THESIS

**THE EFFECT OF TV COMMERCIAL STRATEGY ON THE
STUDENTS' ACHIEVEMENT IN SPEAKING**

Submitted to Faculty of Tarbiyah Science and Teacher Training UIN–SU
Medan as a Partial Fulfillment of the Requirements for the
Degree of Educational Bachelor S.1 Degree

BY:

YUNITA SARI ADELINA

NIM. 34.14.3.005

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF
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ABSTRACT

YUNITA SARI ADELINA, THE EFFECT OF TV COMMERCIAL STRATEGY ON THE STUDENTS ACHIEVEMENT IN SPEAKING

Thesis, Medan: Department of English Education, Faculty of Tarbiyah Science and Teachers Training, State Islamic University of North Sumatera, Medan 2018.

Keywords: *TV Commercial Strategy, Students' Achievement in Speaking*

This research was intended to find out the empirical evidence of the students' achievement in speaking by using TV Commercial strategy at the eleventh grade of SMK Broadcasting Bina Creative Medan.

This research is explain about speaking and TV Commercial Strategy. Speaking is the verbal use of language to communicate with other. Speaking has often been dealt with in a similar way in language teaching.

This research was experimental research. The population of this research was 161 students of SMK Broadcasting Bina Creative Medan. The samples of this research was 80 students, the samples were taken from 40 students of experimental group (class XI-2) and 40 students of control group (class XI-1). The instrument for collecting data was a speaking test.

After analyzing the data, the writer got; (1) The students' achievement in speaking by TV Commercial strategy got the mean 80.50 and standard deviation was 4.07; (2) The students' achievement in speaking by using conventional strategy got the mean 72.22 and standard deviation was 4.14.

The value of $t_{observed}$ was 2.198 and that of t_{table} was 1.990. So the value of $t_{observed}$ was higher than that of t_{table}. It means that there was significant effect of using TV Commercial strategy on students' achievement in speaking

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Medan,   Mei 2018
The Writer

<u>**Yunita Sari Adelina**</u>
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CHAPTER I

INTRODUCTION

A. Background of the Study

The Objective of teaching English is to enable the students to achieve the four skills of the language, namely listening, speaking, reading and writing. It is expected that after relatively enough time of studying, the students will achieve the ability in listening, speaking, writing, reading English. Speaking is a crucial part of the second language learning and teaching. However, today the world requires that the goal of teaching speaking should improve the student's communicative skill because the students can express themselves and learn how to use a language.

According to Fulcher that speaking is the verbal use of language to communicate with others.[1] In speaking, there is a process of communication between speaker and listener. People put ideas into word ,talking about perceptions or feelings that they want other people to understand them. Then, the listener tries to reconstruct the perceptions that they are meant to be understood.

In teaching speaking, the teachers must be creative to design many communication activities in the classroom with good method and media that urge and motivate the students to use the language actively and productively. For example, in oral language class, the student should be serving with conductive learning activity. So, they can practice English as well as possible. However,

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[1] Glenn Fulcher, (2003), *Teaching Second Language Speaking*, New York : Pearson-Longman, p.24

the first task of the teacher is to create the best condition for students to study. In other words, the teacher is responsible for the situation where the students can communicate orally with their classmates.

Based on the Observations conducted by the researcher at SMK BROADCASTING BINA CREATIVE MEDAN, some problems above appear because of some factors internally and externally. Internally there are some students feel afraid to speak in front of the class because they don't know what they should speak and they are lack of vocabulary to speak. Externally, the teacher still use the conventional strategy in teaching speaking, such as in this case, the teachers ask the students to speak and then check their pronountiation. The teacher can not make the speaking class interesting and can not develop the students' ability in speaking. Teacher have to be more creative in choosing method which can make the speaking class more interesting activities in the classroom. So, that the students can develop their vocabulary and the student audacious to perform in front of class speaking.

One of the teaching strategies that is believed to improve the students' progress in speaking is Active Learning that is Television Commercial Strategy . Television commercial are fun, persuasive, and memorable acts of communication that not only can capture the attention of language learners but also can be used to stimulate them to think critically about deeper linguistic and cultural meanings.[2] TV Commercial Strategy is a method or learning strategy in Active Learning by packing learning materials as hard as anything becomes a "commercial advertising" language as easy as possible.

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[2]Frank Tuzi, et. Al., *Go to commercial : Using television commercial in multilevel EFL Classroom,* Tokyo Cristian Institute : Japan. p. 69

Based on the description above, the researcher is interested in doing a research about **"The Effect of TV Commercial Strategy on The Students Achievement in Speaking"**.

B. Identification of The Problem

1. Some students feel afraid to speak in front of class because don't know what should be speak.

2. The students are lack of vocabulary to speak.

3. The teacher still used the conventional strategy in teaching speaking.

C. Research Question

The problems of this study were formulated as follows :

Is there any significant effect of TV Commercial strategy on the students' achievement in speaking ?

D. Limitation of the Problem

The scope of this research will be focused in speaking. As the limitation, this research will be limited on material adverstisment of XI Grade at SMK Broadcasting Bina Creative Medan Academic Year 2017/ 2018.

E. Purpose of the Study

The Objectives of the study are :

To find out the effect of TV Commercial on the students achievement in speaking

F. Significance of the Study

The results of this study were expected to be useful in terms of theoretically and   practically, it is described as follows:

1. Theoretically

    Hopefully, the findings of this research can open and add new horizons in theories of language learning, and the findings can be used as references for further study.

2. Practically

    a. For the teacher, teacher can choose new alternative in teaching speaking and learning process of speaking by TV Commercial strategy on the students achievement in speaking.

    b. For the students, to add their knowledge of learning through TV Commercial Strategy and this strategy can help them easier especially in speaking.

    c. For the researcher, to use the result of this study as a reference a further research in the same interest.

CHAPTER II

LITERATURE REVIEW

A. Review of Literature

In doing the research, the theory of the study should be made clearly from the beginning. It is needed to convey the ideas and prevent possible misunderstanding between the writer and the reader. Some concepts and terms are used and needed to be theorically explained. The concepts and terms used will be presented in the following parts.

1. Achievement

Achievement is a thing done successfully especially with afford and skill. An achievement is related directly to clas sroom lessons, units, or even a total curriculum.[3] Based on Taxonomy Bloom, there are three aspects of learning achievement such as affective, cognitive, and psychomotoric. From these three aspects, the students' achievement is concern with what someone has actually learnt from the learning process. To get maximal achievement is not easy. It depends in how the students make their efforts to get the knowledge from their environment.

a. Students' Achievement in Speaking

In this study, the students' achievement focuses on speaking. The speaking achievement is hoped tobe successful in expressing their understanding about the

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[3] H. Douglas Brown, (2004), *Language Assessment: Principles and Classroom Practices,* New York: Addison Wesley Longman, p. 47.

material. A teacher can observe the students' achievement based on the observations of a performance that the students make in the classroom. In other words, the students' speaking achievement can be observed by seeing the students' performance in using English. Good speaking should involve the students by making them want to take part. It means that the students should speak English actively. One way of doing this is to maximize the range of speaking English. In this case, it is necessary to use acceptable form of correct language which involves grammar, vocabulary, pronouncation, intonation. In producing the correct forms of language, the students need to practice the language they are learning. The teacher as organizer the classroom activity can observe the students achievement in speaking based on their performance in practicing English.[4]

2. Speaking

Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Speaking is used by someone for communication in daily life at school, at home or some other places. Speaking is significant to an individual's living processes and experiences. Without speaking, people must remain in almost total isolation from any kind of society. According to Jo McDonough and Christopher Shaw, "Speaking is not the oral production of written language, but involves learners in the mastery of a wide range sub-skill which added together, consitute an overall competence in the spoken language".[5]

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[4] Ardianti Weni, Thesis *: "The effect of contextual teaching and learning method on students' speaking achievement"* (Medan : UNIMED, 2016), p. 12.
[5] Jo McDonough, and Christopher Shaw, *Materials and Methods in ELT: A Teacher's Guide*, (Cambridge: Blackwell Publisher, 1993), p.151.

It means that speaking is produced by composite of language skills. Those skills are sustaining each other, for instance; speaking skill can not be separated from listening. The speaking skill preceded by listening to know new vocabulary and English sound they do not hear or know before. In fact, some English language classes only emphasize on the importance of mastering writing and reading rather than speaking, that it brings state of imbalance then string out students less to practice to speak English neither formally nor informally. Therefore, it is need to combine other language skills in mastery and to produce good speaking. Speakers are required to be able to express orally what they want to say as effectively as possible in order to convey the message or the information.

Speaking is the verbal use of language to communicate with other.[6] Speaking has often been dealt with in a similar way in language teaching. It is sometimes thought of as something which is covered sufficiently by virtue of being so bound up in the teaching of everything else. Paradoxically, although many learners feel that being able to communicate effectively through speech is their main priority, when speaking is the main aim of the lesson so sometimes can lead to dissatisfaction. Some learners can't see the point of doing something in the classroom so that they could quite easily do over a coffee, and teachers can feel a sense of guilt because they have not taught something with a clear learning outcome that can be held up as justification for the lesson.[7] The purpose of language is communication.[8]

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[6] Glenn Fulcher,(2003), Opcit. p.79
[7] Watkins, Peter. (2007). *Learning to Teach English* : *A Practical Introduction for New Teachers.*England : Viva Books Private Limited. p. 26
[8] M, Whong, *Language Teaching : Linguistic Theory in Practice*. (London : Edinburgh University Press. 2011) p.73.

Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Teaching speaking is sometimes considered as a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple.[9]

According to Chaney , speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.[10] Speaking is also addressed in the Qur' an which in Q.S Ar-Rahman: 3-4 :

$$\text{خَلَقَ ٱلْإِنسَـٰنَ ۝ عَلَّمَهُ ٱلْبَيَانَ ۝}$$

The meaning: Created man, (and) taught him eloquence.[11]

The Qur'anic verses above tell us that Allah SWT Who created man and taught the humans with good talking. This means, our speaking ability comes from God Almighty. As human being we can only dig and develop our potential in speaking.

a. The Nature of Speaking

1. Characteristics of communicative competence.

2. Discourse versus dialogue.

3. Transactional and interactional language.

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[9] David Nunan, (2003), *Practical English Language Teaching,* (New York: McGraw-HillCompanies, Inc., p.48

[10] A.L. Chaney, (1998), *Teaching Oral Communication,* Boston: Allyn and Bacon, p.13

[11] Dr. Shehnaz Shaikh & Ms. Kausar Khatri. (2014). *Quran English*. Tanzil : International Qur'anic

4. Purposes for Speaking.

5. Genre theory of speaking.[12]

b. Types of Classroom Speaking Performance

Brown suggests some types of classroom speaking performance as follows:

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important things here is focusing on pronunciation. The teacheer uses drilling in the teaching learning process. The reason is by using drilling students get opportunity to listen and orally repeat some words.

b. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), foe example, reading aloud that includes reading paragraph, reading dialouge with partner in turn, reading information from chart, etc.

c. Responsive

Responsive performance includes interaction and tes comprehension but at the somewhat limited level of very short conversation, started greeting and small talk, simple request and comments. This is a kind of short replies to teacher or students-initiated quesstions or comments, giving instruction and direction. Those replies are usually sufficient and meaningful.

