL ALIM. 2017. THE EFFECTIVENESS OF SETS (SCIENCE, ENVIRONMENT, TECHNOLOGY AND SOCIETY) LEARNING MODEL TOWARD STUDENTS' ABILITY IN WRITING NEWS ITEM TEXT AT SMA SWASTA NURUL ISLAM INDONESIA MEDAN.

Key Words: SETS (Science, Environment, Technology and Society) Learning Model, Ability, News Item Text

This research was aimed to know : (1) the students' ability in writing news item text that was taught by SETS (Science, Environment, Technology and Society) learning model, (2) the students' ability in writing news item text that was taught by using lecturing method (3) whether there was significant effect on the students' ability in writing news item text at SMA Sw. Nurul Islam Indonesia Medan.

The research methodology of this research was an experimental research, which conducted the experiment and control class. The population of the research was the tenth grade students of SMA Nurul Islam Indonesia Medan , the number of students was 44 students consist of two classes. The experiment class (X_1) was 23 students and control class (X_2) was 21 students as sample.

The researcher gave writing test to collect the data. There were two test; pre-test and post-test. The formula that was used to analyze the data was independent sample t-test. The researcher found that the pre-test mean of experiment class was 63.87 and post-test 81.09. The pre-test mean of control class 59.86 and post-test mean was 66.19. it was found that $t_{observation}$ was 8.01, whereas the t-table was 2.018 for α= 0.05. The $t_{observation}$ was higher than the t_{table} (8.10>2.018), so H*a* was accepted while H_0 was rejected. It means that there was significant effect of SETS learning model on the students' ability in writing news item text at SMA Sw. Nurul Islam Indonesia Medan.

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In the Name of Allah the Most Gracious and the Most Merciful

Praise be to Allah SWT. who has given me a chance and the light to finish my skripsi. Peace and blessing to the prophet Muhammad SAW. who has been my great figure as servant of Allah SWT.

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Finally, I that there are unintended errors in writing skripsi. The researcher allows the readers to give suggestion to improve its content in order to be made as one of the good examples for the next thesis.

Medan, May 07, 2017

The Researcher

Abdul Alim

NIM. 34.13.3.045

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CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is one of the most important skills in learning language. It is a specific skill which helps the students put their thoughts into meaningful forms. In writing, students try to express their feeling and everything that happen in their life. It is the process of selecting, arranging, and developing ideas in effective sentence, paragraph, or text. It means that the writer should have some knowledge to make the product of writing in order to make the readers understand them. Besides, the goal of writing is to express ideas or thoughts, so students should be able to express ideas or thoughts in written form.

There are some importances of writing itself for students. Firstly, through writing students can represent their thoughts into words, sentences, phrases or paragraph, for example the students will be able to write what they think, as the result they can use letters and symbols to represent sounds and words of a language. Secondly, writing enables students to understand their strenght and weakness, as well as work on these weaknesses with their peers in order to strength their own individual writing skill.[1]

Good writing skills allow the students to communicate their message with clarity. Regardless of the language, writing has many rules including grammar, spelling and punctuation. In writing activities, the students can apply about their grammar and vocabulary into their writing. After that, they can make good sentences

[1]Jeremy Harmer. (2004). *How to Teach Writing*. London: Longman. p. 25.

to be a paragraph by using their grammar skill. Besides that, the students must choose the appropriate words or vocabulary in order to the content is coherent. To make the content be coherent, the students must give more attention in every sentence, so their writing does not become jumping ideas. Because of that, writing becomes one of the important subject that must be learned by the students, especially at Senior High School. At Senior High School, I found several kinds of the text that to be learned, for example narrative, descriptive, report, procedure, recount, news item, analytical exposition, hortatory exposition, spoof, anecdote, etc. All of them must be comprehend by the students in writing activity.

News item text is a text that is informative and gives a message or information about the event of the day to the readers. The news that informed is important new or newsworthy. There are two kinds of news item text, written and spoken. News that we read in newspaper is written text form.[2] News that we hear in radio or television is spoken text form.

Based on my mini observation at SMA Swasta Nurul Islam Indonesia (NII) on Megawati St, No. 20 B Medan, I found at SMA Sw. Nurul Islam Indonesia have two classes in each grade, and I am going to research in tenth grade, X-1 and X-2 class. According to English teacher, X-1 class more clever and dilligent than X-2 class. He also says that the problem of writing is most of students still have difficulties in writing compositions. They complain about their inability to arrange ideas or events into a unity. The students did not self-confidence to produce writing, because thay cannot organize their ideas and information about the topic. Their ideas become dull and often very confusing to the readers. When they had some ideas to

[2]Learningself. (2015). *What is News Item Text?*. http://freeenglishcourse.info/what-is-news-items/. (Accessed on February 12th, 2017).

write, they did not express it because thay have lack vocabulary. Their generic structure is not in order. They did not use the correct punctuation. This can happen because the students are not used thinking in a systematic way. Besides that, the teacher did not use various learning method.

Based on the explanation above, it is important to use a method to help students in solving their problem, the writer uses a good media so that the students will have an interest in writing news item text. The writer chooses to use *SETS* (science, environment, technology and society) learning model as the media because it will attract the students' construction and ideas while they want to write news item text.

Winataputra suggests that the learning model is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve specific learning objectives and serves as a guide for learning and the crier proclaimed and teachers in implementing the learning activities.[3] It is a planned activities that includes the learning model and various in a teaching learning process. It is arranged to reach the goal of learning.

SETS learning model is learning that allows students to understand the relationships between *science*, *environment*, *technology*, and *society*. How do students get to know the natural phenomenon came to be known as the science and they take the benefits to meet the ambitions of humanity in the form of technology to gain convenience or expediency in the process of individual and life community. This approach prioritize relationship between topics with students' everyday life, in

[3]The New Economics Education. (2012). *Definition and Types of Learning Model.* http://neweconomicseducation.blogspot.sg/2012/07/definition-and-types-of-learning-model.html. (Accessed on March 12th, 2017).

the sense that students take and attention to the problems that exist in the environment that is directly in contact with them. In addition, students can also discuss the actual events that contained in the media to become learning materials in order to find alternative solutions SETS noticed.

It is also stated that SETS learning model effort to optimize students learning outcomes in writing news item text. Students can connect their real-world as society with a class as a learning space science. It can provide a learning experience for students in identifying potential problems, collect data related to the problem, consider alternative solutions, and consider the consequences of certain decisions based.

Therefore, I would like to introduce *SETS* learning model as a method in teaching English especially in writing. *SETS* learning model makes the students more active and motivated to learn. I would find out whether this method effectively used in teaching writing news item text. So, I would like to title my thesis "The Effectiveness of SETS (Science, Environment, Technology and Society) Learning Model towards Students' Ability in Writing News Item Text at SMA Swasta Nurul Islam Indonesia."

B. Identification of the Study

Based on the background of study, the identification of study are:

1. The students have some ideas to write, but they do not express it because they have lack vocabulary.
2. The students have been taught the generic structure of news item text, but they do not write orderly.

3. The students have been taught punctuation, but they cannot write correctly.
4. The students have been taught language features of news item text, but they do not write based on the language features.
5. The teacher hasn't used learning method, so the students cannot organize their ideas and information about the topic, especially in writing news item text.

C. Limitation of the Study

Based on the identification above, the writer limited the study on two factors; they were tachers' learning method and the students' ability in writing. The learning method was *SETS* (Science, Environment, Technology and Society) and the students' ability in writing news item text.

D. Research Question

The problem of the study can be stated as follows:

1. How is the students ability in writing news item text when taught by using *SETS* (Science, Environment, Technology and Society) learning model?
2. How is the students ability in writing news item text when taught by using lecturing method?
3. Is there any significant effect of using *SETS* (Science, Environment, Technology and Society) learning model on the students' ability in writing news item text?

E. Objective of the Study

The objective of the study is to answer the problem as mentioned above. Thus the objective of this study can be listed as follows:

1. To know the students ability in writing news item text that was taught by using *SETS* (Science, Environment, Technology and Society) learning model.
2. To know the students ability in writing news item text that was taught by using lecturing method.
3. To know there is significant effect of using *SETS* (Science, Environment, Technology and Society) learning model on the students' ability in writing news item text?

F. Significance of the Study

The finding of this study are expected to be useful for:

1. The English teacher, the result of this study can be useful as one of alternative method to teach writing, especially news item text.
2. The students the result of this study can be useful to develop their writing ability, especially news item text.
3. Other researcher, the result of this study can be useful as comparison in further related study.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, theories are needed to explain some concepts which are applied to the research concerned. The terms used in this study will be clarified first to make both the researcher and the reader may have the same perception of the implementation of the terms in the fields. I will present some terms or concepts related to the study in order to strengthen this study.

A.1 Students' Ability

Ability is the quality or state of being able competence in doing (skill) or natural attitude proficiency.[4] Ability as same as with potential in human. Every human has ability to develop it they shall be do it something.

Students' ability is concerned with how a student has performed in relation to a particular course or program. The usually come at the end of program, and are deliberately based on the content covered it. Students will be successull if they are able to produce writing by using their own words. The students must be able to create a text using their own ideas and words. The conclusion is that ability is a thing done successfully in reaching particular goal, statues, or standard, especially by effort, skill, courage, etc.

There are three aspects based on Taxonomy Bloom that influences the students' perception of material taught namely affective, cognitive and

[4]Merriam Dictionary. (2012). *Ability*. http://www.meriam-webster.com/dictionary/ability. (Accessed on February 12th, 2017)

psychomotor.[5] Affective is changing some one less to do something. Cognitive concerns on students' knowledge, comprehension and critical thinking to the topic. Psychomotor focuses on the change or development in students' skill.

On the students' ability in writing there are some abilities that students can reach, such as grammar, the word choice, punctuation, spelling and organizing idea. Heaton divided analysis attempts to class many and varied skills necessary for good writing into four main areas:

a. Grammatical skills : the ability to write correct sentence
b. Stylistic Skills : the ability to manipulate sentences and use language effectively
c. Mechanical skills : the ability to use correctly those conventions peculiar to the written language – e.g. punctuation, spelling.
d. Judgment skills : the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.[6]

A.2 Writing

A.2.1 Definition of Writing

There are a lot of definitions about writing which are presented by experts. Meyers says that writing is partly a talent, but it is mostly a skill, and the any skill it

[5]B.S. Bloom. (1996). *Taxonomy of Educational Objectives the Classification of Educational Goals.* New York: Longman. p. 16.

[6]J.B Heaton. (1975). *Writing English Language Tests.* Singapore: Longman Group Limited. p.138.

improve with practice.[7] Writing is one of four language skills, it is considered as a difficult skill because the writers have to make some aspects in writing such as content, organization, purpose, vocabulary, punctuation, and spelling in balance way. This is the basic students' problems in writing. It is also need attention because it needs its own principles and method it requires mastery not only of grammatical a rhetorical devices but also of the conceptual and judgment. Because of that, it needs practice to improve that skill.

Students write papers and answer questions on tests, scientists write reports on their work, teachers write evaluations of their students, people make lists to remember what they must do, some of us keep diaries to remember what we have done, salesman write messages from the field to the office, and we write notes and letters to keep in touch with relatives friends. There are practical reasons for writing.[8]

From the statement above, I assume that writing needs practice. Students' practice with their papers and answer question on tests, teachers' with their students' evaluations, salesman with messages from the field to the office letter, etc.

Meyers also says that writing is an action a process of discovering and organizing putting on paper, and reshaping and revising them.[9] Writing can express thought, feeling, ideas experiences, etc to convey a specific purpose. Harmer adds that to deliver from that explain of course we need to practice or express what idea in our mind in the form of lists, letters, essays, reports, or novels.[10]

Based on all statements above I can conclude that writing is an activity of developing ideas, thoughts and memories into written form, either in sentences or

[7]Alan Meyers. *Op.cit*. p. 2.
[8]Donald Hall. *Op.cit*. p. 1.
[9]Alan Meyers. *Op.cit*. p. 2.
[10]Jeremy Harmer. *Op.cit*. p. 4.

paragraph form.

Next, writing means to express writers' ideas, thoughts and feelings, on the other hand, writers can write everything in their mind. According to Lundsteen states that writers need to be creative enough to organize those ideas into meaningful text.[11] It means that to solve students' problems in writing, the students should be creative in organizing and choosing the ideas and words in order to make a good writing.

Writing is important in our life because it can be our documentation of our life history and adding our knowledge by writing.

It is appropriate by Allah says in Al-Qalam (1) :

نٓۚ وَٱلۡقَلَمِ وَمَا يَسۡطُرُونَ (١)

Meaning : *"Noon. I swear by the pen and what they write."*[12]

In this verses explain that the pen indicates the basic foundation of the knowledge that comes through writing. Allah say that writing is one of ways to get knowledge to development his knowledge and status in society. The verses is Al-Alaq (4-5) :

ٱلَّذِي عَلَّمَ بِٱلۡقَلَمِ (٤) عَلَّمَ ٱلۡإِنسَٰنَ مَا لَمۡ يَعۡلَمۡ (٥)

Meaning : *"Who taught (man) with the pen? He taught man, what he didn't know."*[13]

This surah begins with the first message from Allah swt. He is not directly teach the human, but they are taught by another human in which their ability to teach

[11]Barbara C. Palmer. (2008). *Developing Cultural Literacy Through the Writing Process: Empowering All Learners.* United State America: Allyn & Bacon. p. 7.

[12]Basheer Ahmad Mohyidin. (2004). *Quran the Living Truth*. New Delhi: Continental Book Center. p. 1054.

[13]*Ibid*. p.1055

comes from Allah swt.

These verses also explain us that when studying we need pen to write. It mainly deals with importance of knowledge to man, for his development progress and status mainly depends on the knowledge he gains. For this, Allah has provided man with the sense of observation and thinking. One gets the knowledge by differentt means. Reading and writing are two ways, especially pointed out here.

A.2.2 Purposes of Writing

According to Halliday suggests that written language is used for the following purposes:

(1) For action (for example, public signs, product labels, television and radio guides, bills menus, telephone directories, ballot papers, computer manual); (2) For information (for example, newspaper, current affairs magazines, advertisements, political pamphlets); (3) For entertainment (for example, comic strips, fiction books, poetry and drama, newspaper features, film subtitles).[14]

In the broadest sense, the purpose of all writing is to communicate information or ideas. Beyond this, we can identify the following general purposes for most of the writing that we do:

1. To inform : to provide information about specific issue or topic.
2. To educate : to broaden someone's knowledge or expertise.
3. To entertain : to provide fun or amusement.
4. To inspire : to positive influence or motivate others.
5. To persuade : to argue that a certain action should be taken. [15]

A.2.3 Process of Writing

The process of writing are:

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[14]David Nunan. (1999). *Second Language Teaching & Learning.* Boston: Heinle & Heinle Publishers. p. 275.

[15]Chris Juzwiak. (2009). *Stepping Stones: A Guided Approach to Writing Sentences and Paragraphs*. New York: Bedford. p.18.

1. Prewriting

All the planning you do, including assessment for the rhetorical situation, belongs to the prewriting stage. Finding a suitable topic and deciding how to approach it are often the most difficult prewriting tasks. Brainstorming which also lends itself to a collaborative or group, listing, clustering and freewriting are all ways of drawing on the unsconscious mind to bring ideas to the surface. The key to make these techniques productive is not to edit but to work as quickly and freely as possible.

According to John Langan, there are five techniques in pre writing. They are:

a. Freewriting

Freewriting means jotting down in rough sentences or phrases everything that comes to mind about a possible topic. See if you can write nonstop for ten minutes or more. Do not worry about spelling or punctuation, about erasing mistakes or about finding exact words. Instead explore an idea by putting down whatever pops into your head. Through continued practice in freewriting. You will develop the habit of thinking as you write.

b. Questioning

In questioning, you generate ideas and details by asking questions about your subject. Such question include why? When? Where? Who? And how? Ask as many questions as you can think.

c. Making List

In making list, also known as brainstorming, you collect ideas and details that relate to the subject. Pile these items up, one after another, without trying to sort out major details from mnor ones to trying or put the details in any special orders. You

goal is just to make a list of everything out your subject that occurs to you.

d. Clustering

Clustering also known as diagramming or mapping, is another strategy that can be used to generate material for a paper. This method is helpful for people who like to do their thinking in a visual way. In clustering, you use lines, boxes, arrows and circles to show relationship among the ideas and details that occur to you.