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[12] Nunan. D. *Second language teaching and learning*. Heinle & Heinle Publisher : 1999.USA. p. 225

d. Transactional (Dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

e. Interpersonal (dialogue)

The other form of conversation was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

f. Extensive (Monologue)

Teacher gives students extended monologues in the form oral reports summaries, and storytelling and short speeches.

Based on the theory above, it can be concluded that there are some points that should be considered an assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.[13]

c. Classroom Speaking Activities

Many of the clasroom speaking activities which are currently in use fall at or near the communicative end of the communication continuum. In this section we will look at some of the most widely-used.

1. Acting from a Script

We can ask our students to act out scenes from plays and/or their coursebooks, sometimes filming the results. Students will often act out dialogues they have

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[13] Brown, D, (2001), *Teaching by Principles : An interactive Approach to Language Pedagogy Second edition,* Addison Wesley Longman, Inc. p. 141-142

written themselves. This frequently involves them in coming out to the front of the class.

2. Communication Games

Games which are designed to provoke communication between students frequently depend on an information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange), or find similarities and differences between pictures.

3. Discussion

Some discussions just happen in the middle of lessons; they are unprepared for by the teacher, but, if encouraged, can provide some of the most enjoyable and productive speaking in language classes. Their success will depend upon our ability to prompt and encourage and, perhaps, to change our attitude to errors and mistakes from one minute to the next.pre-planned discussions, on the other hand, depend for their success upon the way we ask students to approach the task in hand.

4. Prepared Talks

A popular kind of activity is the prepared talk where students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more 'writing-like' than this. However, if possible, students should speak from notes rather than from a script.

Prepared talks represent a defined and useful speaking genre, and if properly organised, can be extremely interesting for both speaker and listener.

Just as in process writing the development of the talk, from original ideas to finished work, will be of vital importance.

5. Questionnaires

Questionnaires are useful because, by being pre-planned, they ensure that both questioner and respondent have something to say to each other. Depending upon how tightly designed they are, they may well encourage the naturaluse of certain repetitive language patterns-and thus be situated in the middle of our communication continum.

Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

6. Simulation and Role-Play

Many students derive great benefit from simulation and role-play. Students 'stimulate' a real-life encounter (such as a bussiness meeting, an encounter in an aeroplane cabin, or an interview) as if they were doing so in the real world, either as themselves in that meeting or aeroplane, or taking on the role of a character different from themselves or with thoughts and feelings they do not necessarily share. Simulation and role-play can be used to encourage general oral fluency, or to train students for specific situations especially where they are studying ESP.[14]

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[14] Jeremy Harmer, (2001), *The Practice of English Language Teaching,* Edinburgh: Pearson Education Limited, p. 271-274

d. The Teaching Goal of Speaking

In many countries where English is a foreign language, a dual goal for teenagers studying in the educational system is to pass English entrance exams to enter good high schools and universities and more recently, to be able to use English as a global language. As such, much of the teaching in the junior and senior high schools is directed at being able to analyze and comprehend English to pass entrance examinations and to communicate in English with people from other parts of the world, at least at a basic level.[15]

Learning to speak a foreign language requires more than knowing its grammatical and semantic rules, learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange, in which may factors interact.[16] Therefore, learners must be able to speak the target language fluently and appropriately.

Herbert H. Clark stated that there are six point or assumptions in use the language in the context.[17] Those points are:

a. Language fundamentally is used for social purposes.

b. Language use is a species of joint action.

c. Language use always involves speaker's meaning and addressee's understanding.

d. The basic setting for language use is face-to-face conversation.

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[15] Jerry G. Gebhard, (2006), *Teaching English as a Foreign or Second Language: a teacher selfdevelopment and metodology guide Second Edition,* United Stated of America: The University of Michigan Press, p. 40.

[16] Marianne Celce-Muria,(1991), *Teaching English as a Second Language or Foreign Language Second Edition,* Boston: Heinle and Heinle Publisher, p. 126.

[17] Herbert H. Clark, *Using Language,* (New York: Cambridge University Press, 1996), p. 23

e. Language use often has more than one layer of activity.

f. The study of language use is both a cognitive and a social science.

From Herbert's opinion, the writer elaborates the goal of speaking that students are able to use English language according with a variety of language function in social context. Students should be able to use English language for doing things in social activities. Its mean that the emphasize is placed on using the target language to complete a function of language such as complaining, advising or asking for information. Its focus on the social context in which this function takes place.

From the four goals, the writer agrees with the four statements above. And she had a notion the main goal of teaching speaking in the classroom is for communication that use communicative competence. It includes speaking components, either four or five components are generally recognized in analyses of the speech process by David P. Harris[18] :

a. Pronounciation (including the segmental features vowels and consonants and the stress and the intonation patterns).

We also often judge people by the way they speak, and so learners with poor pronunciation may be judged as incompetent or lack of knowledge, even though make the meaning of words not clear. Pronunciation is the way for speakers" produce clearer language when they speak. The speaker must be able to articulate the words, and create the physical sound that carry meaning.

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[18] David P. Harris, (1997), *Testing English as a Second language,* Bombay: Tata McGraw-Hill Publishing Company Ltd, p. 81-82.

b. Grammar

Grammar is the sounds and the sound patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences.[19] Then the student need it for students to arrange a correct sentence in conversation. Therefore, grammar is very important in speaking because if the speaker does not mastering grammar structure, he cannot speak English well.

c. Vocabulary

As we know, vocabulary is a basic element in language. Vocabulary is single words, set phrases, variable phrases, phrasal verbs and idioms.[20] It is clear that limited vocabulary mastery makes conversation virtually impossible. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

d. Fluency (the ease and speed of the flow of speech)

In simple terms, fluency is the ability to talk accurately, quickly, and use the expression properly.[21] Fluency is the ability to read, speak, or write easily, smoothly, and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context.

e. Comprehension (requires a subject to respond to speech as well as to initiate it.

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[19] Victoria Fromkin and Robert Rodman, (1998) *An Introduction to Language*, New York: Harcourt Brace College Publisher, p. 14.

[20] Keith S. Folse, (2004), *Vocabulary Myths: Applying Second Language Research to Classroom Teaching*, Michigan: University of Michigan, p. 2.

[21] Marcie Penner-Wilger,(2008), *Reading Fluency: A Bridge from Decoding to Comprehension*, Canada: AutoSkill International Inc, p. 2.

As stated by Laura in her article, comprehension is a complex process that has been understood and explained in a number of ways.[22] Comprehension is defined as the abilty to understand something as a knowledge and make people getting the information that they want.

Based on all statement from some resources about the goal of teaching speaking the writer summarize in communnicative competence, students are able to use language is not just pattern of grammar with vocabulary items slotted in, but also involves language functions such as inviting, agreeing and disagreeing, suggesting, etc. Students also need for accuracy when talking to people in terms of the kind of language they use. Finally, students gradually become autonomous language users. This mean that they will be able to use words and phrases fluently without very much conscious thought.

e. Micro Skills of Oral Communication

Richards in Brown suggests some micro skills of oral communication.[23] They are:

1. Produce chunks of language of different lengths.

2. Orally produce differences among the English phonemes and allophonic variants.

3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.

4. Produce reduced forms of words and phrases.

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[22] Laura S. Pardon, (2014), *What every teacher needs to know about comprehension,* International Reading Association, p. 1

[23] Brown, D, (2001) *Teaching by Principles: An Interactive Approach to Language Pedagogy*, San Francisco: Longman, p. 272

5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.

6. Produce fluent speech at different rates of delivery.

7. Monitor the oral production and use various strategic devices – pauses, fillers, self-corrections, backtracking – to enhance the clarity of the message.

8. Use grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.

9. Produce speech in natural constituents – in appropriate phrases, pause groups, breath groups, and sentences.

10. Express a particular meaning in different grammatical forms.

11. Use cohesive devices in spoken discourse.

12. Accomplish appropriately communicative functions according to situations, participants, and goals.

13. Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.

14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

15. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.

16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

f. Assesment of speaking

Assesment is an ongoing process that encompasses a much wider domain whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of students'performance.written work-from a jotted down phrase to a formal essay is performance that ultimately is assessed by self,teacher and possibly other students.[24]

As proverb says' practice makes perfect'. Thereore, students must practice to speak English as often as possible so that they are able to speak English fluently and accurately. A part of that, to speak English, we have to know well people speak English. Here is the component of assessment of speaking skill.

Speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency.[25]

1) Grammar

It is needed for stuents to arrange a correct sentence in conversation. Student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one. They utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

2) Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one connot communicate effectively or express their ideas in both oral and written form. Having limited

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[24]Brown, D. (2003). *Language Assessment: Principles and Classroom Practice*. San Francisco: Longman, p. 4

[25] Syakur. (1987) *Language Testing and Evaluation*. Surakarta : Sebelas Maret University Pers,p.5

vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore should process considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary lerning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

3) Pronouncation

Pronouncation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronouncation, phonemes and supra segmental features. A speker who constanly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand.

4) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". There signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.[26]

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[26] Rosalyna Sitorus. (2001*), The effect of contextual teaching and learnjing (CTL) on students' speaking skill*, UNIMED . Medan

3. Strategy

Learning Strategy is Learning activities to achieve the learning objectives by providing facilities and assistance to learners.[27]Learning Strategy is made to achieve certain education goals in which includes several aspects of learning plans, learning methods, and learning tools.[28]

Strategy is a way to do something be successful. Strategy in teaching should be easy and enjoyable, so that the goals in learning can be achieved. Allah said in the Holy Qu r'an in surah An-Nahl in the 125th verse. It says :

ٱدۡعُ إِلَىٰ سَبِيلِ رَبِّكَ بِٱلۡحِكۡمَةِ وَٱلۡمَوۡعِظَةِ ٱلۡحَسَنَةِ ۖ وَجَـٰدِلۡهُم بِٱلَّتِي هِيَ أَحۡسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعۡلَمُ بِمَن ضَلَّ عَن سَبِيلِهِۦ ۖ وَهُوَ أَعۡلَمُ بِٱلۡمُهۡتَدِينَ ﴿١٢٥﴾

Meaning: "Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, your Lord is most knowing of who has strayed from His way, and He is most knowing of who is [rightly] guided." (Q.S. An-Nahl: 125).

From the verse above, Allah asked the human to give the lesson by wisdom, wisdom means the way by the right strategy. It can help the teacher to make teaching learning process run well.

There are varieties of strategy that can be used to support active learning in the classroom. Such strategies include TV Commercial strategy in speaking achievement.

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[27] Hamzah B. Uno, (2007), *Model Pembelajaran: Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif,* Jakarta: Bumi Aksara, p. 1

[28] Nunuk Suryani and Leo Agung, (2012), *Strategi Belajar Mengajar,* Yogyakarta: Penerbit Ombak, p. 2

a. TV Commercial Strategy

TV Commercial Strategy is learning strategy in active learning that can change any cellulite material then pack into a " commercial adverism" than can be understood as easy as possible.[29] For example, learners are asked to make a commercial ad sentence about a particular subject. Just for example, "Learning Citizenship Education awakens a young soul of character"; "Learning Mathematics as cool as drinking Fanta". The value of the core character of the TV commercial learning strategy is creative and communicative that co ntains high innovative elements. In addition, commercial TV also contains the value of environmental awareness.

Strategy TV Commercial is a great opening strategy for learners who have known each other. This strategy can result in proper team building.

b. Procedure in Strategy TV Commercials

1. Divide the participants into teams, each team of no more than 6 members.

2. Ask the team to create 30-second TV commercials that "advertise" the subject matter by emphasizing-for example-a value for them (or for the world), Famous people associated with lessons, and so on.

3. Ads should contain a slogan (for example, "better live with chemistry") and visual (eg, famous chemical products).

4. Explain that the general concept and an outliner of the advertisement are the same. But if a team wants to portray its ads, that's fine too.

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[29] Suyadi. (2013), *Strategi Pemebelajaran Pendidikan Karakter.* Bandung: Remaja Rosdakarya. p. 42. Terjemahan

5. Before each team begins to plan its ads, then discuss the characteristics of some of the currently well-known ads to stimulate creativity (eg, the use of a famous personality, humor, competitiveness, sexs appeal).

6. Have each team present their ideas. Praise everyone's creativity.

c. Variation in Strategy TV Commercial

1. Ask the each team be able to make a substitute for advertising on TV like a print advertisements. Or ask the each team to make ads in advertisement.

2. Invite each teamso that they can demonstrate their ability to advertise their talents or schools rather than the subject matter.[30]

d. Advantages of Applying TV Commercials

Tv commercial strategy has some advantages that :

1. The students can study with the very fun way, so the material as difficult as anything does not have time to "frown" them.

2. Can improve the memory of the students because it can "bind" memory on long-term memory.

3. Can avoiding the laziness of the students, drowsiness, daydreaming, and the like.

This advantage becomes a powerful medium to condition a class that has began to crowded because of saturated learning continuously.

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[30] Mel Silberman, (2009), *Active Learning : 101 Strategy Pembelajaran*, Pustaka Insan Madani. Yogyakarta. Terjemahan. p. 54 - 55

e. Disadvantages of Apllying TV Commercial

There are some weaknesses in this strategy that the class will be crowded so that the competency standard is sometimes difficult to achieve because this strategy may be disrupt the atmosphere of learning.heir main task in learning, the students will forget the main task in learning activities because they can fall asleep on learning pleasure.[31]

f. TV Commercials in the English Language Classroom

TV Commercial are short, because just a need short time, focused slices of contempor bary society – music, clothing, family relationship, and colloquial English that are often more manageable in length for teaching than other video materials.

TV commercials are often funny to watch but they represent a huge language work – out, too, " At an advanced level, culture becomes an even more important part of the syllabus, and media are the great way to present culture.[32]

g. Conventional Strategy

Conventional Strategy is the strategy emphasized on reading and writing. Learning is about language through grammar-translation rather than learning to use language for communication language learning as a mental discipline

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[31] Sutarno, dkk. (2016), *Prodising Seminar Nasional : Optimalisasi Active Learning dan Karakter Building dalam Meningkatkan Daya Saing Bangsa di Era Masyarakat Ekonomi Asean*, Prodi PGSD dan Prodi BK : Yogyakarta, Terjemahan, p. 575

[32] Arsenteva, Elena (2014) *Phraseology in Multilingual Society,* Cambridge Scholars Publishing : Cambridge, p. 186

with memorization of vocabulary lists and grammatical paradigms give high priority.[33]

In conventional approaches to speaking instruction, languge-focuses activities rather than learn focused activities are central. Teacher emphasizes pronouncation correctly, where the correct pronouncation is an essential component of conventional approach

B. Conceptual Framework

Speaking is one of four basic language skills that should be mastered people to communicated to one another. The purpose of teaching speaking is to enable the students' to speak and interpret the message that occur in communicative process. Most of the students have learned English for several years they still face difficulties in speaking: they are some factors because the phenomenon, one of the factor is the students' awareness of grammatical form of the language because of the teachers tend of ask them keep many vocabularies and grammar then ask them to practice or use the language contextually.

In teaching activity, teacher should design a strategy in fluencing the students' achievement in learning process, especially in speaking achievement. Students' should be able to communicative in the process of transfering the knowlegde and more practice or expossure to use the language. Therefore, the suitable of teaching strategy is very important to increase students' ability in speaking achievement.

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[33] B.W Robbinet, (1987), Teaching English to Speakers' of other Language; Substances and Technique, Minnesota : The University of Minessota, p. 162

In this case, the researcher applies strategy TV Commercial. TV Commercial is a learning strategy in active learning with the way of packing lesson material as difficult as anything becomes a very easy lesson. This strategy is created from the background of learners who can not be separated from the television. Television is one of the most sought after media of the society. And almost all of television shows very interesting commercials. And the duration of advertising is more often aired than television programs. Therefore many viewers are memorized with commercials, slogans, pictures, or etc.

Based on the phenomenon, the selection of strategy TV Commercial into a powerful strategy to strengthen the value of the character without reducing the essence of learning and suitable for learning in speaking. Because with this TV Commercial strategy the students are trained to be creative in creating an advertisement and students are automatically trained to speak in front of the class by promoting or showing their advertisment in front of the class, and exposing ideas and even commenting to groups who advertise their advertisment in front of the class.

C. Hypothesis

Based on the problems of the study, the hypothesis is formulated as the following :

Ha : ''There is a significant effect of TV Commercial strategy on the students' achievement in speaking''.

Ho : ''There is no significant effect of TV Commercial strategy on the students' achievement in speaking''.

CHAPTER III

RESEARCH METHODOLOGY

A. Location and Time

This research will conduct at SMK Broadcasting Bina Creative Medan Jl. Bilal No. 03 from March until May 2018. In this school many students did not have self confidence which the students were afraid to make fault in speak English, especially in speaking. So, it is need to find out students' speaking achievement by TV Commercial Strategy.

B. Research Design

This research will use an experimental research. The sample will divide into two groups, the experimental group by applying TV Commercial Strategy, meanwhile the control group by using conventional method. The design of this research can be seen as follow:

Table I

Research Design

Class	Treatment	Pre-test	Post-test
Experimental	TV Commercial Strategy (X)	√	√
Control	Conventional Method (Y)	√	√

Based on the table 3.1, experimental (X) is the class which receive by using TV Commercial Strategy in teaching speaking, and control (Y) is the class which receive by using conventional method in teaching speaking.

C. **Population and Sample**

1. **Population**

The population is generalization region consisting of : object/subject that has been determined by the researcher and the object/subject has certain qualities and characteristics and has been studied by researchers and then drawn his conclusions.[34]

The population of the research is the students in SMK Broadcasting Bina Creative Medan in academic year 2018/2019. There are X grade consist of 40 students, XI-1 grade consist of 40 students, XI-2 consist of 40, and XII grade consist of 41 students. The total number of population were 161 students.

Table II

Population of Research

No	Class	Population
1	X	40
2	XI-1	40
3	XI-2	40
	XII	41
Total		161

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[34] Sugiono, (2011), *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, Alfabeta : Bandung, Terjemahan, p. 80

2. Sample

The sample is part of the number and characteristic possessed by population. When the population is large, and researchers are not likely to study everything in the population, for example due to limited funds, manpower and time, the researchers can use samples taken from that population. The sample is part of the number and characteristic possessed by that population. When the population is large, and researchers are not likely to study everything in the population, for example due to limitation of funds, manpower and time, the researchers can use samples taken from that population. Because in this school grade of XI have two class, I make XI-1 class to be Experimental group, and the XI-2 to be Control Group.

Table III

Sample of Research

Class	Group	Sample
XI-1	Experimental Group	**40**
XI-2	Control Group	**40**
Total		**40**

D. Instrument for Collecting Data

In collecting the data will needed, the researcher used pre-test and post-test by using an oral test, to know their fluency, pronounce, vocabulary and structure. The instrument of this research will be speaking test which consist of one item. The source material will taken from the English book for Senior high

school with the topic Advertisment. There, the student showing the performance to advertising a brand or a material in front of the class.

E. Technique of collecting Data

Technique of collecting data is the technique or methods that can be used by researcher for collecting the data. Data collection can be interpreted as research activities in order to gather a number of field data needed to answer the research or test hypotheses. In this research it will be used pre-test, treatment, and post test.

1. Pre-Test

The pre-test was conducted to experimental before the treatment. The pre-test used to know the mean scores of the experimental group before receiving treatment.

2. Treatment

Treatment was given after giving experimental group. The experimental group by applying TV Commercial Strategy. The proccess of giving treatment were conduted in 2 meetings. Therefore ,there were six meeting for group include pre-test and post-test.

3. Post Test

After the treatment had been done, experimental was given the post-test. The result of group is analyze to find out if the effect of applying TV Commercial Strategy on the students' achievement in speaking wether it is significants or not. The researcher was record their voice one by one. The procedures of treatment can be show on table 3.2.

Table IV

The Procedure of Treatment

No	Experimental group
1	Firstly, the teacher explain about the TV Commercial Strategy
2	Divide the students into teams, each of team no more than 6 members.
3	Ask the team to create 30-second TV commercials that "advertise" the subject matter by emphasizing, for example-a value for them (or for the world), Famous people associated with lessons, and so on.
4	Ads should contain a slogan
5	Explain the general concept and an outliner of the advertisement are the same. But if a team wants to portray its ads, that's fine too.
6	Have each team present their ideas. Praise everyone's creativity

F. Scoring The Test

In scoring the test, the researcher use five indicators of measure the speaking achievement. According to Brown there were five indicators in assessing speaking.[35]

Table V

The five Components to Evaluate Speaking Ability

A. Vocabulary (20)

LEVEL	EXPLANATION
16-20	**Very good** : rarely has trouble

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[35] Brown, D (2007), *Loc, Cit*, p. 406

11-15	**Good :** sometimes used inappopriate terms about language
6-10	**Fair :** frequent uses wrong words speech limited to simple vocabulary
1-5	**Unsatisfactory :** very limited vocabulary and make the comprehension quite difficult.

B. Comprehension (20)

LEVEL	EXPLANATION
16-20	**Very good** : few noticeable errors
11-15	**Good :** occasionally grammatical errors which do not obscure meaning
6-10	**Fair :** error of the basic structure meaning occasionally obscure by grammatical errors.
1-5	**Unsatisfactory :** usage definitely ,unsatisfactory ,frequently needs to rephrase construction or restrict himself to basic structure.

C. Pronunciation (20)

LEVEL	EXPLANATION
16-20	**Very good** : understandable
11-15	**Good :** few noticeable
6-10	**Fair :** error of basic pronunciation

1-5	**Unsatisfactory :** hard to understand

D. Fluency (20)

LEVEL	EXPLANATION
16-20	**Very good :** understandable
11-15	**Good :** speech is generally natural
6-10	**Fair :** some definite stumbling but manage to rephrase and continue.
1-5	**Unsatisfactory :** speed of speech and length of utterances are far below normal long pauses utterances, left unfinished.

E. Grammar (20)

LEVEL	EXPLANATION
16-20	**Very good :** errors in grammar are vquite rare
11-15	**Good :** control of grammar is good
6-10	**Fair :** construction quite accurately but does not have through or confident control of grammar.
1-5	**Unsatisfactory :** error in grammar frequent to speak language.