Begin by stating your subject in a few words in the center of a blank sheet of paper. Them, as ideas and details come to you, put them in boxes or circles around the subject and draw lines to connect them in smaller boxes or circles and use connecting lines to show how they relate as well.

e. Preparing a Scratch Outline

A scratch outline is an excellent sequel to the first four prewriting technique. A scratch outline often follows freewriting, questioning, list making, or diagramming. In scratch outline, you think carefully about the point you are making, the supporting items and the order in which you will arrange those items.

2. Drafting

Drafting is a procedure for drawing up a preliminary sketch. As the second stage in the writing process, drafting is a series of a strategies designed to organize and develop a sustained piece of writing you need to select one subject and organize your information about it into meaningful.

When you write first draft, be prepared to put in additional thoughts and details that did not emerge during prewriting. And don't worry if you hit a snag. Also, do not worry yet about grammar, punctuation or spelling. You do not want to take time correcting words or sentence that you may decide to remove later. Instead,

make it your goal to state your thesis clearly and develop the content of your paper with plenty of specific details.

3. Revising

Revising is a procedure for improving or correcting a work in progress. Revising is a series of strategies designed to re-examine and re-evalue the choices that have created a piece of writing. After you have completed your preliminary draft you need to stand back from your text and decide what actions would seem to be most productive.

Revising is as much a stage in the writing process as prewriting, outlining and doing the first draft. Revising means rewriting a paper, building on what has already done. In order to make it stronger. Here are some quick hints that can help make revision easier. First, set your first draft aside for a while. Second, work from typed or printed text. Next, read your draft aloud. Finally, as you do all these things, add your thoughts and changes above the lines of your paper.

There are three stages to revising process. They are revising content, revising sentences, and editing.

4. Editing

After you have revised your paper for content and style, you are ready to edit, check and for and correct. Some parts that you need to edit are:

a. Sentence Structure

Read each sentence for ambiguity. There are many possible causes, especially misplaced and dangling modifiers. Certain kind of sentence faults are particularly annoying. Check for the agreement of subject and verbs and agreement of pronouns and for verb errors.

b. Word Choice

One of the principal obstacle to clarity is unwise word choice. Choose appropriately between abstract and concrete words and between general and specific words.

c. Clarity and Consciseness

Clarity is enhanced by effective subordination and emphasizes, sentence variety, parallel structure and avoidance ambiguity.

A.2.4 Writing Genres

One of the most important considerations is the genre or form the writing will take: a story? a letter? a poem? an essay? A writing activity could be handled in any one of these ways. Students learn to use a variety of writing genres; six are described in the table below. Through reading and writing, students become knowledgeable about these genres and how they're structured (Donovan & Smolkin, 2002). Langer (1985) found that by third grade, students respond in distinctly different ways to story- and report-writing assignments; they organize the writing differently and include varied kinds of information and elaboration. Because students are learning the distinctions between various genres, it's important that teachers use the correct terminology and not label all writing as "stories."[16]

Genre	Purpose	Activities
Descriptive Writing	Students observe carefully and choose precise language. They take notice of sensory details and create comparisons (metaphors	• Character sketches • Comparisons • Descriptive essays • Descriptive

[16]G.E. Tompkins. (2010). Writing Genres. https://www.education.com/reference/article/writing-genres/. (Accessed on July 20th, 2017)

	and similes) to make their writing more powerful.	sentences • Found poems
Expository Writing	Students collect and synthesize information. This writing is objective; reports are the most common type. Students use expository writing to give directions, sequence steps, compare one thing to another, explain causes and effects, or describe problems and solutions.	• Alphabet books • Autobiographies • Directions • Essays • Posters • Reports • Summaries
Journals and Letters	Students write to themselves and to specific, known audiences. Their writing is personal and often less formal than other genres. They share news, explore new ideas, and record notes. Students learn the special formatting that letters and envelopes require.	• Business letters • Courtesy letters • Double-entry journals • E-mail messages • Friendly letters • Learning logs • Personal journals
Narrative Writing	Students retell familiar stories, develop sequels for stories they have read, write stories about events in their own lives, and create original stories. They include a beginning, middle, and end in the narratives to develop the plot and characters.	• Original short stories • Personal narratives • Retellings of stories • Sequels to stories • Story scripts
Persuasive Writing	Persuasion is winning someone to your viewpoint or cause using	• Advertisements • Book and movie

	appeals to logic, moral character, and emotion. Students present their position clearly and support it with examples and evidence.	reviews • Letters to the editor • Persuasive essays • Persuasive letters
Poetry Writing	Students create word pictures and play with rhyme and other stylistic devices as they create poems. Through their wordplay, students learn that poetic language is vivid and powerful but concise and that poems can be arranged in different ways on a page.	• Acrostic poems • Color poems • Free verse Haiku "I Am" poems • Poems for two voices

A.2.5 Systemic Functional Grammar

1. Definition of Systemic Functional Grammar

Systemic functional grammar (**SFG**) is a form of grammatical description originated by Michael Halliday. It is part of a social semiotic approach to language called systemic functional linguistics. In these two terms, systemic refers to the view of language as "a network of systems, or interrelated sets of options for making meaning"; functional refers to Halliday's view that language is as it is because of what it has evolved to do (see Metafunction). Thus, what he refers to as the multidimensional architecture of language "reflects the multidimensional nature of human experience and interpersonal relations."

Systemic functional linguistics is the study of the relationship between language and its functions in social settings. Also known as SFL, systemic functional grammar, Hallidayan linguistics, and systemic linguistics.

In systemic functional linguistics, three strata make up the linguistic system: meaning (semantics), sound (phonology), and wording or lexicogrammar (syntax, morphology, and lexis).

Systemic functional linguistics treats grammar as a meaning-making resource and insists on the interrelation of form and meaning. Systemic functional linguistics was developed in the 1960s by British linguist M.A.K. Halliday (b. 1925), who had been influenced by the work of the Prague School and British linguist J.R. Firth (1890-1960).

2. Relation to Other Branches Grammar

Halliday's theory sets out to explain how spoken and written texts construe meanings and how the resources of language are organised in open systems and functionally bound to meanings. It is a theory of language in use, creating systematic relations between choices and forms within the less abstract strata of grammar and phonology, on the one hand, and more abstract strata such as context of situation and context of culture on the other. It is a radically different theory of language from others which explore less abstract strata as autonomous systems, the most notable being Noam Chomsky's. Since the principal aim of systemic functional grammar is to represent the grammatical system as a resource for making meaning, it addresses different concerns. For example, it does not try to address Chomsky's thesis that there is a "finite rule system which generates all and only the grammatical sentences in a language".[citation needed] Halliday's theory encourages a more open approach to the definition of language as a resource; rather than focus on grammaticality as such, a systemic functional grammatical treatment focuses instead on the relative frequencies of choices made in uses of language and assumes that these relative frequencies reflect the probability that particular paths through the available resources will be chosen rather than others. Thus, SFG does not describe language as a finite rule system, but rather as a system, realised by instantiations, that is continuously expanded by the very instantiations that realise it and that is continuously reproduced and recreated with use.

Another way to understand the difference in concerns between systemic functional grammar and most variants of generative grammar is through Chomsky's claim that "linguistics is a sub-branch of psychology". Halliday investigates linguistics more as a sub-branch of sociology. SFG therefore pays much more attention to pragmatics and discourse semantics than is traditionally the case in formalism.

The orientation of systemic functional grammar has served to encourage several further grammatical accounts that deal with some perceived weaknesses of the theory and similarly orient to issues not seen to be addressed in more structural accounts. Examples include the model of Richard Hudson called word grammar.

A.3 News Item Text

We can find news item in two forms. The first is spoken, the news that we heard on the radio and the television. The second is written, we can find it on the magazines, newspaper, social media, etc. News item text is written form.

News item is factual text which informs readers about events of the day which are considered newsworthy or important.[17] We have to know and understand the genre. By knowing genre, we can write the text correctly. For example, if we want to write the text about newsworthy events of the day, we can use news item text to write it.

a. Text Function

The function of news item text to inform the readers about an event of the day which are considered newsworthy or important.[18]

b. Generic Structure

1) Headline or Title

It expressed the point to reported to readers or listeners. It must be eye catching.

Example: "Big Changes Made After Aceh Tsunami."

2) Summary of Event/ Newsworthy Event

[17]Pardiyono. (2007). *Teaching Genre-Based* Writing. Yogyakarta: C.V. Andi Offset. p. 240.

[18]S. Siahaan and Kisno Shinoda. (2008). *Generic Text Structure*. Yogyakarta: Graha Ilmu. p. 61.

It contains the summary of the phenomena or event to be reported.

Example:

It might be true that Indonesian tend to react, not anticipate. A warning system was built just after a big disaster occurred.

3) Background of Event

It contains the elaboration of what happened, to whom, and in what circumstance (how it was like). The event or phenomena must be in the past, or happened in past time,

Example:

It was not until a year ago – after 9.3 magnitude earthquake triggered a devastating tsunami in naggroe aceh darussalam and parts of north sumatra – that the meteorology and geophysics agency (BMG) was equipped with a system that could immediately report such a disaster.

4) Source

It directyly follows each of background events. It containts a comment given by person or participant, or authority on the subject.

Example: "After the Aceh quake, the government, supported by Germany, Japan, China and France, started building a system that by 2008 will connect 160 seismographic stations nationwide," BMG earthquake division head Suharjono said Tuesday.[19]

A.3.1 Grammatical Features of News Item Text

The characteristic linguistic or grammatical features of the news item text is as follows:

[19]Pardiyono. *Op.cit*. p. 256-267.

1. Short telegraphic information about story captured in headline
2. Use of material processes to retell the event (in the text below, many of the material processes are nominal zed).
3. Use of projecting verbal processes in sources stage.
4. Focus on circumstance (in the text below, mostly within qualifiers).
5. Using declarative sentences
6. Using past tense, past perfect, past continuous tense.
7. Need conjunction
8. Using reported speech, especially in source.
9. Often use action verbs
10. The dominant use of saying verbs
11. Many use the adverb of time, adverb of place, adverb of manner.

Note:

a. Using Action verbs

   Action verbs are verbs that show action. (Ex: Do, Write, Kill, Run etc)

b. Using the verb Saying

   Saying verb is a word used to convey the first speaker. (Ex: say, preached, preaching, quoted, saying, mentions, etc)

The Example of News Item Text

Headline	**Kelud Mountain's Alert**
Newsworthy Events	Kediri - The national experts of volcanic announced a new development of Kelud Mountain activities. Samiran, one of the experts is the first who announced the activities of Kelud Mountain activities in Kediri.
Background Event	Samiran, one of the experts is the first who announced

	the activities of Kelud Mountain activities in Kediri. The previous day, in the morning, the mountain released 500 metric ton poisonous ashes and materials. It endangered the life surround. At the mid day, it reacted again. At that time, it released a great deal of thick cloud that made the area be dark. In the afternoon, it threw away stones and others materials. It started to react more than the day before.
Source	The national volcanic institution was later to describe it as the "alert" for all people surround and they were asked to vacant the areas to the shelters. [20]

A.4 SETS Learning Model

SETS model well-known by education practitioners as a *science*, *environment*, *technology*, and *society* – is unity that the concept of education has implementation in order the students have the ability to higher order thinking.[21] It is one of the models that adapt to the rapid development of knowledge and answered a paradigm shift. It has originally developed for the study of science, particularly the natural sciences, although it can be studied its use in the other learning.

Approach SETS / Salingtemas taken from Education concept STM (Science, Technology, and Society), Environmental Education (Environmental Education / EE), and STL (Science, Technology, Literacy). In the approach Salingtemas OR SETS (Science, Environment, Technology and Society) Education concept STM OR STL and EE is viewed as one oneness cannot be separated.[22]

[20]S. Siahaan and Kisno Shinoda. *Op.cit*. p. 64.
[21]Suyatno. (2009). p. 80
[22]Mayasa. (2012). *Pendekatan Pembelajaran SETS (Science Environment Technology Society).* http://m4y-a5a.blogspot.sg/2012/10/pendekatan-pembelajaran-sets-science.html. (Accessed on March 12th, 2017)

SETS model can be initiated with simple concepts contained in the environment around and the students' daily lives. This indication is followed by the anticipation of the delivery of "news" is happening and prevention, one of them through way of SETS education. The nature of SETS in education reflects on how to do and what can be reached by SETS education. SETS education should be able to make the students really understand the relationship of each elements in the SETS. Furthermore, SETS model interrelations between these elements indicate that each of the elements influence each other in their respective development process. An integral relationship between science, environment, technology and society is a reciprocal two-way relationship can be assessed both the benefits and losses resulting.

SETS learning model in principle will guide the students to think generally and act either locally or generally in solving problems faced everyday. The success of the SETS learning model with depth sufficient relevant to solve the problems that obstacles everyday life. This implies that the student has learned how society. To fulfill the students' interest is necessary to create a program that correspondence with students' educational level and citizens.

Teachers are expected to be more careful in his teaching when he put concepts or topics to be discussed with the SETS model learning. The topic must be actual and in accordance with the subject being studied and certainly not against with the standardized curriculum. One thing that is most important, SETS education should be able to motivates the students to participate in learning activities.

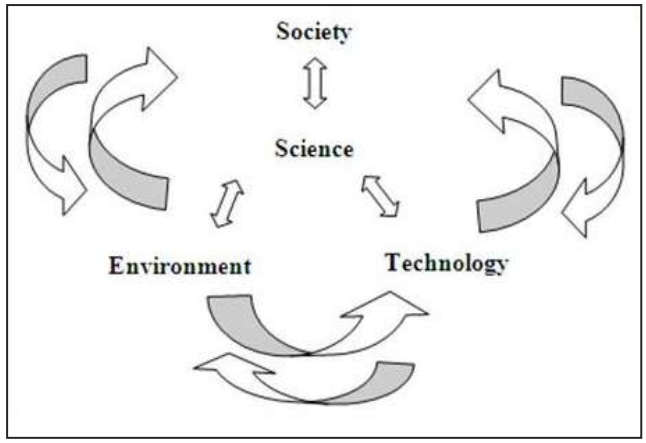

Fig. 2.1 The Relation of SETS Components

Based on the figure above, SETS carry the message that in order to use science (S-I) into the form of technology (T) in meeting the needs of the community (S-II) required thinking about the implications on the environment (E) physically and mentally. SETS approach can be stated that through SETS model is expected the students are able to know every element of SETS and well understand the implications of the relationship between its elements. In addition, SETS model will guide students to think generally whole and act to solve problems, both the local environment and environmental relationship with everything related to the community and participate in solving International problems according to its capacity.[23]

The definition is almost the same as stated in the Ministry of Education (Depdiknas) that the approach Salingtemas / SETS, students are conditioned to want and be able to apply the principles of science to produce the technology works

[23]Mayasa. (2017). *Pendekatan Pembelajaran SETS (Science, Environment, Technology, Society)*. http://m4y-a5a.blogspot.co.id/2012/10/pendekatan-pembelajaran-sets-science.html. (Accessed on January, 22nd 2017).

followed with a view to reducing or preventing negative impacts that may arise from the emergence of this technology products toward the environment and society.[24]

To understand the approach SETS it required an understanding of the elements contained in the mutual learning that is integrated between the STM, STL and Environmental Education.