G. Technique of Analysis Data

1. T-Test

In order to find the different effect between Experimental and Control Group, the t-test formula was applied. The formula was stated as the following :

$$\text{T-test} = \frac{\overline{x_1} - \overline{x_2}}{\sqrt{\dfrac{s_1^2}{n_1} - \dfrac{s_2^2}{n_2}}}$$

Where:

$\overline{x_1}$ = Average value of sample owning of the first group

$\overline{x_2}$ = Average value of sample owning of the second group

S_1^2 = Variant of Pre-test – Post-test in experimental group

S_2^2 = Variant of Pre-test – Post-test in control group

n_1 = Nominal of sample owning of the first group

n_2 = Nominal of sample owning of the second group

Before testing the hypothesis, the normality and the homogeneity test of the data should be found first. Below is the explanation of both tests:

2. The Normality of Test

Normality of the data would be found by using Liliefors test with the following steps:

a. Calculating average and standard deviation by this following formula

$$\bar{x} = \frac{\Sigma FiXi}{\Sigma Fi}$$

b. Perception x1, x2…. Xn made permanent number zi, z1,z2,…. Zn by using formula:

$$Zi = \frac{xi - \bar{x}}{S}$$

c. To every this permanent number and by using enlist of permanent normal distribution, and then calculating the opportunity $F(Z_i) = P(Z < Z_I)$

d. Here, after calculating a proportion $z_1, z_2, \ldots z_n$, the smaller equals to z_i.

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

f. Taking the biggest price among absolute price of the difference and mentioning the price b Lo.

g. If Lo<L obtained from the critical value test, the Liliefors with the real level $\propto = 0.05$, hence the distribution is normal.

3. **The Homogeneity of Test**

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

$$F = \frac{the\ biggest\ varians}{the\ smallest\ varians}$$

Here, after comparing to the Ftable, its criterion is:

If Fcounts < Ftable, then both samples are homogenous.

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDINGS

A. Description of Data

This study was conducted by applying an experimental research. There were two groups in this research, namely experimental and control group. This research applied a speaking test which the total score is 100. The pre test was given before the treatment and the post test was given after the treatment. The researcher gave the treatment to students in the experimental group by applying TV Commercial strategy while control group without applying TV Commercial strategy.

After conducting the research, the researcher got the data of students' scores in pre test and post test from both experimental and control group.

Table VI The Score of Pre Test and Post Test of Experimental Group

No	Students' Initial	Pre Test	Post Test
1	ANP	64	78
2	AA	56	76
3	BAP	40	80
4	BA	64	80
5	DWP	64	88
6	DS	56	80
7	DAY	40	78
8	DAK	56	80
9	EFS	56	76

10	EMRS	64	80
11	FA	56	76
12	HK	68	80
13	HDT	40	78
14	IISN	64	80
15	INR	68	88
16	IS	68	88
17	IR	64	78
18	JAW	53	80
19	KN	53	80
20	LPL	64	88
21	LRDR	53	78
22	MAAS	60	80
23	MRA	44	76
24	MAL	53	76
25	MHS	64	78
26	MI	40	76
27	MIN	64	84
28	MKR	68	88
29	MRD	60	80
30	NC	53	76
31	NF	44	76
32	NZ	60	84

33	NH	56	78
34	PSP	56	80
35	RA	68	80
36	SL	68	84
37	SRI	68	88
38	WDUD	56	78
39	YF	60	80
40	YTW	68	88
Total		**∑=2321**	**∑=3220**
Mean		**58.03**	**80.50**

Based on the table above, the student's achievement in speaking in experimental group showed the lowest score of pre-test was 40, and the highest score of pre-test was 68 and the mean of pre-test was 58.03. On the other hand the lowest score of post-test was 76, and the highest score of post-test was 88 and the mean of post-test was 80.50.

Table VII The Score of Pre Test and Post Test of Control Group

No	Students' Initial	Pre Test	Post Test
1	AP	40	68
2	AIY	50	68
3	AR	45	75
4	AM	60	75
5	AN	50	68

6	AA	50	75
7	AF	40	68
8	AKS	45	68
9	DFA	45	80
10	FA	45	72
11	FY	50	68
12	FAP	60	68
13	FLB	55	68
14	IID	60	72
15	KDR	65	80
16	KI	60	72
17	MBBM	55	68
18	MEST	60	75
19	MFF	50	75
20	MS	65	80
21	MAM	45	72
22	MAS	45	72
23	NS	50	68
24	NAH	55	68
25	NI	40	75
26	NA	40	72
27	PA	45	75
28	PL	50	72

29	RY	50	68
30	RI	45	78
31	RFY	50	78
32	SHR	60	68
33	SSN	65	72
34	SP	65	68
35	SW	65	78
36	SR	65	80
37	SNH	60	72
38	UMA	60	70
39	VA	45	72
40	ZSP	50	68
Total		**∑= 2100**	**∑= 2889**
Mean		**52.50**	**72.22**

Based on the table above, the student's score in speaking in control group showed the lowest score of pre-test was 40, and the highest score of pre-test was 65 and the mean of pre-test was 52.50. On the other hand the lowest score of post-test was 68, and the highest score of post-test was 80 and the mean of post-test was 72.22.

Based on the explanation above, it shows that the student's score in experimental group was higher than student's score in control group, where in pre-test (58.03) and the score in post-test (80.50). The total score of the mean

score in experimental and control group showed that there was significant effect in improvement of student's score between pre-test and post-test.

B. Data Analysis

1. Normality Testing

Normality testing used to determine if a data set is well-modeled by a normal distribution and to compute how likely it is for a random variable underlying the data set to be normally distributed.

1.1 Normality Testing of Experimental Group

Table VIII

Frequency Distribution of Pre Test in Experimental Group

No	X_i	F_i	$F_i X_i$	X_i^2	$F_i X_i^2$
1	40	4	160	1600	6400
2	44	2	88	1936	3872
3	53	5	265	2809	14045
4	56	8	448	3136	25088
5	60	4	240	3600	14400
6	64	9	576	4096	36864
7	68	8	544	4624	36992
Total		40	2321	21801	137661

Based on the data above, the result of $FiXi^2$ 137661 and $FiXi$ is 2321. Then the following is the calculation of mean, variant and standard deviation.

a. Mean

$$\bar{x} = \frac{\sum FiXi}{\sum Fi}$$

Where:

$\bar{x}$ = Mean of variable x

$\sum F_i X_i$ = Total number of score

$\sum F_i$ = Number of sample

So,

$$\bar{x} = \frac{\sum FiXi}{\sum Fi}$$

$$= \frac{2321}{40}$$

$$= 58.02$$

b. Variant

Where:

S^2 : Variant

N   : Number of sample

So,

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

$$= \frac{40 \times 137661 - (2321)^2}{40(40-1)}$$

$$= \frac{5506440 - 5387041}{40(39)}$$

$$= \frac{119399}{1560}$$

$$= 76.53$$

c. Standard Deviation

$$S = \sqrt{S^2}$$

$$= \sqrt{76.53}$$

$$= 8.74$$

After getting the calculation of mean, variant and deviation standard, then the next step is to found out the normality of the test. It means that the test was given to the students is observed by Liliefors test. The calculation of normality speaking test can be seen in the following table:

Table IX

Normality Testing of Pre Test in Experimental Group

No	Score	Z_i	$F(Z_i)$	$S(Z_i)$	$F(Zi) - S(Zi)$
1	40	-2.06	0.019	0.10	-0.081
2	40	-2.06	0.019	0.10	-0.081
3	40	-2.06	0.019	0.10	-0.081
4	40	-2.06	0.019	0.40	-0.081
5	44	-1.60	0.054	0.15	-0.096
6	44	-1.60	0.054	0.15	-0.096
7	53	-0.57	0.284	0.27	-0.096
8	53	-0.57	0.284	0.27	-0.096
9	53	-0.57	0.284	0.27	-0.096
10	53	-0.57	0.284	0.27	-0.096
11	53	-0.57	0.284	0.27	-0.096

12	56	−0.23	0.409	0.47	-0.061
13	56	−0.23	0.409	0.47	-0.061
14	56	−0.23	0.409	0.47	-0.061
15	56	−0.23	0.409	0.47	-0.061
16	56	−0.23	0.409	0.47	-0.061
17	56	−0.23	0.409	0.47	-0.061
18	56	−0.23	0.409	0.47	-0.061
19	56	−0.23	0.409	0.47	-0.061
20	60	0.22	0.587	0.57	0.017
21	60	0.22	0.587	0.57	0.017
22	60	0.22	0.587	0.57	0.017
23	60	0.22	0.587	0.57	0.017
24	64	0.68	0.751	0.80	-0.049
25	64	0.68	0.751	0.80	-0.049
26	64	0.68	0.751	0.80	-0.049
27	64	0.68	0.751	0.80	-0.049
28	64	0.68	0.751	0.80	-0.049
29	64	0.68	0.751	0.80	-0.049
30	64	0.68	0.751	0.80	-0.049
31	64	0.68	0.751	0.80	-0.049
32	64	0.68	0.751	0.80	-0.049
33	68	1.14	0.872	1.00	-0.128
34	68	1.14	0.872	1.00	-0.128

35	68	1.14	0.872	1.00	-0.128
36	68	1.14	0.872	1.00	-0.128
37	68	1.14	0.872	1.00	-0.128
38	68	1.14	0.872	1.00	-0.128
39	68	1.14	0.872	1.00	-0.128
40	68	1.14	0.872	1.00	-0.128
Total	2321	$L_0 = 0.017$			
Mean	58.02	$L_t = 0.140$			

a. Finding Z score

Formula : $Z_i 1 = \dfrac{x_i - \bar{x}}{s}$

$Z_i 1 = \dfrac{40 - 58.02}{8.74} = -2.06$

$Z_i 2 = \dfrac{44 - 58.02}{8.74} = -1.60$

$Z_i 3 = \dfrac{53 - 58.02}{8.74} = -0.57$

$Z_i 4 = \dfrac{56 - 58.02}{8.74} = -0.23$

$Z_i 5 = \dfrac{60 - 58.02}{8.74} = 0.22$

$Z_i 6 = \dfrac{64 - 58.02}{8.74} = 0.68$

$Z_i 7 = \dfrac{68 - 58.02}{8.74} = 1.14$

b. Finding S(Zi)

$S(Zi) = \dfrac{F\ Kum}{N}$

$$\frac{4}{40} = 0.10$$

$$\frac{6}{40} = 0.15$$

$$\frac{11}{40} = 0.27$$

$$\frac{19}{40} = 0.47$$

$$\frac{23}{40} = 0.57$$

$$\frac{32}{40} = 0.80$$

$$\frac{40}{40} = 1.00$$

From the table above, it can be seen that Liliefors observation or $L_0 = 0.017$ with n = 40 and at real level $\alpha = 0.05$ from the list of critical value of Liliefors table Lt = 0.140. It is known that the coefficient of L_0 (0.017) $<$ Lt (0.140). So it can be concluded that the data distribution of the student's achievement in speaking is **normal.**

Table X

Frequency Distribution of Post Test in Experimental Group

No	X_i	F_i	$F_i X_i$	X_i^2	$F_i X_i^2$
1	76	8	608	5776	46208
2	78	8	624	6084	48672
3	80	14	1120	6400	89600
4	84	3	252	7056	21168
5	88	7	616	7744	54208

	Total	40	3220	33060	259856

Based on the data above, the result of FiXi^2 259856 and FiXi is 3220. Then the following is the calculation of mean, variant and standard deviation.

a. **Mean**

$$\bar{x} = \frac{\sum FiXi}{\sum Fi}$$

Where:

$\bar{x}$ = Mean of variable x

$\sum F_i X_i$ = Total number of score

$\sum F_i$ = Number of sample

So,

$$\bar{x} = \frac{\sum FiXi}{\sum Fi}$$

$$= \frac{3220}{40}$$

$$= 80.50$$

b. **Variant**

Where:

S^2 : Variant

N   : Number of sample

So,

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

$$= \frac{40 \times 259856 - (3220)^2}{40(40-1)}$$

$$= \frac{10394240 - 10368400}{40\,(39)}$$

$$= \frac{25840}{1560}$$

$$= 16.56$$

c. Standard Deviation

$$S = \sqrt{S^2}$$

$$= \sqrt{16.56}$$

$$= 4.07$$

After getting the calculation of mean, variant and deviation standard, then the next step is to found out the normality of the test. It means that the test was given to the students is observed by Liliefors test. The calculation of normality speaking test can be seen in the following table:

Table XI

Normality Testing of Post Test in Experimental Group

No	Score	Z_i	F(Z_i)	S (Z_i)	F(Zi) - S(Zi)
1	76	-1.10	0.135	0.20	-0.065
2	76	-1.10	0.135	0.20	-0.065
3	76	-1.10	0.135	0.20	-0.065
4	76	-1.10	0.135	0.20	-0.065
5	76	-1.10	0.135	0.20	-0.065
6	76	-1.10	0.135	0.20	-0.065
7	76	-1.10	0.135	0.20	-0.065
8	76	-1.10	0.135	0.20	-0.065

9	78	−0.61	0.270	0.40	-0.13
10	78	−0.61	0.270	0.40	-0.13
11	78	−0.61	0.270	0.40	-0.13
12	78	−0.61	0.270	0.40	-0.13
13	78	−0.61	0.270	0.40	-0.13
14	78	−0.61	0.270	0.40	-0.13
15	78	−0.61	0.270	0.40	-0.13
16	78	−0.61	0.270	0.40	-0.13
17	80	−0.12	0.452	0.75	-0.298
18	80	−0.12	0.452	0.75	-0.298
19	80	−0.12	0.452	0.75	-0.298
20	80	−0.12	0.452	0.75	-0.298
21	80	−0.12	0.452	0.75	-0.298
22	80	−0.12	0.452	0.75	-0.298
23	80	−0.12	0.452	0.75	-0.298
24	80	−0.12	0.452	0.75	-0.298
25	80	−0.12	0.452	0.75	-0.298
26	80	−0.12	0.452	0.75	-0.298
27	80	−0.12	0.452	0.75	-0.298
28	80	−0.12	0.452	0.75	-0.298
29	80	−0.12	0.452	0.75	-0.298
30	80	−0.12	0.452	0.75	-0.298
31	84	0.85	0.802	0.82	-0.018

32	84	0.85	0.802	0.82	-0.018
33	84	0.85	0.802	0.82	-0.018
34	88	1.84	0.802	1.00	-0.018
35	88	1.84	0.802	1.00	-0.018
36	88	1.84	0.802	1.00	-0.018
37	88	1.84	0.802	1.00	-0.018
38	88	1.84	0.802	1.00	-0.018
39	88	1.84	0.802	1.00	-0.018
40	88	1.84	0.802	1.00	-0.018
Total	**3220**	**$L_0 = -0.018$**			
Mean	**80.50**	**$L_t = 0.140$**			

a. Finding Z score

Formula : $Z_i 1 = \dfrac{x_i - \bar{x}}{s}$

$Z_i 1 = \dfrac{76 - 80.50}{4.07} = -1.10$

$Z_i 2 = \dfrac{78 - 80.50}{4.07} = -0.61$

$Z_i 3 = \dfrac{80 - 80.50}{4.07} = -0.12$

$Z_i 4 = \dfrac{84 - 80.50}{4.07} = 0.85$

$Z_i 5 = \dfrac{88 - 80.50}{4.07} = 1.84$

b. Finding S(Zi)

$S(Zi) = \dfrac{F\ Kum}{N}$

$$\frac{8}{40} = 0.20$$

$$\frac{16}{40} = 0.40$$

$$\frac{30}{40} = 0.75$$

$$\frac{33}{40} = 0.82$$

$$\frac{40}{40} = 1.00$$

From the table above, it can be seen that Liliefors observation or $L_0 = -0.018$ with n = 40 and at real level $\alpha = 0.05$ from the list of critical value of Liliefors table Lt = 0.140. It is known that the coefficient of L_0 (-0.018) < Lt (0.140). So it can be concluded that the data distribution of the student's achievement in speaking is **normal.**

1.2 Normality Testing of Control Group

Table XII

Frequency Distribution of Pre Test in Control Group

No	X_i	F_i	$F_i X_i$	X_i^2	$F_i X_i^2$
1	40	4	160	1600	6400
2	45	9	405	2025	18225
3	50	10	500	2500	25000
4	55	3	165	3025	9075
5	60	8	480	3600	28800
6	65	6	390	4225	25350

Total	40	2100	16975	112850

Based on the data above, the result of FiXi^2 112850 and FiXi is 2100. Then the following is the calculation of mean, variant and standard deviation.

a. **Mean**

$$\bar{x} = \frac{\sum FiXi}{\sum Fi}$$

Where:

$\bar{x}$ = Mean of variable x

$\sum F_i X_i$ = Total number of score

$\sum F_i$ = Number of sample

So,

$$\bar{x} = \frac{\sum FiXi}{\sum Fi}$$

$$= \frac{2100}{40}$$

$$= 52.50$$

b. **Variant**

Where:

S^2 : Variant

N : Number of sample

So,

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

$$= \frac{40 \times 112850 - (2100)^2}{40(40-1)}$$

$$= \frac{4514000 - 4410000}{40\,(39)}$$

$$= \frac{104000}{1560}$$

$$= 66.66$$

c. Standard Deviation

$$S = \sqrt{S^2}$$

$$= \sqrt{66.66}$$

$$= 8.16$$

After getting the calculation of mean, variant and deviation standard, then the next step is to found out the normality of the test. It means that the test was given to the students is observed by Liliefors test. The calculation of normality speaking test can be seen in the following table:

Table XIII

Normality Testing of Pre Test in Control Group

No	Score	Z_i	$F(Z_i)$	$S(Z_i)$	$F(Zi) - S(Zi)$
1	40	-1.53	0.063	0.10	-0.063
2	40	-1.53	0.063	0.10	-0.063
3	40	-1.53	0.063	0.10	-0.063
4	40	-1.53	0.063	0.10	-0.063
5	45	-0.91	0.181	0.32	0.139
6	45	-0.91	0.181	0.32	0.139
7	45	-0.91	0.181	0.32	0.139

8	45	−0.91	0.181	0.32	0.139
9	45	−0.91	0.181	0.32	0.139
10	45	−0.91	0.181	0.32	0.139
11	45	−0.91	0.181	0.32	0.139
12	45	−0.91	0.181	0.32	0.139
13	45	−0.91	0.181	0.32	0.139
14	50	−0.30	0.382	0.57	-0.188
15	50	−0.30	0.382	0.57	-0.188
16	50	−0.30	0.382	0.57	-0.188
17	50	−0.30	0.382	0.57	-0.188
18	50	−0.30	0.382	0.57	-0.188
19	50	−0.30	0.382	0.57	-0.188
20	50	−0.30	0.382	0.57	-0.188
21	50	−0.30	0.382	0.57	-0.188
22	50	−0.30	0.382	0.57	-0.188
23	50	−0.30	0.382	0.57	-0.188
24	55	0.30	0.617	0.65	-0.033
25	55	0.30	0.617	0.65	-0.033
26	55	0.30	0.617	0.65	-0.033
27	60	0.91	0.818	0.85	-0.032
28	60	0.91	0.818	0.85	-0.032
29	60	0.91	0.818	0.85	-0.032
30	60	0.91	0.818	0.85	-0.032

31	60	0.91	0.818	0.85	-0.032
32	60	0.91	0.818	0.85	-0.032
33	60	0.91	0.818	0.85	-0.032
34	60	0.91	0.818	0.85	-0.032
35	65	1.53	0.937	1.00	-0.063
36	65	1.53	0.937	1.00	-0.063
37	65	1.53	0.937	1.00	-0.063
38	65	1.53	0.937	1.00	-0.063
39	65	1.53	0.937	1.00	-0.063
40	65	1.53	0.937	1.00	-0.063
Total	**2100**	— $L_0 = -0.032$			
Mean	**52.50**	$L_t = 0.140$			

a. Finding Z score

Formula : $Z_i\,1 = \dfrac{x_i - \bar{x}}{s}$

$Z_i\,1 = \dfrac{40 - 52.50}{8.16} = -1.53$

$Z_i\,2 = \dfrac{45 - 52.50}{8.16} = -0.91$

$Z_i\,3 = \dfrac{50 - 52.50}{8.16} = -0.30$

$Z_i\,4 = \dfrac{55 - 52.50}{8.16} = 0.30$

$Z_i\,5 = \dfrac{60 - 52.50}{8.16} = 0.91$

$Z_i\,6 = \dfrac{65 - 52.50}{8.16} = 1.53$

b. Finding S(Zi)

$$S(Zi) = \frac{F\,Kum}{N}$$

$$\frac{4}{40} = 0.10$$

$$\frac{13}{40} = 0.32$$

$$\frac{23}{40} = 0.57$$

$$\frac{26}{40} = 0.65$$

$$\frac{34}{40} = 0.85$$

$$\frac{40}{40} = 1.00$$

From the table above, it can be seen that Liliefors observation or L_0 = -0.032 with n = 40 and at real level α = 0.05 from the list of critical value of Liliefors table Lt = 0.140. It is known that the coefficient of L_0 (-0.032) < Lt (0.140). So it can be concluded that the data distribution of the student's achievement in speaking is **normal.**

Table XIV

Frequency Distribution of Post Test in Control Group

No	X_i	F_i	$F_i X_i$	X_i^2	$F_i X_i^2$
1	68	15	1020	4624	69360
2	70	1	70	4900	4900

3	72	10	720	5184	51840
4	75	7	525	5625	39375
5	78	3	234	6084	18252
6	80	4	320	6400	25600
Total		**40**	**2889**	**32817**	**209372**

Based on the data above, the result of FiXi^2 209372 and FiXi is 2889. Then the following is the calculation of mean, variant and standard deviation.

a. **Mean**

$$\bar{x} = \frac{\sum FiXi}{\sum Fi}$$

Where:

$\bar{x}$ = Mean of variable x

$\sum F_i X_i$ = Total number of score

$\sum F_i$ = Number of sample

So,

$$\bar{x} = \frac{\sum FiXi}{\sum Fi}$$

$$= \frac{2889}{40}$$

$$= 72.22$$

b. **Variant**

Where:

S^2 : Variant

N   : Number of sample

So,

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

$$= \frac{40 \times 209372 - (2889)^2}{40(40-1)}$$

$$= \frac{8373880 - 8346321}{40(39)}$$

$$= \frac{26759}{1560}$$

$$= 17.15$$

c. Standard Deviation

$$S = \sqrt{S^2}$$

$$= \sqrt{17.15}$$

$$= 4.14$$

After getting the calculation of mean, variant and deviation standard, then the next step is to find out the normality of the test. It means that the test given to the students is observed by Liliefors test. The calculation of normality speaking test can be seen on the following table:

Table XV

Normality Testing of Post Test in Control Group

No	Score	Z_i	$F(Z_i)$	$S(Z_i)$	$F(Zi) - S(Zi)$
1	68	-0.01	0.496	0.37	0.126
2	68	-0.01	0.496	0.37	0.126

3	68	−0.01	0.496	0.37	0.126
4	68	−0.01	0.496	0.37	0.126
5	68	−0.01	0.496	0.37	0.126
6	68	−0.01	0.496	0.37	0.126
7	68	−0.01	0.496	0.37	0.126
8	68	−0.01	0.496	0.37	0.126
9	68	−0.01	0.496	0.37	0.126
10	68	−0.01	0.496	0.37	0.126
11	68	−0.01	0.496	0.37	0.126
12	68	−0.01	0.496	0.37	0.126
13	68	−0.01	0.496	0.37	0.126
14	68	−0.01	0.496	0.37	0.126
15	68	−0.01	0.496	0.37	0.126
16	70	−0.53	0.063	0.40	-0.587
17	72	−0.05	0.480	0.65	-0.17
18	72	−0.05	0.480	0.65	-0.17
19	72	−0.05	0.480	0.65	-0.17
20	72	−0.05	0.480	0.65	-0.17
21	72	−0.05	0.480	0.65	-0.17
22	72	−0.05	0.480	0.65	-0.17
23	72	−0.05	0.480	0.65	-0.17
24	72	−0.05	0.480	0.65	-0.17
25	72	−0.05	0.480	0.65	-0.17

26	72	−0.05	0.480	0.65	-0.17
27	75	0.67	0.748	0.82	-0.072
28	75	0.67	0.748	0.82	-0.072
29	75	0.67	0.748	0.82	-0.072
30	75	0.67	0.748	0.82	-0.072
31	75	0.67	0.748	0.82	-0.072
32	75	0.67	0.748	0.82	-0.072
33	75	0.67	0.748	0.82	-0.072
34	78	1.39	0.91	0.90	0.01
35	78	1.39	0.91	0.90	0.01
36	78	1.39	0.91	0.90	0.01
37	80	1.87	0.96	1.00	-0.04
38	80	1.87	0.96	1.00	-0.04
39	80	1.87	0.96	1.00	-0.04
40	80	1.87	0.96	1.00	-0.04
Total	**2889**	$L_0 = 0.126$			
Mean	**72.22**	$L_t = 0.140$			

a. Finding Z score

Formula : $Z_i 1 = \frac{x_i - \bar{x}}{s}$

$Z_i 1 = \frac{68 - 72.22}{4.14} = -0.01$

$Z_i 2 = \frac{70 - 72.22}{4.14} = -0.53$

$$Z_i \, 3 = \frac{72 - 72.22}{4.14} = -0.05$$

$$Z_i \, 4 = \frac{75 - 72.22}{4.14} = \;\; 0.67$$

$$Z_i \, 5 = \frac{78 - 72.22}{4.14} = \;\; 1.39$$

$$Z_i \, 6 = \frac{80 - 72.22}{4.14} = \;\; 1.87$$

b. Finding S(Zi)

$$S(Zi) = \frac{F \, Kum}{N}$$

$$\frac{15}{40} = 0.37$$

$$\frac{16}{40} = 0.40$$

$$\frac{26}{40} = 0.65$$

$$\frac{33}{40} = 0.82$$

$$\frac{36}{40} = 0.90$$

$$\frac{40}{40} = 1.00$$

From the table above, it can be seen that Liliefors observation or $L_0 = \;\; 0.126$ with n = 40 and at real level $\alpha = 0.05$ from the list of critical value of Liliefors table Lt = 0.140. It is known that the coefficient of L_0 (0.126) < Lt (0.140). So it can be concluded that the data distribution of the student's achievement in speaking is **normal.**

2. Homogeneity Testing

2.1 Homogeneity Testing of Pre Test

$$F_{obs} = \frac{S_1^2}{S_2^2}$$

Where : S_1^2 = the biggest variant

S_2^2 = the smallest variant

Based on the variants of both samples of pre-test found that:

$S_{ex}^2 = 76.53$ N = 40

$S_{co}^2 = 66.66$ N = 40

So,

$$F_{obs} = \frac{S_{ex}^2}{S_{co}^2} = \frac{76.53}{66.66} = 1.14$$

Then the coefficient of $F_{obs} = 1.14$ is compared with F_{tabel}, where F_{tabel} is determined at real level $\alpha = 0.05$ and the same numerator dk = N - 1 = 40 - 1 = 39 that was exist dk numerator 39, the denominator dk = n - 1 (40 - 1 = 39). Then F_{tabel} can be calculated $F_{0.05(39,39)} = 1.69$

So Fobs < Ftable atau (1.14 < 1.69) so it can be concluded that the variant is **homogenous**.

Table XIV

Mean of Post-Test – Pre-Test in Experimental Group

No	Score Post- Test	Score Pre-Test	Descrease
1	78	64	14
2	76	56	20
3	80	40	40

4	80	64	16
5	88	64	24
6	80	56	24
7	78	40	38
8	80	56	24
9	76	56	20
10	80	64	16
11	76	56	20
12	80	68	12
13	78	40	38
14	80	64	16
15	88	68	20
16	88	68	20
17	78	64	14
18	80	53	27
19	80	53	27
20	88	64	24
21	78	53	25
22	80	60	20
23	76	44	32
24	76	53	23
25	78	64	14
26	76	40	36

27	84	64	20
28	88	68	20
29	80	60	20
30	76	53	23
31	76	44	32
32	84	60	24
33	78	56	22
34	80	56	24
35	80	68	12
36	84	68	16
37	88	68	20
38	78	56	14
39	80	60	20
40	88	68	20
∑			**891**
Mean			**22.27**

Table XVII

Mean of Post-Test – Pre-Test in Control Group

No	Score Post- Test	Score Pre-Test	Descrease
1	68	40	28
2	68	50	18
3	75	45	30

4	75	60	15
5	68	50	18
6	75	50	25
7	68	40	28
8	68	45	23
9	80	45	35
10	72	45	27
11	68	50	18
12	68	60	8
13	68	55	13
14	72	60	12
15	80	65	15
16	72	60	12
17	68	55	13
18	75	60	15
19	75	50	25
20	80	65	15
21	72	45	27
22	72	45	27
23	68	50	18
24	68	55	13
25	75	40	35
26	72	40	32

27	75	45	30
28	72	50	22
29	68	50	18
30	78	45	33
31	78	50	28
32	68	60	8
33	72	65	7
34	68	65	3
35	78	65	13
36	80	65	15
37	72	60	12
38	70	60	10
39	72	45	27
40	68	50	18
Σ			789
Mean			19.72

The hypothesis testing in this research, it is used two average similarity test by using statistic, as follow:

$$\text{T-test} = \frac{\overline{x_1} - \overline{x_2}}{\sqrt{\dfrac{s_1^2}{n_1} - \dfrac{s_2^2}{n_2}}}$$

$$= \frac{22.27 - 19.72}{\sqrt{\dfrac{59.97}{40} + \dfrac{49.51}{40}}}$$

$$= \frac{2.55}{1.16} = 2.19$$

From the computation above, it can be seen that $t_{observed} = 2.198$. The testing hypothesis is conducted in order to find out whether that hypothesis is accepted or rejected. The basis of testing hypothesis is that the Ha is accepted if the $t_{observed} > t_{table}$. In this study the calculation of the scores uses t-test for the degree of freedom 78 (df = N + N - 2) at the level of significant 0.05 that the critical value is 1.990 So it can be seen that $t_{tabel} = 1.990$.

After the scores were calculated, it was found that in this study the tobserved is higher than the t_{table}. It can be seen as follow:

$T_{observed} > t_{table}$ ($\alpha = 0.05$) with df 78

$2.198 > 1.990$

From the result above, it shows that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It means that speaking by using TV Commercial strategy affects student's achievement in speaking.

C. Discussion

There was a significant difference on students' achievement in speaking by using TV Commercial strategy. The students that were taught by TV Commercial strategy have higher score than 2 those who were taught by Conventional strategy.

It was explained in Chapter II that TV Commercial Strategy is learning strategy in active learning that can change any cellulite material then pack into a "

commercial adverisment" than can be understood as easy as possible.[36] Strategy TV Commercial is a great opening strategy for learners who have known each other. This strategy can result in proper team building.

From the calculation above it was found that $t_{observed}$ = 2.198 whereas the t_{tabel} = 1.990. It shows that the students' achievement in speaking by using TV Commercial strategy was significant at 0.05. From the result, the researcher found that there was significant of the students' achievement in speaking that were taught by TV Commercial strategy. This means that the students' achievement in speaking that were taught by TV Commercial strategy was better than taught by conventional strategy.

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[36] Suyadi, *Op. Cit, p. 42*

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the data obtained it is seen that the result of the students' achievement in speaking by using TV Commercial strategy is higher than that by using Conventional strategy at the eleventh grade of SMK BBC Medan. TV Commercial strategy is significant to be used in improving the students' achievement in speaking. The result of $t_{observed}$ is 2.198 and t_{tabel} is 1.990 ($t_{observed} > t_{tabel}$, 2.198 > 1.990). It means that H_0 is rejected and H_a is accepted. There is a significant effect of TV Commercial strategy on the students' achievement in speaking

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B. Suggestions

Based on the conclusion above, the researcher gives some suggestions as follows:

1. English teachers are suggested to use TV Commercial strategy in their teaching learning process in order to improve the students' speaking achievement.

2. The researchers who are interested in doing a research related to this study should try to apply TV Commercial strategy on different level of learners through different genre to prove the effectiveness of TV Commercial strategy on students' speaking achievement.

Finally, the resarcher considers that this study still need validity from the next researcher that has the similar topic with this study.

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APPENDIX I

PRE TEST

Discuss with your group and ads the advertisment with your own words in front of the class by your self.

48 Hours Dandruff Protection

I am Dandruff-free because I use Clear Men

Powered by: Cleartech 2.0

Men are more prone to dandruff,

I use clear Men engineered wih 2x – dandruff fighting power and scalp strengtheners that give me 48 hours protection against dandruff.

Christiano Ronaldo, Best Footbal Player

Discuss with your group and ads the advertisment with your own words in front of the class by your self.

Shown Trendy With Qualified Muslim Clothing, Latest Models. Shop Here!
Various Payment Methods · There is a Promo Every Day · Installment Without
Credit Card · Quality of Goods Guaranteed
Type: Working Clothes & Batik, Sandals & Shoes, Muslim & Hijab Clothes,
Bags, Clutch & Wallets, Watches

Discuss with your group and ads the advertisment with your own words in front of the class by your self.

XL

A new SIM card has come for your smartphone

This is XL

Get the complete features for your needs on *123*2*5# or through my XL

application by clicking my XL.com

Get the Internet packet easily straight from your smartphone!

A packet for a free call

A packet for short message as much as you want every day

Cheaper to call a house phone number

XL Best for Smartphone

Discuss with your group and ads the advertisment with your own words in front

of the class by your self.

Ponds Lotion Whitening

Clear dirt and remove make-up.