According Poedjiadi education practitioners many express terms that are similar to the actual salingtemas have the same core, as the term Science, Environment, Technology, and Society (SETS); Science, Technology, and Society (STS) or can be translated into Science, Technology, Society (STM); and Science, Environment, Technology (SET).[25]

STS education implies that learners consider all three strands – science, technology and society – within a coherent educational experience. STS education attempts to place as much emphasis on technology and society as on science in presenting a coherent view of the relationship between these three strands. The origin of STS education is with scientists and within science education and can be traced back to the 1930s. Scientific humanists such as Bernal, Hogben and Haldane were part of a left-wing movement that strongly promoted scientific knowledge for all, particularly in showing the relevance of science to society. The impact of this radical

[24]Depdiknas. (2002). *Kurikulum Berbasis Kompetensi. Kegiatan Belajar Mengajar*. Jakarta: Pusat Kurikulum Balitbang. p. 35

[25]Poedjiadi. (1994). *Mewujudkan Literasi Sains dan Teknologi Melalui Pendidikan Disampaikan pada Seminar FPMIPA IKIP Bandung*. (online) http://www.duniaguru.com/index.php?option=com_content&task=view&id=85&Itemid=26.. (Accessed on March 12th, 2017)

movement can be seen in contrasting approaches by the Science Masters' Association (SMA) at the beginning and end of the 1930s.[26]

In UK have the same program that is SISCON (Science in a Social Contex). SISCON was one of the early UK science courses to include topics with wide political implications. The aim of the course was to exhibit science as an endeavour rooted in the society which uses it.[27]

According Hidayat and Yager is SETS term created by John Ziman in his book entitled Teaching and Learning about Science and Society. Ziman tries to express a hope that the concepts and processes of science taught at school should fit the social context and relevant to students' daily lives.[28]

While Yager & Roy states brief history SETS approach as follows. Starting in 1970, several US universities such as Cornell, Penn State, Stanford, and SUNY-Stony Brook formally start a program that offers lessons on the field of study that is now called the SETS. The same was done by a consortium of UK universities. Then, gradually some countries and other institutions to cooperate, become a major research university, and about 100 institutes make SETS as an academic field. As a development momentum SETS, in 1977 appeared on a project called Norris Harms' Project Synthesis with the main objective, namely: (1) prepare students to use science for the development of life and follow the development in technology, (2) teaching students to take responsibility with technology issues / communities, (3) identify the body of fundamental knowledge so that students thoroughly obtain

[26]Mary Ratcliffe. (2001). *Science, Technology, and Society in School Science Education*.http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.457.3272&rep=rep1&type=pdf. (Accessed on March 12th, 2017)

[27]Stem Learning. (2013). *Science in a Social Context (SISCON)*. https://www.stem.org.uk/elibrary/collection/2911. (Accessed on March 12th, 2017)

[28]John Ziman. (2003). *Teaching and learning about science and society*. Melbourne: Cambridge University Press. p. 147.

intelligence with the issues of SETS, and (4) provide an accurate picture to the students about the requirements and opportunities the careers available in the field of SETS.

After the project was reported in 1981, the National Science Teachers Association (NSTA) took the initiative to conduct a study to improve the quality of science education programs. In that case, SETS is one area of research beginning in 1982-83 and also in 1986. Since then, nationally and an initial attempt in which the SETS become a focus for school science to identify new goals, new curricula, modules, new learning strategies and new forms for the evaluation of student learning outcomes.

The results that have been achieved in the above study have been used in the renewal of science education in Iowa since the start of a program Chautauqua NSTA-NSF in 1983. And now, already more than 1.700 or 1.800 teachers, especially in grade 4-9 who have developed and introducing modules SETS in their science classrooms. Initiatives to it have also been conducted in other states, such as Arizona, Florida, New York, and Wisconsin.

In 1984, the NSTA Board recommends that all high school students in the US receive lessons SETS with a variation of 15% in the lower grades of up to 25% at higher grade. In 1990 in the United States, SETS has been introduced in 2000 and 1000 senior faculty in the form of lessons.

Thus, the SETS as subjects in the field of study and the focus of research in higher education originated under 70s especially in the United States (US) and the United Kingdom. In the US, since the 80s nationally SETS become the focus and scope of the efforts to reform science education in schools (objectives, curricula,

modules, programs / approaches / learning strategies, and evaluation of student learning outcomes).[29]

A.4.1 Steps of SETS Learning Model

Suyatno states that steps of SETS learning model are: (a) Introduction: apperception, (b) establishment of the concept, (c) application of the concepts in life (d) stabilization of the concepts and (e) evaluation.

The phases of STM approach proposed by Poedjiadi in article of Science, Technology and Society (Sains, Teknologi dan Masyarakat: STM) development model as follows:[30]

a) The apperception phase that initially raised issues or actual problems that any society and can be observed by learners.
b) The establishment of the concept which learners construct their knowledges through observation, experiments, discussions, etc.
c) The application of the concepts or problem solving is to analyze the problems that have been raised at the beginning of learning based on the concept that has been previously understood.
d) The stabilization of the concept phase, namely teachers provide stabilization concepts to avoid mistakes in students themselves.
e) The evaluation, at this stage the use of students' personal data or portofolio is strongly recommended.

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[29]Akhmad. (2006). http://sainsteknologi-pendidikan.blogspot.sg/2006_09_01_archive.html. *Pendekatan Sains/Teknologi dalam Pembelajaran*. (Accessed on March 12th, 2017)

[30]Lia Utami. (2011). *Pendekatan Sosial Teknologi Masyarakat (STM)*. https://zonaliakimiapasca.wordpress.com/pendidikan/pendekatan-sosial-teknologi-masyarakat-stm/. (Accessed on February, 13th 2017)

And if it is associated with writing news item text, then the steps of SETS learning models in writing news item text listed below:

a) The teachers provide a deeper understanding about what will be trained and what competencies that must be mastered.
b) The teachers give examples of news item text and demonstrates the problems or issues contained in the text.
c) The teachers and students question and answer about elements in writing news item text such as language features, generic structure, and how to arrange news item texts.
d) The teachers motivate the students to analyze aspects of science, environment, technology and society contained in news item text shared
e) The teachers ask the students review to the field and write the news item text with the elements obtained from the school environment and the text should be accompanied by pictures.
f) The teachers evaluate the students' writing news item text then provides feedback and examine their difficulties arised in transferring the lessons to them.

A.4.2 Advantages and Disadvantages of SETS Learning Model

Lisdiana in Wibowo "Implementation of STS (Science, Technology and Society in Study of Science" states some advantages and disadvantages of SETS learning model as follows:

The advantages of SETS learning model are:

1) Using a wide variety of learning resources, whether in print media, electronic or real life around us.

2) Providing opportunities for students to be more active, while teachers as facilitators always provide feedback to students, without blaming students' opinion.
3) Making learning more fun and avoid the tension can make students become fearful.
4) Directing and motivating the students, so that students can be more creative thinking.

The disadvantages of SETS learning model are:

1) SETS learning model should give students knowledge in accordance with the level of education.
2) Students are not accustomed to critical thinking and learn to take the experience in the field, so it takes patience and perseverance of teachers to direct the students.
3) To implement this model, the role of the teacher starts plan, manage the learning process, assessment the learning outcomes, and motivator.

A.4.3 Main Purposes of Education with SETS Learning Model

The main purpose of education with SETS learning model is to prepare students to be citizens and residents of the community who have an ability to:

a) Investigate and analyze the knowledge and technology to real situations;
b) Make a change;
c) Make the right decisions about the problems being faced which has components of knowledge;

d) Plan activities either individually or in groups in order to taking action and solving problems being faced;
e) Responsible for decisions and actions;
f) Prepare the learners to use their knowledge;
g) Teach the learners to take responsibility with environmental, technology or society issues; and
h) Identify the fundamental knowledge that learners completely acquire intelligence with SETS issues. [31]

Thus, there are some aspects that is emphasized and presented a proportional manner and integrated in knowledge at school with SETS approach, that is:

a) The ability of learners to ask questions to nature or the environment and find the answer
b) The ability of learners to identify the problems facing society and seeks to solve.
c) Mastery of scientific knowledge (knowledge)
d) Skills (technology) and attempt to apply them to life
e) Consider the values and social and cultural context
f) The development of attitudes, social and cultural values of local, personal and global.

A.5 Writing Assessment

Teacher as an evaluator has to have a right concept of writing assessment to assess the students' writing work. Assessment is about reporting on the students'

[31] http://hbis.wordpress.com/2010/07/04/pengembangan-model-pembelajaran-paikem-dengan-pendekatan-sets/ (Accessed on February 12th, 2017).

ability in learning and about teaching better through expressing to them more clearly the goals of teaching learning process. It is about diagnosing misunderstanding in order to help students to learn more effectively. Assessment can be a guide for the teacher and the students what the purpose of teaching learning process has been reacherd. Assessment is the process of observing and measuring teaching-learning process. It includes a testing. Made test of English can help the students to create positive attitude toward instruction by giving students a sense of accomplishment and a feeling that the teacher's evaluation of them matches what he was taught him it also helps students learn the language by requiring them to research hard, emphasizing course objectives and showing them where they need to improve.[32]

There are many kinds of writing assessment. It depends on the test what we used to assess writing. In writing assessment there are some components that used as assessment. Those components are organization, logical development, grammar, punctuation, spelling and mechanics, style and quality of expression.

If teacher wants to give assessment by testing the students on writing, she can often find writing assessment in the curriculum materials. If assessment are not providing, she (he) can make her (his) own. Teacher must give scores to the students' work in order to know success in teaching and the students' ability in writing.

B. Related Studies

In this study, I take some relevance of studies to support this study which is focused on the using of some learning model in writing news item text. Some of the findings are summarized as follows:

[32]Harold. S. Masen. (1983). *Techniques in Testing.* New York: Oxford University Press. P.4-5

1. Basri, Hasan, Education Faculty of Walisongo State Institute for Islamic Studies, 2011 has done a research Teaching Writing News Item Text Through Documentary Video at the Tenth Grade of SMA N 1 Kaliwungu Kendali in 2010-2011 academic year. This Research is about the effectiveness of documentary video as media to improve news item text writing skill of the tenth grade of SMA N 1 Kaliwungu Kendal in 2010/2011 academic year. The objective of this Research is to find out the effectiveness of documentary videos as media in teaching of news item text writing for the tenth grade students of SMA N 1 Kaliwungu Kendal. The population of this research was the tenth grade students of SMA N 1 Kaliwungu Kendal. The research method was an experiment research, which conducted in two classes; the experiment class (Xc) and control class (Xf). The Xc was taught by using documentary video, while the Xf was taught without documentary video (using text). The writer gave writing test to gather the data. There were two test; pre-test and post-test. After the data had been collected by using test, it was found that the pretest mean of the experiment class was 63.6 and control class was 62.7 While, the post-test mean of the experiment class was 76.7 and control class was 70.7. the obtained t-test score was higher than the t-table (3.029 > 1.67). it was meant that Ha was accepted while Ho was rejected.[33]
2. The second thesis is "Using Small Group Discussion in teaching Writing (New Item Text) to the Senior High School Students (a case of the year ten students of SMA PGRI Purwodadi in the Academic Year of 2009/2010)" by

[33]Hasan Basri. (2011). *Teaching Writing News Item Text Through Documentary Video at the Tenth Grade of SMA N 1 Kaliwungu Kendali*. Education Faculty of Walisongo State Institute for Islamic Studies.

Puji Listiowati.[34] She has same material in her research that is News Item and grade of students. The difference between the writer and her research is the skill and technique. She uses Small Group Discussion to teach writing. She concludes that using Small Group Discussion is more effective to teach written News Item Text than without Small Group Discussion.

3. The fifth research is "The Effectiveness of News Anchor Video and Picture to Improve the Students' Ability in Writing News Item (an experimental study of the tenth grade students of MA Al Mukmin Sukoharjo in The Academic Year of 2009/2010)" by Umi Hikmawati. The similarity between her research and the writer's research are News item and the participants. The differences are skill ability and technique. She gets result that News Anchor Video and Picture is more effective than pictures.[35] Thus that hypothesis that news anchor video is more effective than pictures to improve the ability.

C. Conceptual Framework

Writing is a process to convey or express our ideas by writing in several sentences. Writing is very important in our life because writing can enrich the reader knowledge by our ideas. It is very important to learn writing. One the easier way to write is taught by using learning model in.

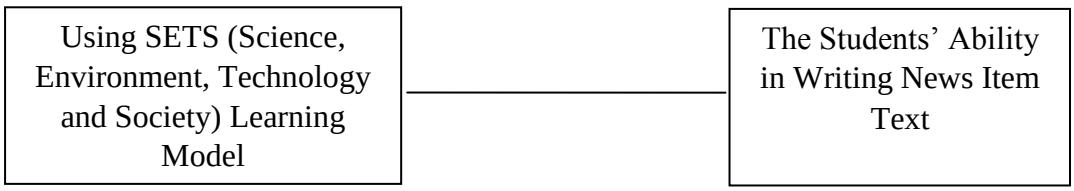
Learning model is way to teach in the learning process. By using model, the

[34]Puji Listiowati (2210405655*), Using Small Group Discussion in teaching Writing (New Item Text) to the senior High school students (a case of the year ten students of SMA PGRI Purwodadi in the academic year of 2009/2010*),(Semarang: English Department and Education Faculty UNNES, 2010) , Unpublished Thesis

[35]Umi Hikmawati (2201406079), *The Effectiveness of News Anchor Video and Picture to improve the students' ability in writing News Item (an experimental study of the tenth grade students of MA Al Mukmin Sukoharjo in The academic year of 2009/2010),* (Semarang: English Department and Education Faculty UNNES, 2010) , Unpublished Thesis

learning process will be more effective and fun. In learning process, the teacher should use various strategies to improve the students' achievement. There are many kinds of learning model, one of the learning models is SETS (Science, Environment, Technology, Society).

To make the conceptual framework more clear, it can be seen by the following chart:



Based on the chart above, it can be seen that the learning model can affect the students' ability in the learning process, especially in writing news item text.

D. Hyphothesis

Hypothesis is the provisional answer toward the research problem or research question.[36] It is provisional truth determined that should be tested and proved.[37] The provisional answer must be proved through investigation or analysis of the data to receive proof whether the hypothesis could be accepted or not. The hypothesis of this research is the using of SETS (Science, Environment, Technology and Society) learning model to teach writing news item text.

Based on the above related literature state, I can formulate the following hypothesis:

[36]Sugiyono. (2009). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta. p. 159

[37]Suharsimi Arikunto. (2010). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta. p. 110

Ha : There is significant effect of SETS (Science, Environment, Technology and Society) learning model on the students' ability in writing news item text.

Ho : There is no significant effect of SETS (Science, Environment, Technology and Society) learning model on the students' ability in writing news item text.

CHAPTER III

METHODOLOGY OF RESEARCH

A. The Location of Research

This research was conducted in X grade of SMA Swasta Nurul Islam Indonesia. The location of research is on Megawati St, No. 20 B Medan. As the selection of this location as a research subject based on the following considerations:

Fig. 3.1 SMA Swasta Nurul Islam Indonesia

1. The location of study is near to the writer's house in order making easy collecting the data.
2. In SMA Swasta Nurul Islam Indonesia has never done the studies with the same problem.
3. The location is more practical and economical in terms of cost and effort.

B. Population and Sampling

B.1 Population

Population is all the field that the researcher taked. In conducting the research of course need the population as what Bambang Soepomo said that population is all of subject that fact target of searching.[38] The population of this research was the tenth grade of SMA Swasta Nurul Islam Indonesia. There are two parallel classes. Each classes consists of 20 students. The total number of students are 44 students. It could be seen from the table:

[38]Soepomo. Bambang. (1997). *Statistik Terapan*. Jakarta : PT. Rineka Cipta. p. 82

Table 3.1

The Population of Research

Num	Class	Students
1	X-1	23
2	X-2	21
Total		44

Source : From Office of NII School

B.2 Sampling

Sampling is a process for selecting the sample from the population. The sample was selected by using random sampling technique. Based on the technique, two classes of three classes is selected as sample. Each class written down in a slip of paper and the papers are placed in a box. Two of the papers were taken, the writer gets X-1 class as the experimental group and X-2 class as the control group. These two classes consist of 44 students.

The real sample of this research can be seen in the following table:

Table 3.2

The Sampling of Research

Num	Class	Variable	Students
1	X-1 (Experimental Class)	X	23
2	X-2 (Control Class)	Y	21
Total			**44**

C. Operational Definition of Variable

This study has two variable, they are independent variable and dependent variable.

1. Independent variable of this study is SETS Learning Model in teaching news item text. This learning model is applied to know the effect of SETS Learning

Model on the students' writing ability in news item text, it is basically an activity where students find the problem or issues from their environment, one at a time, students are required to associate the concept of knowledge with other elements in SETS. By using this learning model, students will master basic information and skills in writing news item text and they more active than before to deliver their ideas.

2. Dependent variable is the students' writing ability in news item text. News item is factual text which informs readers about events of the day which are considered newsworthy or important. It used recount form, because the students wrote the event that has happened. The students' writing ability in news item text is affected by SETS Learning Model. It is hoped that the students can express their idea in writing news item text and they can write news item text based on the correct punctuation, grammar, spelling and the choice of words that they used.

D. Design of Research

This study was conducted by using experimental research. In this research, the sample is divided into two groups, namely experimental group and control group. The experimental group is the one that used SETS learning model while the control group that used the lecturing method.

Table 3.3

The Sample of Research

Class	Pre-Test	Treatment	Post-Test
Experimental Class	√	By using SETS Learning Model	√
Control Class	√	By using Lecturing Method	√

E. Instrument for Collecting the Data

In collecting data from the field of research, I used the following instrument to require information:

1. Test

Fig. 3.2 The students did the test

A test, in simple term, is a method of measuring a person's ability, knowledge, or performance in a given domain.[39] The aim of using the test is in accordance with the context, such diagnostic evaluation, selection and promotion because everyone has different ability, personality, interest and behavior.

In this case, test defined as a set of question that is given to the students to find out their ability in writing news item text. This test is given to both of class, experimental and control class. The test is divided into two forms, pre-test and post-test. Pre-test is a test given before the students are taught about writing news item text, whereas post-test is a test after the students are taught about writing news item text.

2. Interview

Maccoby and Maccoby offer the following definition of interview:[40]

> An interview will refer to a face–to-face verbal interchange, in which one person, the interviewer, attempts to elicit information or expressions of opinion or belief from another person or persons.

[39]John Hedgcock, Dana R. Ferris. (2009). *Teaching Readers of English: Students, Texts and Contexts*. New York: Routledge. p. 329

[40]Kathleen deMarrais, Stephen D. Lapan. (2004). *Foundations for Research: Methods of Inquiry in Education and the Social Science*. London: Lawrence Erlbaum Associates, Inc. p. 54.

Fig. 3.3 The researcher interviewed the English teacher

The interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard. The order of the interview may be controlled while still giving space for spontanity, and the interviewer can press not only for complete answers but also for responses about complex and deep issues. The researcher take the students and the English teacher as interviewee. The researcher also use interview sheet as the guidance interview.

F. Technique for Data Collection

1. Test

a) Pre-test

Pre-test is given to both experimental group and control group before doing the treatment. The test consist of one question in essay form. The students get possible score 0-100, where 0 is the minimum score and 100 are the maximum score. The function of doing pre-test was to find out the homogeneity of samples and the mean scores of each group. The specification of test is formulated on the following table.

The steps to do the test are followed:

a. Distributing the test to the students;

b. Giving instruction that the test can be done;

c. Determining the time for the students to do it;

d. Collecting the test from the students when time is up;

e. Scoring the students answer.

b) Treatment

After having the pre-test, a treatment is given to the students. Both of experimental and control group are taught by using the same material but different treatment. Experimental group is taught by using SETS learning model, while the control group is taught by using lecturing method.

c) Post test

The test is administrated after the treatment. Both experimental and control groups are given a post test. It is aimed at dicovering the result of the treatment.

2. Interview

The interview is done before conducting the research. I interview the English teacher and the students before conducting it. Firstly, I interview the English teacher to find out the information about students' difficulties faced in teaching English and then I interview the students to find out information about their problem in writing news item text.

G. Technique for Data Analysis

In this research, the data was obtained from the experiment and control class. To significantly whether there was effect of SETS (Science, Environment, Technology and Society) learning model on the students' ability in writing news item text, I should do requirement test at the first by using normality and homogeneity test.

1. Normality Test

To test normality of data, I used Liliefors test with the following steps:

(i) Calculating mean and deviation standard by the formula:

$$\overline{X} = \frac{\Sigma x}{n}$$

$$S = \sqrt{\frac{n\sum_i^2 - (\sum X_i)^2}{n\,(n-1)}}$$

(ii) Perception x_1, $x_2 ... x_n$ made permanent number z_i, z_1, $z_2 ..., z_n$ by using the formula:

$$Z_i = \frac{(X_i - \bar{X})}{S}$$

To find out $S(Z_i)$ we use the formula: $S(Z_i) = \frac{Fcum}{n}$

Here, after calculating a proportion $Z_1, Z_2, ... Z_n$, the smaller equals to $z = Z_i$

(i) Counting the difference $F(Z_i) - S(Z_i)$, and then determine its absolute price.

(ii) Taking the biggest price among absolute price of the difference and mentioning the price by L_0.

(iii) If $L_0 < L$ obtained from the critical coefficient test, the Liliefors with the real level $\alpha = 0.05$, hence the distribution is normal. (Translated from Sudjana)[41]

2. Homogeneity Test

To test whether variants of both homogenous samples, variants equality test, that is:

$$F = \frac{The\ biggest\ variants}{The\ smallest\ variants}$$

Here, its criterion is $F_{observation} < F_{table}$, then both samples was homogenous.

[41]Sudjana. 2005. *Metoda Statistika.* Bandung: Tarsito. p. 466.

3. Hypothesis Test

The data was analyzed by using t-test formula. The formula was:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{dx^2 + dy^2}{nx + ny - 2}\right)\left(\frac{1}{nx} + \frac{1}{ny}\right)}}$$

M_x = the mean score of experiment group

M_y = the mean score of control group

d_x = the deviation standard of experiment group

d_y = the deviation standard of control group

n_x = the total sample of experiment group

n_y = the total sample of control group

H. The Procedure of Research

Procedures are important to ensure the success of conducting the research. They are the detailed steps to take so that any mistake could be avoid.

1. Pre-Test

Before starting the experiment, a pre-test is needed to know how far the students know about the subjects that are taught. Both groups, the experimental and control group is given pre-test before treatment. The teacher asks the students to write a news item paragraph based on the topic given. The function of the pre-test is to know the mean scores of experimental and control group as correctly as possible.

2. Teaching Presentation

Teaching presentation is conducted after administrating the pre-test. There are two groups includes in this research, the experimental group is taught by using SETS learning model and control group is taught by using lecturing method.

Table 3.4

The Steps of Experimental Group

Meeting	Teacher's Activities	Student' Activities	Time Allocation
I	First Meeting (120 Minutes) **Apperception** a. Greetings, checks the attendance, and introduce myself	a. Give responds greetings from teachers and and respond taking attendance	7 Minutes
	b. Determine the learning objectives in accordance with the basic competencies.	b. Understanding the specified learning objectives	10 Minutes
	Concept Formation c. Give an examples of news item text, demonstrate news item and identify problems or issues contained in the news item.	c. Identify the problem found in the news item	10 Minutes
	d. Teachers ask questions about science, environment, technology, and society around students.	d. Ask question and answer	10 Minutes
	e. Ask questions about news item text, the elements-language features of news item text and how to compose news item text	e. Ask question and answer about the news item text	15 Minutes
	Application Concept		20 Minutes
	f. Motivating students to analyze aspects of science, environment, technology and society contained in the news	f. Analyze aspects of knowledge, environment, technology and society in news item text shared	

	item shared, **Stabilization Concept** g. The teacher asks the students review the field and write the news item text in accordance with the elements of news item text obtained from their school environment and the text should be accompanied by pictures. **Evaluation** h. Teachers check the results of the students' assignment whether it has succeeded or not and give feedback	 g. Students write a news item text in accordance with with the elements of news item text obtained from their school environment and the text should be accompanied by pictures. h. Students demonstrate the news item written.	30 Minutes 18 Minutes
II	Second Meeting (40 minutes) a. Apperception b. Give post-test (written news item text from students' observation proven by the picture). c. Give scores	 a. Pay attention to the teachers b. Do post-test (written news item text from students' observation proven by the picture).	5 Minutes 25 Minutes 10 Minutes

Table 3.5

The Steps of Control Group

Meeting	Teacher's Activities	Students' Activities	Time Allocation
I	First Meeting (120 Minutes) a. Greetings, checks the attendance, and introduce	b. Give responds greetings from teachers and and	10 Minutes

	myself b. Determine the learning objectives in accordance with the basic competencies. a. Explain subject materials about about news item text, the elements-language features of news item text and how to compose news item text c. Distribute a news item text associated with the school problem d. Formulate work specifications will be done by students e. Teachers make a news item text from the specified topic and explain the news item aspects to students. f. Determine a new topic and asks the students to write a text stories based on those topics g. Give scores	respond taking attendance c. Understanding the specified learning objectives d. Listen to the teacher's explanations about news item text, the elements-language features of news item text and how to compose news item text e. Receive news items text taken from their school environment f. Students listen to teacher g. Students ask question and answers h. Students write news item text	10 Minutes 25 Minutes 5 Minutes 15 Minutes 20 Minutes 30 Minutes 5 Minutes
II	Second Meeting (40 Minutes) a. Check students b. Give post-test. (Students write a news item text based on the specified topics) c. Give scores	a. Pay attention to teachers b. Do post-test. (Students write a news item text based on the specified topics)	5 Minutes 25 Minutes 10 Minutes

c. Post-Test

Having done the teaching to both groups, I conduct the post-test. This is applied to find out the result of teaching presentation in both the experimental and control group.

CHAPTER IV

FINDING & DISCUSSION

A. Data Analysis

Data analysis was intended to find out whether the application of SETS (Science, Environment, Technology and Society) learning model significantly affects the students' ability at writing news item text. The analysis was computed by applying the t-test formula to discover the hypothesis of this research was accepted or rejected, before it I should do requirement test at the first by using normality and homogeneity test.

A.1 The Description of Data

The data on this research were quantitative data, they were taken from experiment research design, and there were forty four students who were taken as sample of this research. They were divided into two classes, namely experiment and control class. The students in experiment class were taught by using SETS (Science, Environment, Technology and Society) learning model and the students in control class were taught by using lecturing method. The population of this research was the students of the tenth grade at SMA Swasta Nurul Islam Indonesia Medan. The experiment class was X_1 and the control class was X_2.

The research was conducted in two weeks, within two treatments which included four meetings altogether. Both of experiment and control class were given essays writing test form on the pre-test and post-test.

Table 4.1

Students' Score in Experiment Class

Num	Initial Name	Pre-test	Post-test
1	AS	63	78
2	AP	67	75
3	AN	70	92
4	AFP	66	81
5	DH	53	75
6	DPS	70	93
7	DA	67	80
8	FA	38	67
9	FDW	76	96
10	FHE	50	69
11	HP	66	79
12	LW	74	94
13	MY	76	96
14	MDH	64	78
15	MF	71	89
16	MNE	74	91
17	MR	45	60
18	MSN	48	69
19	RAA	57	70
20	RF	69	82
21	RL	65	73
22	RDS	68	92
23	SIR	72	86
Total		**1469**	**1865**
Mean		**63.87**	**81.09**

Based on the table above, the students' ability at writing news item text that was taught by using SETS (Science, Environment, Technology and Society) learning

model showed the minimum score of pre-test was 38, the maximum score of pre-test was 76 and the mean of pre-test was 63.87. Meanwhile the minimum score of post-test was 60, the maximum score of post-test was 96, and the mean of post-test was 81.09.

Table 4.2

Students' Score in Control Class

Num	Initial Name	Pre-test (t_1)	Post-test (t_2)
1	AF	46	50
2	AP	60	76
3	AR	70	74
4	DBAK	62	73
5	DR	51	65
6	FNH	66	40
7	FY	72	60
8	IH	59	73
9	IH	57	69
10	MFL	56	60
11	MAL	56	60
12	NA	69	75
13	NAF	67	72
14	NH	57	61
15	RK	65	73
16	RF	58	61
17	TAFW	68	72
18	TG	62	70
19	TR	64	71
20	US	55	64
21	ZA	37	71
Total		**1257**	**1390**
Mean		**59.86**	**66.19**

The table above explain that the students' ability at writing news item text that was taught by lecturing method showed the minimum score of pre-test was 37 and the maximum score was 72, the mean of pre-test was 59.86. Meanwhile the minimum score of post-test was 40 and the maximum score was 76, the mean of post-test was 66.19.

A.2 Normality Test

Table 4.3

Normality Test of Pre-test in Experiment Class

Num	Score	F	F_{cum}	(Z_i)	$F(Z_i)$	$S(Z_i)$	$\|F(Z_i) - S(Z_i)\|$
1	38	1	1	-2.475	0.006	0.043	-0.037
2	45	1	2	-1.806	0.035	0.087	-0.052
3	48	1	3	-1.518	0.064	0.130	-0.066
4	50	1	4	-1.327	0.092	0.174	-0.082
5	53	1	5	-1.040	0.149	0.217	-0.068
6	57	1	6	-0.657	0.255	0.261	-0.006
7	63	1	7	-0.083	0.467	0.304	**0.163**
8	64	1	8	0.012	0.505	0.348	0.157
9	65	1	9	0.108	0.543	0.391	0.152
10	66	2	11	0.204	0.581	0.478	0.103
11	67	2	13	0.299	0.617	0.565	0.052
12	68	1	14	0.395	0.653	0.608	0.045
13	69	1	15	0.491	0.688	0.652	0.036
14	70	2	17	0.587	0.721	0.739	-0.018
15	71	1	18	0.682	0.752	0.782	-0.03
16	72	1	19	0.778	0.782	0.826	-0.044
17	74	2	21	0.969	0.834	0.913	-0.079
18	76	2	23	1.161	0.877	1	-0.123

To find Z score by using the formula:

$Z_i = \frac{(X_i - \bar{X})}{S}$

(i) $Z_i = \frac{38 - 63.87}{10.45} = -2.475$

(ii) $Z_i = \frac{45 - 63.87}{10.45} = -1.806$

(iii) $Z_i = \frac{48 - 63.87}{10.45} = -1.518$

(iv) $Z_i = \frac{50 - 63.87}{10.45} = -1.327$

(v) $Z_i = \frac{53 - 63.87}{10.45} = -1.040$

To find out $F(Z_i)$ I use the formula in microsoft excel =normsdist(Zi Data))

(i) $F(Z_i)$ = normsdist(-2.475)) = 0.006

(ii) $F(Z_i)$ = normsdist(-1.806)) = 0.035

(iii) $F(Z_i)$ = normsdist(-1.518)) = 0.064

(iv) $F(Z_i)$ = normsdist(-1.327)) = 0.092

(v) $F(Z_i)$ = normsdist(-1.040)) = 0.149

To find out $S(Z_i)$ I use the formula: $S(Z_i) = \frac{Fcum}{n} = n = 23$

(i) $S(Z_i) = \frac{1}{23} = 0.043$

(ii) $S(Z_i) = \frac{2}{23} = 0.087$

(iii) $S(Z_i) = \frac{3}{23} = 0.130$

(iv) $S(Z_i) = \frac{4}{23} = 0.174$

(v) $S(Z_i) = \frac{5}{23} = 0.217$

From the explanation above, it can be seen that the Liliefors Observation or L_0 = 0.163 with n = 23 and at real level α = 0.05 there was not in Lt distribution, it was between n = 20 and n = 25, so I used interpolation:

(i) $L_t(0.05)(20) = 0.190$

(ii) $L_t(0.05)(25) = 0.173$

$L_t(0.05)(23) = 0.190 + \frac{23-20}{25-20}(0.173\text{-}0.190)$

$= 0.190 + \frac{3}{5}(-0.017)$

$= 0.190 + 0.6\ (-0.017)$

$= 0.190 - 0.010$

$= 0.180$

It can be concluded that the data distribution was **normal**, because L_0 (0.163) < L_t (0.180).