Enriched with Aloe Vera Extract, Vitamin A, and E to maintain your skin smooth

and soft.

Apply to a cotton pad and gently wipe the face and neck until throughly clean.

Use regularly everyday.

"Do not apply on irritated or burnt skin"

Ponds Lotion Whitening with Yam Bean Extract helps brighten your skin !!

Discuss with your group and ads the advertisment with your own words in front

of the class by your self.
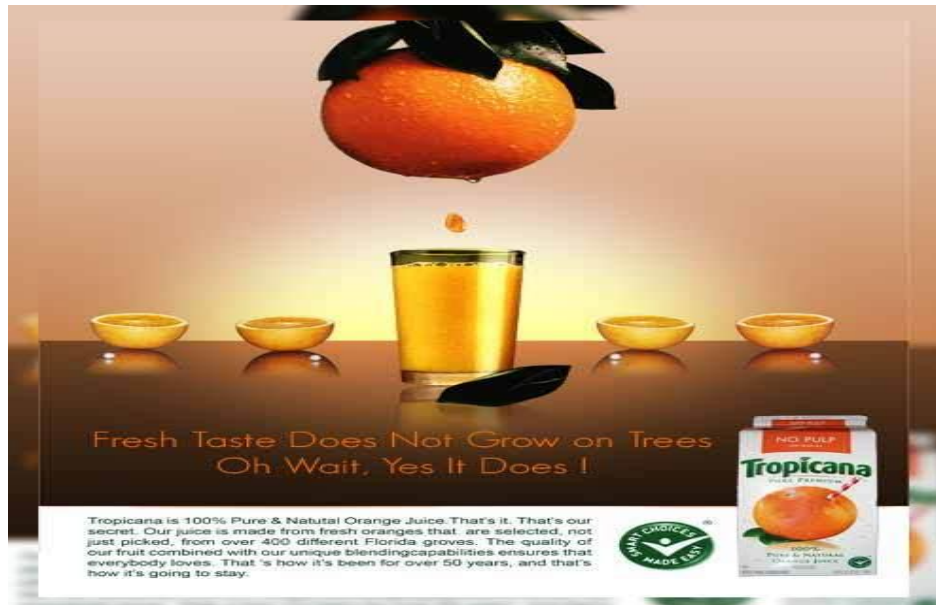
Fresh Taste Does Not Grow on Trees

Oh Wait, Yes it Does!

Tropicana is 100% Pure & Natural Orange Juice. That's it. That's our secret.

Our Juice is made from fresh orange that are selected, not just picked.

From over 400 different Florida groves. The quality of our fruit combined with

our unique blending capabilities ensures that everybody loves.

That's how it's been over 50 years, and that's how it's going to stay.

Discuss with your group and ads the brand with your own words in front of the
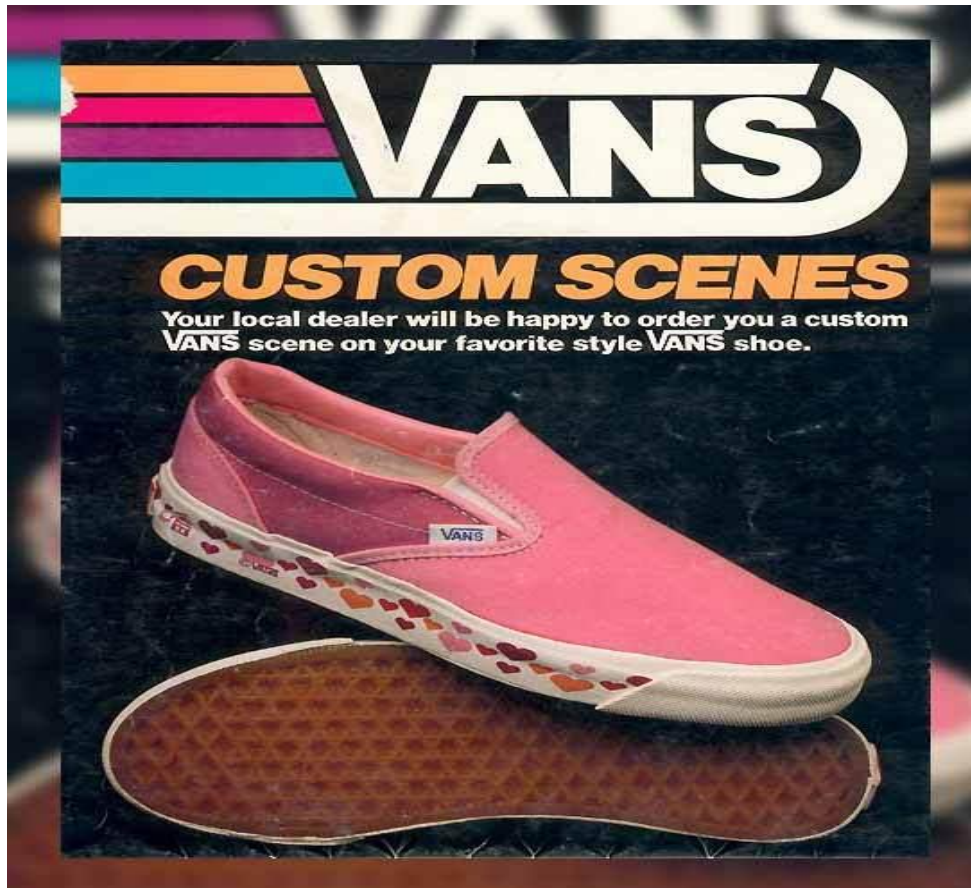
class by your self.

VANS

Custom Scenes

Your Local dealer will be happy to order you a custom

Vans scene on your favorite style vans shoe.

Discuss with your group and ads the brand with your own words in front of the class by your self.

The Shoe Works if you Do

The nike sweet classic high is comfortable while still remaining in style.

With great quality and a wide variety of colour options, these sneakers are perfect

for casual use. Stay fly, stay fresh and get yourself a pair nike.com

Discuss with your group and ads the advertment with your own words in front

of the class by your self.

Big Cola

Big cola is a great-tasting, refreshing soft drink that has provided the moment of uplift and

happiness every day for over 25 years.

Big cola is now the world's leading soft drink and sold in more 150 countries around the world.

It has natural flavor

Suitable for vegetarians

Gluten free

Big cola is a sparkling soft drink

Big cola , feel the moment!

Discuss with your group and ads the brand with your own words in front of the class by your self.

Yours for the day!

Our exclusive Country house for you, Your partner and all your happy guests

You're invited yo explore our charming family run Country House

five minutes from junction 27 or the M6

Featuring beautiful private grounds, private staircase, panelled

Library bar and sumptuous original victorian features.

Come and meet our friendly team to discuss your tailor made wedding

over coffe and homemade cake!

APPENDIX II

POST TEST

Write an advertisement with a free theme and then you advertise the advertisement in front of the class by your self.

Rencana Pelaksanaan Pembelajaran (RPP)
(Experimental Group)

Satuan Pendidikan   : SMK Broadcasting Bina Creative Medan

Mata Pelajaran   : Bahasa Inggris

Kelas/ Semester   : XI / Genap

Pertemuan   : 1 & 2

Alokasi Waktu   : 6 Jam Pelajaran

Kompetensi Inti

KI 1:   Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2:   Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, **peduli** (gotong royong, **kerjasama**, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3:   Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4:   Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

Kompetensi Dasar

3.6   Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks iklan barang, jasa, dan kegiatan (*event*) di media massa sesuai dengan konteks penggunaannya.

4.6   Menangkap makna dalam iklan barang, jasa, dan peristiwa (event) dari media massa.

4.7   Menyusun teks tulis iklan barang, jasa, dan peristiwa (event), dengan memperhatikan ungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

I.   Indikator Kompetensi 3.1 :

1. Menganalisa perbedaan antara iklan lisan dan tulisan yang meliputi fungsi sosial, struktur teks, dan unsur kebahasaan.

II.   Indikator Kompetensi 4.1 :

1. Membuat iklan tertulis (poster)
2. Memperagakan iklan melalui strategy tv komersial

III.   Tujuan Pembelajaran

1. Siswa mampu menganalisa perbedaan antara iklan lisan dan tulisan yang meliputi fungsi sosial, struktur teks, dan unsur kebahasaan.
2. Siswa mampu membuat iklan tertulis dalam bentuk poster.
3. Siswa mampu memperagakan iklan melalui kegiatan role play.

IV.   Materi Ajar

Chapter 6 : Products on Discount

Sudarwati, Th.M. dan Eudia Grace. 2014. *Pathway to English.* Jakarta:Erlangga.

V.   Metode/ Strategi

TV Komersial Strategi

VI.   Langkah-langkah Pembelajaran

Kegiatan 1

		Guru	**Siswa**
Kegiatan Pendahuluan		• Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dan membagi siswa dalam beberapa tim	• Menyiapkan diri sesuai arahan guru.
Kegiatan Inti	• Mengamati	• Guru menyediakan contoh-contoh iklan dalam bentuk tertulis dan video	• Mengamati contoh-contoh iklan yang diberikan oleh guru
	• Menanya	• Guru mengarahkan siswa untuk bertanya tentang perbedaan antara iklan lisan dan tulisan yang meliputi fungsi sosial, struktur teks, dan unsur kebahasaan	• Menanyakan tentang perbedaan antara iklan lisan dan tulisan yang meliputi fungsi sosial, struktur teks, dan unsur kebahasaan

	• Mengeksplorasi dan Mengasosiasi	• Guru membimbing siswa untuk membuat iklan	• Siswa secara pribadi membuat iklan tertulis
	• Mengasosiasi	• Guru memberikan materi inti yang berkaitan dengan iklan	• Siswa memahami materi yang diberikan oleh guru.
	• Mengkomunikasikan	• Guru mengawasi kegiatan siswa.	• Siswa secara pribadi mempresentasikan iklan yang mereka buat di depan kelas
Kegiatan Penutup		• Memberikan masukan berkaitan dengan kegiatan persuasi yang positif	• Siswa yang lain menyampaikan saran kepada siswa yang telah mengiklankan iklannya di

			depan kelas

VII.   Media

Buku : Sudarwati, Th.M. dan Eudia Grace. 2014. *Pathway to English.*

Jakarta:Erlangga.

VIII.   Sumber Belajar

Sudarwati, Th.M. dan Eudia Grace. 2014. *Pathway to English.* Jakarta:Erlangga.

www.youtube.com

www.google.com

Koran dan majalah

IX.   Penilaian

Rubrik Penilaian Proyek

Kriteria	Skor 4	Skor 3	Skor 2	Skor 1
Orisinalitas ide	Ide ditentukan sendiri dengan mandiri	Ide dirumuskan dengan adanya masukan dari guru atau pihak lain.	Ide dirumuskan dengan bantuan guru atau pihak lain	Ide diberikan oleh guru atau pihak lain
Kreativitas	Kreatifitas dalam membuat proyek sangat	Kreatifitas cukup dengan adanya variasi warna, garis,	Kreatifitas kurang sehingga tampilan	Baik kreatifitas maupun isi dan tujuan proyek tidak sesuai

	menonjol dengan adanya komposisi warna, garis, bentuk, dan ornamenornamen yang menarik dan variatif, tanpa mengganggu isi dan tujuan pembuatan proyek	dan bentuk, namun tampilan kurang menarik, sedangkan isi dan tujuan proyek sudah sesuai dengan ketentuan yang ditetapkan	kurang menarik, isi dan tujuan proyek masih sesuai dengan ketentuan yang ditetapkan	dengan yang telah ditetapkan
Waktu penyelesaian proyek	Proyek diselesaikan sesuai dengan target waktu yang diberikan	Proyek diselesaikan dengan sedikit tambahan waktu, namun tidak melebihi hari yang ditetapkan	Proyek diselesaikan dengan tambahan waktu maksimum 1 hari	Proyek tidak selesai meskipun sudah diberikan tambahan waktu 1 hari.
Kesesuaian proyek	Proyek memenuhi	Ada sebagian kecil ketentuan	Sebagian besar ketentuan tidak	Proyek tidak sesuai dengan

dengan permintaan tugas	semua ketentuan yang ditetapkan	tidak terpenuhi	terpenuhi	ketentuan sama sekali.