Table 4.4

Normality Test of Post-test in Experiment Class

Num	Score	F	F_{cum}	(Z_i)	$F(Z_i)$	$S(Z_i)$	$\lvert F(Z_i) - S(Z_i) \rvert$
1	60	1	1	-2.020	0.021	0.043	-0.022
2	67	1	2	-1.349	0.089	0.087	0.002
3	69	2	4	-1.158	0.123	0.174	-0.051
4	70	1	5	-1.062	0.144	0.217	-0.073
5	73	1	6	-0.775	0.219	0.261	-0.042
6	75	2	8	-0.583	0.280	0.348	-0.068
7	78	2	10	-0.296	0.383	0.435	-0.052
8	79	1	11	-0.200	0.421	0.478	-0.057
9	80	1	12	-0.104	0.458	0.522	-0.064
10	81	1	13	-0.008	0.497	0.565	-0.068
11	82	1	14	0.087	0.534	0.608	-0.074
12	86	1	15	0.470	0.681	0.652	0.029

13	89	1	16	0.757	0.775	0.695	0.080
14	91	1	17	0.949	0.828	0.739	**0.089**
15	92	2	19	1.045	0.852	0.826	0.026
16	93	1	20	1.141	0.873	0.869	0.004
17	94	1	21	1.236	0.892	0.913	-0.021
18	93	6	27	1.141	0.873	1.174	-0.301

To find Z score by using the formula:

$Z_i = \frac{(X_i - \bar{X})}{S}$

(i) $Z_i = \frac{60 - 81.09}{10.44} = -2.020$

(ii) $Z_i = \frac{67 - 81.09}{10.44} = -1.349$

(iii) $Z_i = \frac{69 - 81.09}{10.44} = -1.158$

(iv) $Z_i = \frac{70 - 81.09}{10.44} = -1.062$

(v) $Z_i = \frac{73 - 81.09}{10.44} = -0.775$

To find out F(Zi) I use the formula in microsoft excel =normsdist(Zi Data))

(i) $F(Z_i)$ = normsdist(-2.020)) = 0.021

(ii) $F(Z_i)$ = normsdist(-1.349)) = 0.089

(iii) $F(Z_i)$ = normsdist(-1.158)) = 0.123

(iv) $F(Z_i)$ = normsdist(-1.062)) = 0.144

(v) $F(Z_i)$ = normsdist(-0.775)) = 0.219

To find out $S(Z_i)$ I use the formula: $S(Z_i) = \frac{Fcum}{n}$ = n = 23

(i) $S(Z_i) = \frac{1}{23} = 0.043$

(ii) $S(Z_i) = \frac{2}{23} = 0.087$

(iii) $S(Z_i) = \frac{4}{23} = 0.174$

(iv) $S(Z_i) = \frac{5}{23} = 0.217$

(v) $S(Z_i) = \frac{6}{23} = 0.261$

From the explanation above, it can be seen that the Liliefors Observation or $L_0 = 0.089$ with n = 23 and at real level $\alpha = 0.05$ there was not in Lt distribution, it was between n = 20 and n = 25, so I used interpolation:

- $L_t(0.05)(20) = 0.190$
- $L_t(0.05)(25) = 0.173$

$L_t(0.05)(23) = 0.190 + \frac{23-20}{25-20}(0.173-0.190)$

$= 0.190 + \frac{3}{5}(-0.017)$

$= 0.190 + 0.6\ (-0.017)$

$= 0.190 - 0.010$

$= 0.180$

It can be concluded that the data distribution was **normal**, because L_0 (0.089) < L_t (0.180)

Table 4.5

Normality Test of Pre-test in Control Class

Num	Score	F	F_{cum}	(Z_i)	$F(Z_i)$	$S(Z_i)$	$\lvert F(Z_i) - S(Z_i) \rvert$
1	37	1	1	-2.725	0.003	0.047	-0.044
2	46	1	2	-1.652	0.049	0.095	-0.046
3	51	1	3	-1.056	0.145	0.143	0.002
4	55	1	4	-0.579	0.281	0.190	**0.091**

5	56	2	6	-0.460	0.323	0.286	0.037
6	57	2	8	-0.341	0.366	0.381	-0.015
7	58	1	9	-0.222	0.412	0.429	-0.017
8	59	1	10	-0.102	0.459	0.476	-0.017
9	60	1	11	0.017	0.507	0.524	-0.017
10	62	2	13	0.255	0.600	0.619	-0.019
11	64	1	14	0.493	0.689	0.667	0.022
12	65	1	15	0.613	0.730	0.714	0.016
13	66	1	16	0.732	0.768	0.762	0.006
14	67	1	17	0.851	0.802	0.809	-0.007
15	68	1	18	0.970	0.834	0.857	-0.023
16	69	1	19	1.089	0.862	0.905	-0.043
17	70	1	20	1.208	0.886	0.952	-0.066
18	72	1	21	1.447	0.926	1	-0.074

To find Z score by using the formula:

$$Z_i = \frac{(X_i - \bar{X})}{S}$$

(i) $Z_i = \frac{37 - 59.86}{8.39} = -2.725$

(ii) $Z_i = \frac{46 - 59.86}{8.39} = -1.652$

(iii) $Z_i = \frac{51 - 59.86}{8.39} = -1.056$

(iv) $Z_i = \frac{55 - 59.86}{8.39} = -0.579$

(v) $Z_i = \frac{56 - 59.86}{8.39} = -0.460$

To find out $F(Z_i)$ I use the formula in microsoft excel =normsdist(Z_i Data))

(i) $F(Z_i)$ = normsdist(-2.725)) = 0.003

(ii) $F(Z_i)$ = normsdist(-1.652)) = 0.049

(iii) $F(Z_i)$ = normsdist(-1.056)) = 0.145

(iv) $F(Z_i)$ = normsdist(-0.579)) = 0.281

(v) $F(Z_i)$ = normsdist(-0.460)) = 0.323

To find out $S(Z_i)$ I use the formula: $S(Zi) = \frac{Fcum}{n}$ = n = 21

(i) $S(Z_i) = \frac{1}{21} = 0.047$

(ii) $S(Z_i) = \frac{2}{21} = 0.095$

(iii) $S(Z_i) = \frac{3}{21} = 0.143$

(iv) $S(Z_i) = \frac{4}{21} = 0.190$

(v) $S(Z_i) = \frac{6}{21} = 0.286$

From the explanation above, it can be seen that the Liliefors Observation or $L_0 = 0.091$ with n = 21 and at real level $\alpha = 0.05$ there was not in L_t distribution, it was between n = 20 and n = 25, so I used interpolation:

(i) $L_t(0.05)(20)=0.190$

(ii) $L_t(0.05)(25)=0.173$

$L_t(0.05)(21) = 0.190 + \frac{21-20}{25-20}(0.173-0.190)$

$= 0.190 + \frac{1}{5}(-0.017)$

$= 0.190 + 0.2 (-0.017)$

$= 0.190 – 0.003$

$= 0.187$

It can be concluded that the data distribution was **normal**, because L_0 (0.091) < L_t (0.187)

Table 4.6

Normality Test of Post-test in Control Class

Num	Score	F	F_{cum}	(Z_i)	$F(Z_i)$	$S(Z_i)$	$\|F(Z_i) - S(Z_i)\|$
1	40	1	1	-2.897	0.002	0.047	-0.045
2	50	1	2	-1.791	0.036	0.095	-0.059
3	60	3	5	-0.685	0.246	0.238	0.008
4	61	2	7	-0.574	0.283	0.333	-0.05
5	64	1	8	-0.242	0.404	0.381	0.023
6	65	1	9	-0.131	0.448	0.428	0.02
7	69	1	10	0.311	0.622	0.476	**0.146**
8	70	1	11	0.421	0.663	0.524	0.139
9	71	2	13	0.532	0.702	0.619	0.083
10	72	2	15	0.642	0.739	0.714	0.025
11	73	3	18	0.753	0.774	0.857	-0.083
12	74	1	19	0.864	0.806	0.905	-0.099
13	75	1	20	0.974	0.835	0.952	-0.117
14	76	1	21	1.085	0.861	1	-0.139

To find Z score by using the formula:

$$Z_i = \frac{(X_i - \bar{X})}{S}$$

(i) $Z_i = \frac{40 - 66.19}{9.04} = -2.897$

(ii) $Z_i = \frac{50 - 66.19}{9.04} = -1.791$

(iii) $Z_i = \frac{60 - 66.19}{9.04} = -0.685$

(iv) $Z_i = \frac{61 - 66.19}{9.04} = -0.574$

(v) $Z_i = \frac{64 - 66.19}{9.04} = -0.242$

To find out F(Zi) I use the formula in microsoft excel =normsdist(Zi Data))

(i) $F(Z_i)$ = normsdist(-2.897)) = 0.002

(ii) $F(Z_i)$ = normsdist(-1.791)) = 0.036

(iii) $F(Z_i)$ = normsdist(-0.685)) = 0.246

(iv) $F(Z_i)$ = normsdist(-0.574)) = 0.283

(v) $F(Z_i)$ = normsdist(-0.242)) = 0.404

To find out $S(Z_i)$ I use the formula: $S(Z_i) = \frac{Fcum}{n}$ = n = 21

(i) $S(Zi) = \frac{1}{21} = 0.047$

(ii) $S(Zi) = \frac{2}{21} = 0.143$

(iii) $S(Zi) = \frac{5}{21} = 0.190$

(iv) $S(Zi) = \frac{7}{21} = 0.238$

(v) $S(Zi) = \frac{8}{21} = 0.381$

From the explanation above, it can be seen that the Liliefors Observation or $L_0 = 0.146$ with n = 21 and at real level $\alpha = 0.05$ there was not in L_t distribution, it was between n = 20 and n = 25, so I used interpolation:

(i) $L_t(0.05)(20)=0.190$

(ii) $L_t(0.05)(25)=0.173$

$L_t(0.05)(21) = 0.190 + \frac{21-20}{25-20}(0.173-0.190)$

$= 0.190 + \frac{1}{5}(-0.017)$

$= 0.190 + 0.2 (-0.017)$

$= 0.190 – 0.003$

$= 0.187$

It can be concluded that the data distribution was **normal**, because L_0 (0.146) < L_t (0.187)

A.3 Homogeneity Test

Homogeneity test used F-test to know what the samples come from the population that homogenous or not.

Table 4.7

Homogeneity Test of Pre-test

Num	Data	Variants	$F_{observation}$	F_{table}	Conclusion
1	Pre-test of experiment class	109.20	1.55	2.10	Homogenous
2	Pre-test of control class	70.39			

$F_{observation} = \frac{s_{ex}^2}{s_{co}^2}$ $= S_{ex}^2 = 109.20$

$= S_{co}^2 = 70.39$

$= \frac{109.20}{70.39}$ $= 1.55$

Then the coefficient of $F_{observation}$ = 1.55 was compared with $F_{table,}$ where F_{table} was determined at real level α = 0.05 and the same numerator dk = n–1 (23–1 = 22) that was exist between dk numerator 20 dan 30, the denominator dk = n–1 (21–1 = 20). Then F_{table} can be calculated by linear interpolation, so that: (see appendix 6)

(i) $F_{0.05(20;20)} = 2.12$

(ii) $F_{0.05(30;20)} = 2.04$

So :

$F_{table} = F_{0.05(20;20)} + \frac{22-20}{30-20}(F_{0.05(30;20)} - F_{0.05(20;20)})$

= 2.12 + 0.2 (2.04-2.12)

= 2.12 – 0.016

= 2.10

Because of $F_{observation} < F_{table}$ or (1.55 < 2.10) so it can be concluded that the variant was **homogenous.**

Table 4.8

Homogeneity Test of Post-test

Num	Data	Variants	$F_{observation}$	F_{table}	Conclusion
1	Post-test of experiment class	108.99	1.33	2.10	Homogenous
2	Post-test of control class	81.72			

$F_{observation} = \frac{S_{ex}^2}{S_{co}^2}$ $= S_{ex}^2 = 108.99$

$= S_{co}^2 = 81.72$

$= \frac{108.99}{81.72}$ $= 1.33$

Then the coefficient of $F_{observation}$ = 1.33 was compared with $F_{table,}$ where F_{table} was determined at real level α = 0.05 and the same numerator dk = n–1 (23–1 = 22) that was exist between dk numerator 20 dan 30, the denominator dk = n–1 (21–1 = 20). Then F_{table} can be calculated by linear interpolation, so that: (see appendix 6)

(i) $F_{0.05(20;20)} = 2.12$

(ii) $F_{0.05(30;20)} = 2.04$

So :

$F_{table} = F_{0.05(20;20)} + \frac{22-20}{30-20}(F_{0.05(30;20)} - F_{0.05(20;20)})$

= 2.12 + 0.2 (2.04-2.12)

= 2.12 – 0.016

= 2.10

Because of $F_{observation} < F_{table}$ or (1.33 < 2.10) so it can be concluded that the variant was **homogenous.**

A.4 Hypothesis

The hypothesis was aimed to show the result of the observation sample quantitatively and also to know whether the application of SETS Learning Model affects the students' ability in writing news item text, so the hypothesis were:

$H_0 = \mu x \leq \mu y$

$H_a = \mu x > \mu y$

From the criteria of the hypothesis, H_a is accepted if $t_{observation} > t_{table}$.

To find out whether the application of SETS Learning Model significantly affects the students' ability in writing news item text. The analysis was computed by applying the t-test formula to discover the hypothesis of this research was accepted or rejected. The formula was stated as the following:

$$t = \frac{Mx\text{-}My}{\sqrt{\left(\frac{dx^2 + dy^2}{nx+ny-2}\right)\left(\frac{1}{nx} + \frac{1}{ny}\right)}}$$

M_x = the mean score of experiment group

M_y = the mean score of control group

d_x = the deviation standard of experiment group

d_y = the deviation standard of control group

n_x = the total sample of experiment group

n_y = the total sample of control group

Before calculating t-test data, we used the formula bellow to find out the deviation standard of both of class:

$M_x = \frac{\sum d}{n}$

Table 4.9

The Tabulation of Students' Score at Experiment Class

Num	Students' Initial Name	Pre Test (t_1)	Post Test (t_2)	$d = (t_2-t_1)$	$d_x = d-M_x$	$(d_x)^2$
1	AS	63	78	15	-2.22	4.93
2	AP	67	75	8	-9.22	85.01
3	AN	70	92	22	4.78	22.85
4	AFP	66	81	15	-2.22	4.93
5	DH	53	75	22	4.78	22.85
6	DPS	70	93	23	5.78	33.41
7	DA	67	80	13	-4.22	17.81
8	FA	38	67	29	11.78	138.79
9	FDW	76	96	20	2.78	7.73
10	FHE	50	69	19	1.78	3.17
11	HP	66	79	13	-4.22	17.81
12	LW	74	94	20	2.78	7.73
13	MY	76	96	20	2.78	7.73
14	MDH	64	78	14	-3.22	10.37
15	MF	71	89	18	0.78	0.61
16	MNE	74	91	17	-0.22	0.05
17	MR	45	60	15	-2.22	4.93
18	MSN	48	69	21	3.78	14.29
19	RAA	57	70	13	-4.22	17.81
20	RF	69	82	13	-4.22	17.81
21	RL	65	73	8	-9.22	85.01
22	RDS	68	92	24	6.78	45.97

23	SIR	72	86	14	-3.22	10.37
Total		**1469**	**1865**	**396**	**-0.06**	**581.97**
Mean		**63.87**	**81.09**			

$M_x = \frac{\sum d}{n}$

$= \frac{396}{23}$

$= 17.22$

Table 4.10

The Tabulation of Students' Score at Control Class

Num	**Students' Initial Name**	**Pre Test (t_1)**	**Post Test (t_2)**	**$d = (t_2-t_1)$**	**$d_x = d-M_x$**	**$(d_x)^2$**
1	AF	46	50	4	-2.33	5.43
2	AP	60	61	1	-5.33	28.41
3	AR	37	40	3	-3.33	11.09
4	DBAK	62	73	11	4.67	21.81
5	DR	51	65	14	7.67	58.83
6	FNH	70	74	4	-2.33	5.43
7	FY	57	60	3	-3.33	11.09
8	IH	59	73	14	7.67	58.83
9	IH	57	69	12	5.67	32.15
10	MFL	56	60	4	-2.33	5.43
11	MAL	56	60	4	-2.33	5.43
12	NA	69	75	6	-0.33	0.11
13	NAF	67	72	5	-1.33	1.77
14	NH	72	76	4	-2.33	5.43
15	RK	65	73	8	1.67	2.79
16	RF	58	61	3	-3.33	11.09
17	TG	62	70	8	1.67	2.79
18	US	55	64	9	2.67	7.13

19	ZA	66	71	5	-1.33	1.77
20	TAFW	68	72	4	-2.33	5.43
21	TR	64	71	7	0.67	0.45
Total		**1257**	**1390**	**133**	**0.07**	**282.69**
Mean		**59.85714**	**66.19048**			

$M_y = \frac{\sum d}{n} = \frac{133}{21} = 6.33$

Based on the calculation data, the result was as follow:

$M_x = 17.22$

$M_y = 6.33$

$d_x^2 = 581.97$

$d_y^2 = 282.69$

$n_x = 23$

$n_y = 21$

t-test can be counted as follows:

$$t = \frac{Mx\text{-}My}{\sqrt{\left(\frac{dx^2 + dy^2}{nx+ny-2}\right)\left(\frac{1}{nx} + \frac{1}{ny}\right)}}$$

$$t = \frac{17.22-6.33}{\sqrt{\left(\frac{581.97 + 282.69}{23+21-2}\right)\left(\frac{1}{23} + \frac{1}{21}\right)}}$$

$$t = \frac{10.89}{\sqrt{\left(\frac{864.66}{42}\right)(0.09)}}$$

$$t = \frac{10.89}{\sqrt{(20.59)(0.09)}}$$

$$t = \frac{10.89}{\sqrt{1.8531}}$$

$$t = \frac{10.89}{1.36}$$

t = 8.01

From the calculation of the data, it can be seen there was significant effect of SETS learning model on the students' ability in writing news item text. In order to find out the significant effect of SETS learning model, I analyzed the data by applying t-test formula to prove the hypothesis of this research. It was obtained that the coefficient of $t_{observation}$ was 8.01.

In this research, the coefficient of t-table for the degree freedom (df) 42 at level of significance 0.05 is between df = 40 and df = 50. Because df = 42 there was not in t distribution, so the researcher used interpolation.

(i) $t_{(40)} = 2.02$

(ii) $t_{(50)} = 2.01$

$$t_{(42)} = 2.02 + \frac{42-40}{50-40} (2.01 - 2.02)$$

$$t_{(42)} = 2.02 + \frac{2}{10} (-0.01)$$

$t_{(42)} = 2.02 + 0.2 (-0.01)$

$t_{(42)} = 2.02 - 0.002$

$t_{(42)} = 2.018$

From the calculation above, it was found that the coefficient of $t_{observation}$ (8.01) was higher than the coefficient of t_{table} (2.018). it can be seen as follows:

$$8.01 > 2.018$$

This result showed that null hypothesis was rejected, the hypothesis formulated as "there was significant effect of using SETS (Science, Environment,

Technology and Society) on the students' ability in writing news item text. It means that SETS (Science, Environment Technology and Society) Learning Model significantly affected students' ability at writing news item text.

B. Research Finding

Based on the result of the calculation above, it was found that the students' ability in writing news item text when I taught by using SETS learning model got the minimum score of pre-test was 38, the maximum score of pre-test was 76 and the mean of pre-test was 63.87. Meanwhile the minimum score of post-test was 60, the maximum score of post-test was 96, and the mean of post-test was 81.09.

The students' ability in writing news item text when I taught by using lecturing method got the minimum score of pre-test was 37 and the maximum score was 72, the mean of pre-test was 59.86. Meanwhile the minimum score of post-test was 40 and the maximum score was 76, the mean of post-test was 66.19.

Based on the statistical computation of t-test, it was found that the coefficient of $t_{observation}$ was 8.01 where the coefficient t_{table} was 2.018. This meant that there was effect of SETS Learning Model to the students' ability in writing news item text. It was indicated that H_a was accepted and H_0 was rejected.

C. Discussion

There was effect on students' ability in writing news item text by SETS learning model. The students that were taught by SETS have higher score than were taught by lecturing method.

It had been explained in chapter 2 that SETS would be an effective way to improve students' ability. Students were helped by their teacher to be able to write news item text. It proved (in experiment class was taught by using this strategy) that

the strategy was helpful especially for the students who had no courage or comfortless to learn and ask individually. Students had opportunity to work cooperatively with their friends in the class helped by the teacher to improve their students' abilities. Besides that this strategy gave experience of variety of writing, gets students used to basic their learning or resources other than the teacher, suits the students with kinesthetic disposition who cannot sit still for more than two minutes. This strategy can be played for fun or for specific language.

Based on the explanation above, I concluded that the implementation of SETS learning model has a significant effect to students' ability in writing news item text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In the final part of this thesis writing, I gives some conclusion as following:

1. Based on the result of the calculation above, it was found that the students' ability in writing news item text when taught by using SETS learning model got the minimum score of pre-test was 38, the maximum score of pre-test was 76 and the mean of pre-test was 63.87. Meanwhile the minimum score of post-test was 60, the maximum score of post-test was 96, and the mean of post-test was 81.09.
2. The students' ability in writing news item text when I taught by using lecturing method got the minimum score of pre-test was 37 and the maximum score was 72, the mean of pre-test was 59.86. Meanwhile the minimum score of post-test was 40 and the maximum score was 76, the mean of post-test was 66.19.
3. The statistical computation of t-test found that the coefficiented of $t_{observation}$ = 8.01 where the coefficient t_{table} = 2.018. This means there was effect of SETS Learning Model to the students' ability in writing news item text. It was indicated that H_a was accepted and H_0 was rejected.

B. Suggestion

Based on the conclusion, I gives some suggestions for:

1. The students should learn more to increase their ability in writing item text and should keep responsibility in their studying.

2. The English teacher who wants to teach writing news item text effectively, can use this strategy because this strategy helps the students increase their ability in writing news item text.
3. Other researchers who are interested in conducting same research have to explore knowledge in order to give more benefit on the research result.

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Appendix I

PRE-TEST FOR BOTH EXPERIMENTAL

AND CONTROL GROUP

Name : .....

Class : .....

Direction :

1. Write your name on the left top of your worksheet.
2. Write down a news item text about traffic jam approximately 10 sentences.
3. The time for test is 45 minutes.

KEEP SPIRIT AND DOING TASK

Appendix II

POST-TEST FOR EXPERIMENTAL CLASS

Name : .....

Class : .....

Direction :

1. Write Down Your Name
2. Write news item text based on fact below and based group of SETS which consist Science, Environment, Technology and Society.
3. Make this task in individually max of time is 45 minutes

SCIENCE

Theme : Bahaya Merokok

Theme : Depresi jadi Masalah kesehatan utama di dunia

Theme : Pendidikan tentang bahaya rokok akan dimulai dari SD dan SMP

What : Materi tentang bahaya rokok akan mulai dimasukkan dalam pendidikan tingkat sekolah dasar dan Menengah.

Who : Menteri pendidikan dan kebudayaan (Mendikbud): Muhadjir Effendy

Where : Universitas Muhammadiyah Jogjakarta

When : 26 Agustus 2016

Why : Rokok berbahaya, jadi dari sejak dini mulai di perkenalkan tentang bahaya rokok

How : dengan memasukkan pendidikan tentang bahaya rokok di SD dan SMP seluruh Indonesia.

Source : Liputan6.com , Mendikbud Muhadjir Effendy

Theme : Depresi jadi Masalah kesehatan utama di dunia

What : Depresi penyebab penyakit didunia

Who : Organisasi Kesehatan dunia (WHO) , Orang Depresi

Where : Kompas.com

When : 07 april 2017

Why : -Gangguan Pada Otak

- Pengalaman Negatif dalam Kehidupan contoh kehilangan pekerjaan, menderita penyakit berat, kematian orang yang terkasih

How : masalah dalam hidup

- Tidak mengobati dan mencari solusi
- Tidak adanya bantuan atau orang yang menolong.

Source : WHO

ENVIRONMENT

Theme : Indahnya Bersih di lingkungan sekolahku

Theme : Tawuran antar Pelajar

Theme : Sampah di sekolah

Example :

Theme : Indahnya Bersih di Sekolahku

What : Menjaga lingkungan sekolah, membuang sampah pada tempatnya. Gotong royong

Who : Siswa / siswi Nurul Islam Indonesia

Where : Lingkungan Sekolah NII

When : 25 April 2017

Why : Instruksi kepala sekolah untuk membuang sampah pada tempatnya

How : Adanya tong sampah di beberapa tempat yang strategis dan adanya piket di masing-masing lingkungan.

Source : Guru, Kepala Sekolah.

Theme : Tawuran antar Pelajar

What : Tawuran Pelajar di karawang

Who : SMK Taruna Karya 1 dan SMK Bina Karya 1

Where : Jl. Ahmad Yani, Karawang

When : 30 Januari 2017

Why : Saling Ejek

How : Tawuran terjadi karena saling ejek dan provokasi dari alumni.

Source : Kombes Pol Yusri Yunus mengatakan motif terjadinya tawuran ialah saling ejek antar pelajar

TECHNOLOGY

Theme : Dampak android terhadap pelajar

Theme : Siswa Bolos terjaring rajia di warnet

Theme : Sekarang tak lagi pakai guru tapi pakai mbah google

Example :

Theme : Sekarang tak lagi pakai guru tapi pakai mbah google

What : Peran guru tersaingi dengan google

Who : Google, Guru

Where : viva.co.id

When : 8 November 2016

Why : pelajar lebih mudah mendapatkan informasi dari google. Lebih fleksibel di bandingkan dari guru yang hanya di dapat dari jam pelajaran.

How : Pelajar Menggunakan media google untuk mengerjakan tugas, mencari pelajaran dan informasi lain untuk menambah wawasannya.

Source : viva.co.id.

Theme : Siswa bolos terjaring rajia

What : Razia kasih sayang 40 pelajar tertangkap

Who : 40 pelajar yang terdiri dari 23 SMA GBKP, 9 SMK Imanuel 7 SMA Kacaribu 1 SMP Barus Jahe

Where : Kabanjahe, Karo, Sumatera Utara

When : 8 Maret 2017

Why : Bolos ke Warnet disekitaran Kabanjahe

How : Satpol PP karo melakukan Razia Kasih Sayang

Source : Sumut Pos, Bupati Karo

SOCIETY

Theme : Macet

Theme : Demam Video PPAP

Theme : Raja Salman ke Indonesia

Theme : Macet Panjang di Medan-Binjai

What : Kemacetan Panjang terjadi di jalan Medan – binjai KM 14 Sumatera utara

Who : Kendaraan yang melintasi jalan medan-binjai km14

Where : Medan-Binjai Km.14

When : 17 oktober 2016

Why : Pesta yang menutup satu arus jalan dan juga truk yang mogok

How : Pesta yang menutup satu arus jalan

- Truk yang mogok
- Tidak adanya polisi yang membantu mengatur kemacetan

Source : Supir Angkot, Pengendara Mobil, Warga Sekitar.

Theme : Demam Video PPAP

What : Terkenalnya video PPAP

Who : Seorang DJ jepang yang bernama PICO Taro

Where : Jepang

When : 25 Agustus 2016

Why : Musik yang simple dan tarian yang lucu

How : Video di share di youtube dan sudah di tonton dan dibagikan oleh banyak orang.

- Banyak yang membuat cover videonya

Source : Youtube akun pica taro.

KEEP SPIRIT AND DOING TASK

Appendix III

POST-TEST FOR CONTROL CLASS

Name : .....

Class : .....

Day/Date : .....

Direction :

1. Write Down Your Name
2. Create a news item text with the Picture shared that contain elements of news, news section and systematic use language news good and proper!
3. Make this task in individually max of time is 45 minutes

KEEP SPIRIT AND DOING TASK

Appendix IV

Answer Sheet

NAME =

CLASS =

Appendix V

INTERVIEW SHEET OF STUDENTS

The Researcher : Menurut pendapatmu, hal apa yang sulit dalam menulis bahasa inggris? Kenapa?

Student 1 (latifah) : saya sangat kesulitan tentang vocabulary, karena vocabulary yang saya ketahui itu Cuma sedikit

Student 2 (rahmah) : pengucapan dan vocabulary. Karena kurang latihan serta kurang hapalan sir.

The Researcher : Apakah kamu tau tentang news item text?

Student 1 (latifah) : kalimat berita yang berisikan 5w+1h

Student 2 (rahmah) : kalimat berita dalam bahasa inggris

The Researcher : Kesulitan apa yang kamu temukan dalam membuat kalimat news item text?

Student 1(latifah) : saya susah merangkai katanya, untuk menjadikannya satu kalimat

Student 2 (rahmah) : kesulitannya vocabulary yang kurang sir, dan menyusun kata-katanya menjadi kalimat sulit.

INTERVIEW SHEET AFTER TREATMENT SETS

The Researcher : Setelah kamu belajar tentang writing news item menggunakan SETS Learning Model, apa yang kamu rasakan di dalam menulis news item text?

Student 1 (Latifah) : saya dapat mengetahui dan memahaminya lebih mudah tentang news item text dan saya juga dapat membuat sebuah kalimat news item text.

Student 2 (rahmah) : menurut saya, saya lebih mudah memahami news item text menggunakan sets ini. Karena lebih terorganisir dan lebih simple.

Appendix VI

INTERVIEW SHEET OF TEACHER

The Researcher : Dalam pembelajaran Bahasa Inggris, skill apa yang masih memiliki kendala dalam pembelajarannya pak?

Teacher : Sebenarnya dalam semua skill siswa masih memiliki kekurangan dalam pembelajarannya. Mereka masih memiliki kelemahan masing-masing dalam bidang writing, speaking, listening, reading.

The Researcher : Kendala apa saja yang Bapak hadapi dalam proses belajar mengajar writing?

Teacher : Kendala yang saya hadapi itu biasanya siswa susah untuk mengungkapkan ide yang mereka miliki dan kurang percaya diri. Generic structure yang mereka tuliskan kadang tidak sesuai dengan yang seharusnya. Tanda baca mereka kadang masih salah dan kadang mereka menulis tidak sesuai dengan tensesnya.

The Researcher : Upaya apa yang dilakukan untuk mengatasi kendala tersebut?

Teacher : Saya biasanya menjelaskan secara berulang, agar mereka mengerti.

The Researcher : Ketika melakukan pembelajaran writing di kelas, apakah Bapak menerapkan strategi pembelajaran? Bila ya, strategi pembelajaran apa yang Bapak terapkan?

Teacher : Saya biasanya menggunakan strategi latihan.

The Researcher : Dari pengalaman bapak selama mengajar bahasa inggris di sekolah ini, materi apa yang sulit dipahami khususnya writing?

Teacher : Kalau materi yang sulit itu news item text.

The Researcher : Mengapa materi tersebut sulit dipahami siswa?

Teacher : News item text itu kan text berita, kesulitan siswa ini biasanya dikarenakan dalam menuangkan ide di news item text, mereka harus mengetahui dulu berita apa yang terjadi ya. Nah

terkadang tidak semua siswa mengetahui hal tersebut. Dalam generic structurenya juga mereka susah memahaminya. Selain itu, news item text dianggap asing, karena mereka biasanya hanya mengetahui narrative, recount, procedure, and descriptive text.

The Researcher : Bagaimana rata-rata kemampuan siswa dalam materi tersebut?

Teacher : mereka bisa memahami jika sudah dijelaskan

The Researcher : Apakah bapak pernah menggunakan strategy SETS dalam PBM Bahasa Inggris, Khususnya writing

Teacher : belum pernah, saya baru mendengarnya. Menurut saya seperti inquiry method ya, yang terjun kelapangan mengamati dan menemukan pembelajaran melalui lingkungan.

Appendix VII

LESSON PLAN FOR EXPERIMENT CLASS

School : SMA Swasta Nurul Islam Indonesia Medan

Subject : English

Class/Semester : X / 2

Skill : Writing

Material : News Items Text

Time : 4 x 40 Minutes (2 times meeting)

A. Standard Competence

8. Understanding meaning in a short functional text and narrative, descriptive and news item simple monolog in daily life context

B. Basic Competence

8.1 Responding meaning in simple monolog text using various oral language accurately, smoothly and acceptably in daily life context in *narrative, descriptive, and news item text*

C. Indicator

8.1.1 Explain news item text.

8.1.2 Analyze the generic structure of news item text.

8.1.3 Analyze the social function and grammatical feature of news item text.

8.1.4 Write news item text with their own words.

D. Learning Outcome

By the end of the learning, the students will have been able to analyze generic structure and grammatical feature of news item text and writte news item text with their own words.

E. Material

a. **Science** is a systematic enterprise that builds and organizes knowledge in the form of testable explanations and predictions about the universe.

b. **Environment** means everything around to a living being. Especially the circumstances of life of people or society in their life conditions. It comprises the set of natural, social and cultural values existing in a place and at a particular time, that influence in the life of the human being and in the generations to come. I.e., it is not only the space in which life develops, but it also includes living beings, objects, water, soil, air and the relations between them as well as intangibles like culture [citation required]. 5 June world environment day is celebrated.

c. **Technology** is the collection of techniques, skills, methods and processes used in the production of goods or services or in the accomplishment of objectives, such as scientific investigation. Technology can be the knowledge of techniques, processes, and the like, or it can be embedded in machines which can be operated without detailed knowledge of their workings.

d. **Society** is a group of people involved in persistent social interaction, or a large social grouping sharing the same geographical or social territory, typically subject to the same political authority and dominant cultural expectations. Societies are characterized by patterns of relationships (social relations) between individuals who share a distinctive culture and institutions; a given society may be described as the sum total of such relationships among its constituent members. In the social sciences, a larger society often evinces stratification or dominance patterns in subgroups.

e. **News** is information about current events. Journalists provide news through many different media, based on word of mouth, printing, postal systems, broadcasting, and electronic communication.

f. **Elements of news**

- *What* used to ask someone to indicate the identity or nature of someone or something
- *Where* used in or to what place or position.
- *When* used to ask at what time or period? how long ago? how soon?
- *Who* used to introduce a clause giving further information about a person or people previously mentioned.
- *Why* used for what reason or purpose.
- *How* used to ask about the condition or quality of something and in what way or manner; by what means.

g. **News Section**

- *Headline*. Commonly called titles, often also comes with subtitles. It is useful for: (1) helping the reader to quickly find out the events that will be given; (2) includes a story with graphics engineering support.
- *Deadline* which consists of the name of the mass media, the scene and the date of the incident. The goal is to show the scene and initial media.
- *Lead* or patio news. Usually written in the first paragraph of a news. He is the most important element of a story, which determines whether the content of the news will be read or not.
- *Body* tells the events reported by the language short, dense, and clear. Thus the body is the body of the news.

h. **Generic Structure of News Item**

There are some steps for constructing a written news items, they are;

a) Headline or Title

It expressed the point to be reported to readers or listeners. It must be eye catching.

b) Summary of Event / Newsworthy Event

It contains the summary of the phenomena or event to be reported.

c) Background of Event

It contains the elaboration of what happened, to whom, and in what circumstance (how it was like). The event or phenomena must be in the past, or happened in past time.

d) Source

It directly follows each of background events. It contains a comment given by person or participant, or authority on the subject.

i. **Grammatical Features**

a) Short telegraphic information about story captured in headline.

b) Use of material processes to retell the event (in the text below, many of the material processes are nominal zed).

c) Use of projecting verbal processes in sources stage.

d) Focus on circumstance (in the text below, mostly within qualifiers).

e) Using declarative sentences.

f) Using past tense, past perfect, past continuous tense.

g) Need conjunction

h) Using reported speech, especially in source.

Example:

Kelud Mountain's Alert

Newsworthy events:

Kediri, 2007 – The national experts of volcanic announced a new development of Kelud Mountain activities. Samiran, one of the experts is the first who announced the activities of Kelud Mountain activities in Kediri.

Background Events:

Samiran, one of the experts is the first who announced the activities of Kelud Mountain activities in Kediri. The previous day, in the morning, the mountain released 500 metric ton poisonous ashes and materials. It endangered the life surround. At the mid day, it reacted again. At that time, it released a great deal of thick cloud that made the area be dark. In the afternoon, it threw away stones and others materials. It started to react more than the day before.

Sources:

The national volcanic institution was later to describe it as the "alert" for all people surround and they were asked to vacant the areas to the shelters.

F. Model of Learning

SETS (Science, Environment, Technology, Society) Learning Model

G. Source

Textbook, Film, Video, School Environment

H. Media

a. Board Marker
b. White Board
c. Color Paper
d. Laptop
e. Loudspeaker
f. Proyektor

I. Learning Activities

First Meeting (Doing Pre-test)

1. Pre Activities
   a. Greeting
   b. Ask the students to pray
   c. Check the students' attendance
   d. Apperception
2. Main Activity
   a. Teacher explain what the aim this research.
   b. Teacher give introduction about materials by asking some questions.
      - "Do you know news item text?"
      - "What do you think about news item text?"
   c. Students answer question orally
   d. Teacher explains to students about news item text as simply and just outline from news item text,
   e. Teacher give simple example from environment or daily life.
   f. Teachers ask students to write a news item text based on their own language accordance **Appendix I**.
3. Post-test Activity
   a) Teacher reviews the material.
   b) The gives suggestion to students to study hard.

c) Teacher closes the class by recite hamdalah.

Second Meeting (Doing Post-test)

1. Pre-Activity
    a. Greeting
    b. Ask the students to pray
    c. Check the students' attendance
    d. Apperception
2. Main Activity
    - The teacher review about first meeting.
    - The teacher give stimulate question and example news item text from environment or daily life.
    - The teacher explain about news item text, elements of news item text and generic structure.
    - The teacher explain how to compose news item text
    - Teacher give introduction to make SETS Learning Model to write news item text.
    - Conducting Post-test (accordance with **Appendix II**).
    - Teacher divides the class into 4 Line. The first line will make news item text based Science topic which shared by teacher. The second line will make news item text based Environment topic which shared by teacher. The third line will make news item text based Technology topic which shared by teacher. The fourth line will make news item text based Society topic which shared by teacher. (see **Appendix II**)

- The students' choose the title based topic their get, and make news item text. (**see Appendix II)**
- The students compose news item text at least 10 sentences.

3. Post-test Activity
   - The teacher gives the reflection, clarification, appreciation and conclusion.
   - The teacher closes the class by recite hamdallah

J. Giving Score

Mechanical Score : Assignment, Writing Test

1. Form of Assessment : Written
2. Instruments : Students are assigned to make a news item text.
3. Indicators :

Criteria	**Score**	**Level**
Content	30-27	Excellent to Very Good: knowledgeable, substantive, thorough, development of thesis, relevant to assigned topic
	26-22	Good to Average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to the topic but lack detail
	21-17	Fair to Poor: limited knowledge of subject, little substance, inadequate development of topic
	16-13	Very Poor: does not show knowledge of subject, non-substantive, non pertinent, not enough to evaluate.
Organization	20-18	Excellent to Very Good: fluent, expression, ideas clearly, stated/supported, well-organized, logical

		sequencing, cohesive.
	17-14	Good to Average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	FAIR TO POOR: non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9-7	VERY POOR: does not communicate, no organization, not enough to evaluate.
Vocabulary	20-18	EXCELLENT TO VERY GOOD: sophisticated range, effective word/idiom choice and usage, word form material, appropriate register
	17-14	GOOD TO AVERAGE: adequate average, occasional errors of word/idiom form; choice; usage but meaning not obscured.
	13-10	FAIR TO POOR: limited range, frequent errors of word/idiom form; choice; usage, meaning confused or obscured
	9-7	VERY POOR: essentially translation, little knowledge of English vocabulary ; idioms; word form, not enough to evaluate
Language Use	25-22	EXCELLENT TO VERY GOOD: effective complex construction, few errors of agreement, tense, number; word order/function; articles; pronouns; prepositions
	21-18	GOOD TO AVERAGE: effective but simple construction, minor problems in complex constructions, several errors of agreement; tenses; number; word order/function; articles; pronouns; prepositions, but meaning seldom obscured.
	17-11	FAIR TO POOR: major problem in

		simple/complex constructions, frequents errors of negation; agreement; tenses; number; word order/function; articles; pronouns; prepositions and/or fragments; run-ons deletions, meaning confused or obscured.
	10-5	VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate.
Mechanics	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, for errors of spelling,; punctuation; capitalization, paragraphing
	4	GOOD TO AVERAGE: occasional errors of spelling,; punctuation; capitalization; paragraphing but meaning not obscured
	3	FAIR TO POOR: frequent errors of spelling, punctuation; capitalization; paragraphing; poor handwriting, meaning confused or obscured
	2	VERY POOR: no master of conventions, dominated by errors of spelling, punctuation; capitalization; paragraphing, handwriting illegible or not enough to evaluate.

Approved by
Headmaster of SMA Nurul Islam Indonesia

Medan, 2017
English Teacher

Nur Asni Pohan, S.Pd Sudian Efendi, S.Pd

Researcher

Abdul Alim

Appendix VIII

LESSON PLAN FOR CONTROL CLASS

School : SMA Swasta Nurul Islam Indonesia Medan

Subject : English

Class/Semester : X / 2

Skill : Writing

Material : News Items Text

Time : 4 x 40 Minutes (2 times meeting)

A. Standard Competence

8. Understanding meaning in a short functional text and narrative, descriptive and news item simple monolog in daily life context

B. Basic Competence

8.1 Responding meaning in simple monolog text using various oral language accurately, smoothly and acceptably in daily life context in *narrative, descriptive, and news item text*

C. Indicator

8.1.1 Explain news item text.

8.1.2 Analyze the generic structure of news item text.

8.1.3 Analyze the social function and grammatical feature of news item text.

8.1.4 Write news item text with their own words.

D. Learning Outcome

By the end of the learning, the students will have been able to analyze generic structure and grammatical feature of news item text and writte news item text with their own words.

E. Material

1. News Item Text

News item text is a text that is informative and gives a message or information about the event of the day to the readers. The news that informed is important new or newsworthy. There are two kinds of news item text, written and spoken. News that we read in newspaper is written text form. News that we hear in radio or television is spoken text form.

2. Elements of news

- *What* used to ask someone to indicate the identity or nature of someone or something
- *Where* used in or to what place or position.
- *When* used to ask at what time or period? how long ago? how soon?
- *Who* used to introduce a clause giving further information about a person or people previously mentioned.
- *Why* used for what reason or purpose.
- *How* used to ask about the condition or quality of something and in what way or manner; by what means.

3. News Section

- *Headline.* Commonly called titles, often also comes with subtitles. It is useful for: (1) helping the reader to quickly find out the events that will be given; (2) includes a story with graphics engineering support.
- *Deadline* which consists of the name of the mass media, the scene and the date of the incident. The goal is to show the scene and initial media.

- *Lead* or patio news. Usually written in the first paragraph of a news. He is the most important element of a story, which determines whether the content of the news will be read or not.
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4. Generic Structure of News Item

There are some steps for constructing a written news items, they are;

e) Headline or Title

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f) Summary of Event / Newsworthy Event

It contains the summary of the phenomena or event to be reported.

g) Background of Event

It contains the elaboration of what happened, to whom, and in what circumstance (how it was like). The event or phenomena must be in the past, or happened in past time.

h) Source

It directly follows each of background events. It contains a comment given by person or participant, or authority on the subject.

5. Grammatical Features

i) Short telegraphic information about story captured in headline.

j) Use of material processes to retell the event (in the text below, many of the material processes are nominal zed).

k) Use of projecting verbal processes in sources stage.

l) Focus on circumstance (in the text below, mostly within qualifiers).

m) Using declarative sentences.

n) Using past tense, past perfect, past continuous tense.

o) Need conjunction

p) Using reported speech, especially in source.

Example:

Kelud Mountain's Alert

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Sources:

The national volcanic institution was later to describe it as the "alert" for all people surround and they were asked to vacant the areas to the shelters.

F. Model of Learning

Lecturing Method

G. Source

Textbook, Video

H. Media

a. Board Marker
b. White Board
c. Color Paper
d. Laptop
e. Loudspeaker
f. Proyektor

I. Learning Activities

First Meeting (Doing Pre-test)

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   d. Teacher explains to students about news item text as simply and just outline from news item text,
   e. Teacher give simple example from environment or daily life.

f. Teachers ask students to write a news item text based on their own language accordance **Appendix I**.

3. Post-test Activity

d) Teacher reviews the material.

e) The gives suggestion to students to study hard.

f) Teacher closes the class by recite hamdalah.

Second Meeting (Doing Post-test)

1. Pre-Activity

a. Greeting

b. Ask the students to pray

c. Check the students' attendance

d. Apperception

2. Main Activity

- The teacher review about first meeting.
- The teacher give stimulate question and example news item text from environment or daily life.
- The teacher explain about news item text, elements of news item text and generic structure.
- The teacher explain how to compose news item text
- Conducting Post-test (accordance with **Appendix III**).
- The students' make news item text based topic by teacher. (**see Appendix III)**
- The students compose news item text at least 10 sentences.

3. Post-test Activity

   - The teacher gives the reflection, clarification, appreciation and conclusion.
   - The teacher closes the class by recite hamdallah

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	17-14	Good to Average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	FAIR TO POOR: non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9-7	VERY POOR: does not communicate, no organization, not enough to evaluate.
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	17-14	GOOD TO AVERAGE: adequate average, occasional errors of word/idiom form; choice;

		usage but meaning not obscured.
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Mechanics	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, for errors of spelling,; punctuation; capitalization, paragraphing
	4	GOOD TO AVERAGE: occasional errors of spelling,; punctuation; capitalization; paragraphing but meaning not obscured
	3	FAIR TO POOR: frequent errors of spelling, punctuation; capitalization; paragraphing; poor handwriting, meaning confused or obscured
	2	VERY POOR: no master of conventions, dominated by errors of spelling, punctuation; capitalization; paragraphing, handwriting illegible or not enough to evaluate.

Approved by	Medan, 2017
Headmaster of SMA Nurul Islam Indonesia	English Teacher
Nur Asni Pohan, S.Pd	Sudian Efendi, S.Pd

Researcher

Abdul Alim

Appendix IX

THE STUDENTS' INITIAL AND REAL NAME OF EXPERIMENT CLASS (X_1)

No.	Initial Name	Real Name
1	AS	Alfi Salsabila
2	AP	Annisa Putri
3	AN	Arrifa Nabila
4	AFP	Ayu Fridalisa Pulungan
5	DH	Dina Hafizah
6	DPS	Dinda Puspita Sani
7	DA	Dita Annisa
8	FA	Fauzan Afla
9	FDW	Febby Duti Widya
10	FHE	Fuad Hasbi Efendi
11	HP	Hartati Putri
12	LW	Latifah Wulandari
13	MY	Mega Yurahmi
14	MDH	M. Dasril Hafis
15	MF	M. Fahrijal
16	MNE	M. Nasrizal Efendi
17	MR	M. Rafli
18	MSN	M. Syahbani Nainggolan
19	RAA	Rahma Aulia Azhari
20	RF	Rahma Fadhila
21	RL	Rita Lestari
22	RDS	Rizky Dwyki Septiansyah
23	SIR	Sri Indah Ramadani

Appendix X

THE STUDENTS' INITIAL AND REAL NAME OF CONTROL CLASS (X_1)

No.	Initial Name	Real Name
1	AF	Afif Fuddin
2	AP	Ardiansyah Putra
3	AR	Aulia Rezkiansyah
4	DBAK	Daffa Bagas Arya Kesuma
5	DR	Dila Ramadini
6	FNH	Farin Nadiya Hairunnisa
7	FY	Fitri Yani
8	IH	Ibnul Habib
9	IH	Ibnu Hajar
10	MFL	M. Fajar Lubis
11	MAL	Muchlis Ardiansyah Lubis
12	NA	Nur Afrina
13	NA	Nur Ainun
14	NH	Nur Hayati
15	RK	Rangga Kesuma
16	RF	Rizky Fernanda
17	TAFW	Tubagus Adi F.W.
18	TG	Tri Gustiara
19	TR	Taufiq Ruchaya
20	US	Usmanah Siregar
21	ZA	Zufrizah Abdullah

Appendix XI

Worktable to Find Mean, Variant and Deviation Standart of Experimental Class

Num	Initial Name	Pre Test		Post Test	
		Score (X)	X^2	Score (X)	X^2
1	AS	63	3969	78	6084
2	AP	67	4489	75	5625
3	AN	70	4900	92	8464
4	AFP	66	4356	81	6561
5	DH	53	2809	75	5625
6	DPS	70	4900	93	8649
7	DA	67	4489	80	6400
8	FA	66	4356	79	6241
9	FDW	76	5776	96	9216
10	FHE	50	2500	69	4761
11	HP	38	1444	67	4489
12	LW	74	5476	94	8836
13	MY	57	3249	70	4900
14	MDH	64	4096	78	6084
15	MF	71	5041	89	7921
16	MNE	74	5476	91	8281
17	MR	45	2025	60	3600
18	MSN	48	2304	69	4761

19	RAA	76	5776	96	9216
20	RF	69	4761	82	6724
21	RL	65	4225	73	5329
22	RDS	68	4624	92	8464
23	SIR	72	5184	86	7396
	Total	1469	96225	1865	153627
	Mean	63.87		81.09	
	S	10.45		10.44	

1. Calculation of Pre-test Data

Tabulation of the values obtained:

$\sum X_i = 1469$ $\sum X2_i = 96225$

So the mean rating is:

$\overline{X} = \frac{\Sigma x}{n} = \frac{1469}{23} = 63.87$

And the derivation standard:

$$S = \sqrt{\frac{n\sum_i^2 - (\sum X_i)^2}{n\,(n-1)}} = \sqrt{\frac{23(96225) - (1469)^2}{23(23-1)}}$$

$$= \sqrt{\frac{2213175 - 2157961}{506}}$$

$$= \sqrt{\frac{55214}{506}} = \sqrt{109.12}$$

$$= 10.45$$

$$S^2 = 109.20$$

2. Calculation of Post-test Data

Tabulation of the values obtained:

$\sum X_i = 1865$ $\sum X2_i = 153627$

So the mean rating is:

$\overline{X} = \frac{\Sigma x}{n} = \frac{1865}{23} = 81.09$

And the derivation standard:

$$S = \sqrt{\frac{n\sum_i^2 - (\sum X_i)^2}{n\,(n-1)}} = \sqrt{\frac{23(153627) - (1865)^2}{23(23-1)}}$$

$$= \sqrt{\frac{3533421 - 3478225}{506}}$$

$$= \sqrt{\frac{55196}{506}} = \sqrt{109.08}$$

$$= 10.44$$

$S^2 = 108.99$

Appendix XII

Worktable to Find Mean, Variant and Derivation Standard of Control Class

Num	Initial Name	Pre Test		Post Test	
		Score (X)	X^2	Score (X)	X^2
1	AF	46	2116	50	2500
2	AP	60	3600	61	3721
3	AR	37	1369	40	1600
4	DBAK	62	3844	73	5329
5	DR	51	2601	65	4225
6	FNH	70	4900	74	5476
7	FY	57	3249	60	3600
8	IH	59	3481	73	5329
9	IH	57	3249	69	4761
10	MFL	56	3136	60	3600
11	MAL	56	3136	60	3600
12	NA	69	4761	75	5625
13	NAF	67	4489	72	5184
14	NH	72	5184	76	5776
15	RK	65	4225	73	5329
16	RF	58	3364	61	3721
17	TG	62	3844	70	4900
18	US	55	3025	64	4096

19	ZA	66	4356	71	5041
20	TAFW	68	4624	72	5184
21	TR	64	4096	71	5041
	Total	1257	76649	1390	93638
	Mean	59.86		66.19	
	S	8.39		9.04	

1. Calculation of Pre-test Data

From tabulating the values obtained:

$\sum X_i = 1257$ $\sum X2_i = 76649$

So the mean rating is:

$\overline{X} = \frac{\Sigma x}{n} = \frac{1257}{21} = 59.86$

And the derivation standard:

$$S = \sqrt{\frac{n\sum_i^2 - (\sum X_i)^2}{n\,(n-1)}} = \sqrt{\frac{21(76649) - (1257)^2}{21(21-1)}}$$

$$= \sqrt{\frac{1609629 - 1580049}{420}}$$

$$= \sqrt{\frac{29580}{420}} = \sqrt{70.43}$$

$$= 8.39$$

$S^2 = 70.39$

2. Calculation of Post-test Data

From tabulating the values obtained:

$\sum X_i = 1390$ $\sum X2_i = 93638$

So the mean rating is:

$$\overline{X} = \frac{\Sigma x}{n} = \frac{1390}{21} = 66.19$$

And the derivation standard:

$$S = \sqrt{\frac{n\sum_i^2 - (\sum X_i)^2}{n\,(n-1)}} = \sqrt{\frac{21(93638) - (1390)^2}{21(21-1)}}$$

$$= \sqrt{\frac{1966398 - 1932100}{420}}$$

$$= \sqrt{\frac{34298}{420}} = \sqrt{81.66}$$

$$= 9.04$$

$$S^2 = 81.72$$

Appendix XIII

Tabel Wilayah Luas di Bawah Kurva Normal 0 ke Z

Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
-3.9	0.00005	0.00005	0.00004	0.00004	0.00004	0.00004	0.00004	0.00004	0.00003	0.00003
-3.8	0.00007	0.00007	0.00007	0.00006	0.00006	0.00006	0.00006	0.00005	0.00005	0.00005
-3.7	0.00011	0.00010	0.00010	0.00010	0.00009	0.00009	0.00008	0.00008	0.00008	0.00008
-3.6	0.00016	0.00015	0.00015	0.00014	0.00014	0.00013	0.00013	0.00012	0.00012	0.00011
-3.5	0.00023	0.00022	0.00022	0.00021	0.00020	0.00019	0.00019	0.00018	0.00017	0.00017
-3.4	0.00034	0.00032	0.00031	0.00030	0.00029	0.00028	0.00027	0.00026	0.00025	0.00024
-3.3	0.00048	0.00047	0.00045	0.00043	0.00042	0.00040	0.00039	0.00038	0.00036	0.00035
-3.2	0.00069	0.00066	0.00064	0.00062	0.00060	0.00058	0.00056	0.00054	0.00052	0.00050
-3.1	0.00097	0.00094	0.00090	0.00087	0.00084	0.00082	0.00079	0.00076	0.00074	0.00071
-3.0	0.00135	0.00131	0.00126	0.00122	0.00118	0.00114	0.00111	0.00107	0.00103	0.00100
-2.9	0.0019	0.0018	0.0018	0.0017	0.0016	0.0016	0.0015	0.0015	0.0014	0.0014
-2.8	0.0026	0.0025	0.0024	0.0023	0.0023	0.0022	0.0021	0.0021	0.0020	0.0019
-2.7	0.0035	0.0034	0.0033	0.0032	0.0031	0.0030	0.0029	0.0028	0.0027	0.0026
-2.6	0.0047	0.0045	0.0044	0.0043	0.0041	0.0040	0.0039	0.0038	0.0037	0.0036
-2.5	0.0062	0.0060	0.0059	0.0057	0.0055	0.0054	0.0052	0.0051	0.0049	0.0048
-2.4	0.0082	0.0080	0.0078	0.0075	0.0073	0.0071	0.0069	0.0068	0.0066	0.0064
-2.3	0.0107	0.0104	0.0102	0.0099	0.0096	0.0094	0.0091	0.0089	0.0087	0.0084
-2.2	0.0139	0.0136	0.0132	0.0129	0.0125	0.0122	0.0119	0.0116	0.0113	0.0110
-2.1	0.0179	0.0174	0.0170	0.0166	0.0162	0.0158	0.0154	0.0150	0.0146	0.0143
-2.0	0.0228	0.0222	0.0217	0.0212	0.0207	0.0202	0.0197	0.0192	0.0188	0.0183
-1.9	0.0287	0.0281	0.0274	0.0268	0.0262	0.0256	0.0250	0.0244	0.0239	0.0233
-1.8	0.0359	0.0351	0.0344	0.0336	0.0329	0.0322	0.0314	0.0307	0.0301	0.0294
-1.7	0.0446	0.0436	0.0427	0.0418	0.0409	0.0401	0.0392	0.0384	0.0375	0.0367
-1.6	0.0548	0.0537	0.0526	0.0516	0.0505	0.0495	0.0485	0.0475	0.0465	0.0455
-1.5	0.0668	0.0655	0.0643	0.0630	0.0618	0.0606	0.0594	0.0582	0.0571	0.0559
-1.4	0.0808	0.0793	0.0778	0.0764	0.0749	0.0735	0.0721	0.0708	0.0694	0.0681
-1.3	0.0968	0.0951	0.0934	0.0918	0.0901	0.0885	0.0869	0.0853	0.0838	0.0823
-1.2	0.1151	0.1131	0.1112	0.1093	0.1075	0.1056	0.1038	0.1020	0.1003	0.0985
-1.1	0.1357	0.1335	0.1314	0.1292	0.1271	0.1251	0.1230	0.1210	0.1190	0.1170
-1.0	0.1587	0.1562	0.1539	0.1515	0.1492	0.1469	0.1446	0.1423	0.1401	0.1379
-0.9	0.1841	0.1814	0.1788	0.1762	0.1736	0.1711	0.1685	0.1660	0.1635	0.1611
-0.8	0.2119	0.2090	0.2061	0.2033	0.2005	0.1977	0.1949	0.1922	0.1894	0.1867
-0.7	0.2420	0.2388	0.2358	0.2327	0.2296	0.2266	0.2236	0.2206	0.2177	0.2148
-0.6	0.2743	0.2709	0.2676	0.2643	0.2611	0.2578	0.2546	0.2514	0.2482	0.2451
-0.5	0.3085	0.3050	0.3015	0.2981	0.2946	0.2912	0.2877	0.2843	0.2810	0.2776
-0.4	0.3446	0.3409	0.3372	0.3336	0.3300	0.3264	0.3228	0.3192	0.3156	0.3121
-0.3	0.3821	0.3783	0.3745	0.3707	0.3669	0.3632	0.3594	0.3557	0.3520	0.3483
-0.2	0.4207	0.4168	0.4129	0.4090	0.4052	0.4013	0.3974	0.3936	0.3897	0.3859
-0.1	0.4602	0.4562	0.4522	0.4483	0.4443	0.4404	0.4364	0.4325	0.4286	0.4247
-0.0	0.5000	0.4960	0.4920	0.4880	0.4840	0.4801	0.4761	0.4721	0.4681	0.4641

Source : http://analisis-statistika.blogspot.co.id/2013/03/mengenal-distribusi-normal-dan-cara.html

Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.5000	0.5040	0.5080	0.5120	0.5160	0.5199	0.5239	0.5279	0.5319	0.5359
0.1	0.5398	0.5438	0.5478	0.5517	0.5557	0.5596	0.5636	0.5675	0.5714	0.5753
0.2	0.5793	0.5832	0.5871	0.5910	0.5948	0.5987	0.6026	0.6064	0.6103	0.6141
0.3	0.6179	0.6217	0.6255	0.6293	0.6331	0.6368	0.6406	0.6443	0.6480	0.6517
0.4	0.6554	0.6591	0.6628	0.6664	0.6700	0.6736	0.6772	0.6808	0.6844	0.6879
0.5	0.6915	0.6950	0.6985	0.7019	0.7054	0.7088	0.7123	0.7157	0.7190	0.7224
0.6	0.7257	0.7291	0.7324	0.7357	0.7389	0.7422	0.7454	0.7486	0.7518	0.7549
0.7	0.7580	0.7612	0.7642	0.7673	0.7704	0.7734	0.7764	0.7794	0.7823	0.7852
0.8	0.7881	0.7910	0.7939	0.7967	0.7995	0.8023	0.8051	0.8078	0.8106	0.8133
0.9	0.8159	0.8186	0.8212	0.8238	0.8264	0.8289	0.8315	0.8340	0.8365	0.8389
1.0	0.8413	0.8438	0.8461	0.8485	0.8508	0.8531	0.8554	0.8577	0.8599	0.8621
1.1	0.8643	0.8665	0.8686	0.8708	0.8729	0.8749	0.8770	0.8790	0.8810	0.8830
1.2	0.8849	0.8869	0.8888	0.8907	0.8925	0.8944	0.8962	0.8980	0.8997	0.9015
1.3	0.9032	0.9049	0.9066	0.9082	0.9099	0.9115	0.9131	0.9147	0.9162	0.9177
1.4	0.9192	0.9207	0.9222	0.9236	0.9251	0.9265	0.9279	0.9292	0.9306	0.9319
1.5	0.9332	0.9345	0.9357	0.9370	0.9382	0.9394	0.9406	0.9418	0.9429	0.9441
1.6	0.9452	0.9463	0.9474	0.9484	0.9495	0.9505	0.9515	0.9525	0.9535	0.9545
1.7	0.9554	0.9564	0.9573	0.9582	0.9591	0.9599	0.9608	0.9616	0.9625	0.9633
1.8	0.9641	0.9649	0.9656	0.9664	0.9671	0.9678	0.9686	0.9693	0.9699	0.9706
1.9	0.9713	0.9719	0.9726	0.9732	0.9738	0.9744	0.9750	0.9756	0.9761	0.9767
2.0	0.9772	0.9778	0.9783	0.9788	0.9793	0.9798	0.9803	0.9808	0.9812	0.9817
2.1	0.9821	0.9826	0.9830	.09834	0.9838	0.9842	0.9846	0.9850	0.9854	0.9857
2.2	0.9861	0.9864	0.9868	0.9871	0.9875	0.9878	0.9881	0.9884	0.9887	0.9890
2.3	0.9893	0.9896	0.9898	0.9901	0.9904	0.9906	0.9909	0.9911	0.9913	0.9916
2.4	0.9918	0.9920	0.9922	0.9925	0.9927	0.9929	0.9931	0.9932	0.9934	0.9936
2.5	0.9938	0.9940	0.9941	0.9943	0.9945	0.9946	0.9948	0.9949	0.9951	0.9952
2.6	0.9953	0.9955	0.9956	0.9957	0.9959	0.9960	0.9961	0.9962	0.9963	0.9964
2.7	0.9965	0.9966	0.9967	0.9968	0.9969	0.9970	0.9971	0.9972	0.9973	0.9974
2.8	0.9974	0.9975	0.9976	0.9977	0.9977	0.9978	0.9979	0.9979	0.9980	0.9981
2.9	0.9981	0.9982	0.9982	0.9983	0.9984	0.9984	0.9985	0.9985	0.9986	0.9986
3.0	0.99865	0.99869	0.99874	0.99878	0.99882	0.99886	0.99889	0.99893	0.99897	0.99900
3.1	0.99903	0.99906	0.99910	0.99913	0.99916	0.99918	0.99921	0.99924	0.99926	0.99929
3.2	0.99931	0.99934	0.99936	0.99938	0.99940	0.99942	0.99944	0.99946	0.99948	0.99950
3.3	0.99952	0.99953	0.99955	0.99957	0.99958	0.99960	0.99961	0.99962	0.99964	0.99965
3.4	0.99966	0.99968	0.99969	0.99970	0.99971	0.99972	0.99973	0.99974	0.99975	0.99976
3.5	0.99977	0.99978	0.99978	0.99979	0.99980	0.99981	0.99981	0.99982	0.99983	0.99983
3.6	0.99984	0.99985	0.99985	0.99986	0.99986	0.99987	0.99987	0.99988	0.99988	0.99989
3.7	0.99989	0.99990	0.99990	0.99990	0.99991	0.99991	0.99992	0.99992	0.99992	0.99992
3.8	0.99993	0.99993	0.99993	0.99994	0.99994	0.99994	0.99994	0.99995	0.99995	0.99995
3.9	0.99995	0.99995	0.99996	0.99996	0.99996	0.99996	0.99996	0.99996	0.99997	0.99997
4.0	0.99996832									
4.5	0.99999660									
5.0	0.99999971									
5.5	0.99999998									
6.0	0.99999999									

Source : http://analisis-statistika.blogspot.co.id/2013/03/mengenal-distribusi-normal-dan-cara.html

Appendix XIV

The Critical Value Liliefors Test

Ukuran Sampel	Taraf Nyata (α)				
	0,01	0,05	0,10	0,15	0,20
n = 4	0,417	0,381	0,352	0,319	0,300
5	0,405	0,337	0,315	0,299	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,348	0,300	0,276	0,258	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,294	0,258	0,239	0,022	0,215
11	0,284	0,249	0,230	0,217	0,206
12	0,275	0,242	0,223	0,212	0,199
13	0,268	0,234	0,214	0,202	0,190
14	0,261	0,227	0,207	0,194	0,183
15	0,257	0,220	0,201	0,187	0,177
16	0,250	0,213	0,195	0,182	0,173
17	0,245	0,206	0,189	0,177	0,169
18	0,239	0,200	0,184	0,173	0,166
19	0,235	0,195	0,179	0,169	0,163
20	0,231	0,190	0,174	0,166	0,160
25	0,200	0,173	0,158	0,147	0,142
30	0,187	0,161	0,144	0,136	0,131
n > 30	$\frac{1,031}{\sqrt{n}}$	$\frac{0,886}{\sqrt{n}}$	$\frac{0,805}{\sqrt{n}}$	$\frac{0,768}{\sqrt{n}}$	$\frac{0,736}{\sqrt{n}}$

Source: Sudjana. 2005. *Metode Statistika*. Bandung. Tarsito. p. 467

Appendix XV

Documentation

Pict 1. The researcher gave the pre-test to the students in experiment class

Pict 2. The researcher gave the pre-test to the students in control class

Pict 3. The researcher guided the students to implement SETS Learning Model in Environment Group

Pict 4. The situation of the class when students did the post-test in experiment class all groups

Pict 5. Interview Before Treatment SETS in Experiment Class

Pict 6. Post-test For Control Class

Pict 7. Interview After Treatment SETS in Experiment Class

Pict 8. Interview with English Teacher, Sir Sudian

BIOGRAPHY

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