Cara Penilaian Proyek

Rumus perhitungan nilai kelompok, sebagai berikut :

$$\frac{\text{Jumlah skor yang diperoleh kelompok}}{\text{Skor maksimal/ideal}} \times 100$$

Rubrik Berbicara

Kriteria	Skor 4	Skor 3	Skor 2	Skor 1
Pelafalan (Pronouncing)	Lafal dapat difahami meskipun dengan aksen tertentu	Ada masalah dalam pengucapan sehingga membuat pendengar harus sangat fokus dan kadang-kadang menimbulkan kesalahfahaman	Sulit dimengerti karena ada masalah dalam pelafalan dan frekuensinya sering	Hampir selalu kelur dalam pelafalan sehingga tidak dapat dimengerti

Tata Bahasa (Grammar)	Hampir tidak ada kekeliruan tata bahasa	Terjadi beberapa kekeliruan tata bahasa namun tidak berpengaruh terhadap arti	Banyak terjadi kekeliruan tata bahasa yang mempengaruhi arti dan sering kali harus menyusun ulang kalimat percakapan	Tata bahasa sangat buruk sehingga percakapan sangat sulit difahami
Kosakata (Vocabulary)	Kadang-kadang pelafalan tidak tepat dan mengharuskan penjelasan lebih lanjut karena kosakata yang tidak sesuai	Sering menggunakan kosakata yang tidak tepat sehingga dialognya menjadi terbatas karena kosakata yang terbatas.	Menggunakan kosakata yang salah sehingga tidak dapat difahami.	Kosakata sangat terbatas sehingga tidak memungkinkan terjadinya dialog
Kelancaran (Fluency)	Dialog lancar, sangat sedikit menemui kesulitan	Tidak terlalu lancar karena menemui kesulitan bahasa	Sering ragu dan berhenti karena keterbatasan bahasa	Sering berhenti dan diam selama dialog sehingga dailog tidak

				tercipta
Comprehension	Seluruh isipercakapandapat difahamimeskipun sesekali ada pengulangan pada bagianbagian tertentu	Sebagian besar Isi percakapan dapat dimengerti meskipun ada beberapa pengulangan	Sulit untuk mengikuti dialog yang dilakukan kecuali pada bagian dialog umum dengan percakapan yang perlahan-lahan dan banyak pengulangan.	Tidak dapat difahami bahkan dalam bentuk dialog yang singkat sekalipun

Cara Penilaian Berbicara:

No	Nama Siswa	Perolehan skor					Jumlah Skor
		Kreteria 1	Kreteria 2	Kreteria 3	Kreteria 4	Kreteria 5	
1	…						
2	…..						
3	….						
4	…..						

Rumus perhitungan nilai siswa, sebagai berikut :

$$\frac{\text{Jumlah skor yang diperoleh siswa}}{\text{Skor maksimal/ideal}} \times 100$$

Lampiran

a. What is the advertisement about?

b. What is the purpose of the advertisement?

c. Who will be the target consumers?

d. What is offered to consumers?

e. How will the products reach the consumers?

f. How does the seller persuade the consumers?

The example of advertisement

Fanta

This drink made with real fruit

Ingredients:

Carbonated Water,Orange Fruit from Concentrate 5%, Sugar (from Beet and/or Cane), Citric Acid, Preservative (Potassium Sorbate), Vegetable Concentrates (Carrot, Pumpkin),Natural Flavourings, Sweeteners (Sodium Saccharin, Aspartame), Antioxidant (Ascorbic Acid), Acidity Regulator (Sodium Citrate), Stabiliser (Guar Gum), Contains a source of Phenylalanine

Grab it fast and feel the sensation with this drink. this !!

Medan,   Mei 2018

Kepala Sekolah   Guru Mata Pelajaran   Mahasiswa

Sri Pratiwi M.I.Kom   Winda Puspita Sari S.Pd   Yunita Sari Adelina

Rencana Pelaksanaan Pembelajaran (RPP)
(Control Group)

Satuan Pendidikan   : SMK Broadcasting Bina Creative Medan

Mata Pelajaran   : Bahasa Inggris

Kelas/ Semester   : XI / Genap

Pertemuan   : 1 & 2

Alokasi Waktu   : 6 Jam Pelajaran

Kompetensi Inti

KI 1:   Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2:   Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, **peduli** (gotong royong, **kerjasama**, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3:   Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4:   Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

Kompetensi Dasar

3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks iklan barang,

jasa, dan kegiatan (*event*) di media massa sesuai dengan konteks penggunaannya.

4.6 Menangkap makna dalam iklan barang, jasa, dan peristiwa (event) dari media massa.

4.7 Menyusun teks tulis iklan barang, jasa, dan peristiwa (event), dengan memperhatikan

fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

X. Indikator Kompetensi 3.1 :

2. Menganalisa perbedaan antara iklan lisan dan tulisan yang meliputi fungsi sosial, struktur teks, dan unsur kebahasaan.

XI. Indikator Kompetensi 4.1 :

3. Membuat iklan tertulis (poster)
4. Memperagakan iklan melalui strategy tv komersial

XII. Tujuan Pembelajaran

4. Siswa mampu menganalisa perbedaan antara iklan lisan dan tulisan yang meliputi fungsi sosial, struktur teks, dan unsur kebahasaan.
5. Siswa mampu membuat iklan tertulis dalam bentuk poster.
6. Siswa mampu memperagakan iklan melalui kegiatan role play.

XIII. Materi Ajar

Chapter 6 : Products on Discount

Sudarwati, Th.M. dan Eudia Grace. 2014. *Pathway to English.* Jakarta:Erlangga.

XIV.   Metode/ Strategi

                Conventional Method

XV.   Langkah-langkah Pembelajaran

Kegiatan 1

		Guru	Siswa
Kegiatan Pendahuluan		• Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dan membagi siswa dalam beberapa tim	• Menyiapkan diri sesuai arahan guru.
Kegiatan Inti	• Mengamati	• Guru menyediakan contoh-contoh iklan dalam bentuk tertulis dan video	• Mengamati contoh-contoh iklan yang diberikan oleh guru
	• Menanya	• Guru mengarahkan siswa untuk bertanya tentang perbedaan antara iklan lisan dan tulisan yang meliputi fungsi sosial, struktur teks, dan unsur kebahasaan	• Menanyakan tentang perbedaan antara iklan lisan dan tulisan yang meliputi fungsi sosial, struktur teks, dan unsur kebahasaan
	• Mengeksplorasi dan Mengasosiasi	• Guru membimbing siswa untuk membuat iklan	• Siswa secara pribadi membuat iklan tertulis
	• Mengasosiasi	• Guru memberikan	• Siswa memahami

		materi inti yang berkaitan dengan iklan	materi yang diberikan oleh guru.
	• Mengkomunikas ikan	• Guru mengawasi kegiatan siswa.	• Siswa secara pribadi mempresentasika n iklan yang mereka buat di depan kelas
Kegiatan Penutup		• Memberikan masukan berkaitan dengan kegiatan persuasi yang positif	• Siswa yang lain menyampaikan saran kepada siswa yang telah mengiklankan iklannya di depan kelas

XVI.   Media

Buku : Sudarwati, Th.M. dan Eudia Grace. 2014. *Pathway to English.* Jakarta:Erlangga.

XVII.   Sumber Belajar

Sudarwati, Th.M. dan Eudia Grace. 2014. *Pathway to English.* Jakarta:Erlangga.

www.youtube.com

www.google.com

Koran dan majalah

XVIII.   Penilaian

Rubrik Penilaian Proyek

Kriteria	Skor 4	Skor 3	Skor 2	Skor 1
Orisinalitas ide	Ide ditentukan sendiri dengan mandiri	Ide dirumuskan dengan adanya masukan dari guru atau pihak lain.	Ide dirumuskan dengan bantuan guru atau pihak lain	Ide diberikan oleh guru atau pihak lain
Kreativitas	Kreatifitas dalam membuat proyek sangat menonjol dengan adanya komposisi warna, garis, bentuk, dan ornamenornamen yang menarik dan variatif, tanpa mengganggu isi dan tujuan pembuatan proyek	Kreatifitas cukup dengan adanya variasi warna, garis, dan bentuk, namun tampilan kurang menarik, sedangkan isi dan tujuan proyek sudah sesuai dengan ketentuan yang ditetapkan	Kreatifitas kurang sehingga tampilan kurang menarik, isi dan tujuan proyek masih sesuai dengan ketentuan yang ditetapkan	Baik kreatifitas maupun isi dan tujuan proyek tidak sesuai dengan yang telah ditetapkan
Waktu penyelesaian proyek	Proyek diselesaikan sesuai dengan target waktu yang	Proyek diselesaikan dengan sedikit tambahan waktu, namun	Proyek diselesaikan dengan tambahan waktu	Proyek tidak selesai meskipun sudah diberikan

	diberikan	tidak melebihi hari yang ditetapkan	maksimum 1 hari	tambahan waktu 1 hari.
Kesesuaian proyek dengan permintaan tugas	Proyek memenuhi semua ketentuan yang ditetapkan	Ada sebagian kecil ketentuan tidak terpenuhi	Sebagian besar ketentuan tidak terpenuhi	Proyek tidak sesuai dengan ketentuan sama sekali.

Cara Penilaian Proyek

Rumus perhitungan nilai kelompok, sebagai berikut :

$$\frac{\text{Jumlah skor yang diperoleh kelompok}}{\text{Skor maksimal/ideal}} \times 100$$

Rubrik Berbicara

Kriteria	Skor 4	Skor 3	Skor 2	Skor 1
Pelafalan (Pronouncing)	Lafal dapat difahami meskipun dengan aksen tertentu	Ada masalah dalam pengucapan sehingga membuat pendengar harus sangat fokus dan kadang-kadang menimbulkan kesalahfahaman	Sulit dimengerti karena ada masalah dalam pelafalan dan frekuensinya sering	Hampir selalu kelur dalam pelafalan sehingga tidak dapat dimengerti

Tata Bahasa (Grammar)	Hampir tidak ada kekeliruan tata bahasa	Terjadi beberapa kekeliruan tata bahasa namun tidak berpengaruh terhadap arti	Banyak terjadi kekeliruan tata bahasa yang mempengaruhi arti dan sering kali harus menyusun ulang kalimat percakapan	Tata bahasa sangat buruk sehingga percakapan sangat sulit difahami
Kosakata (Vocabulary)	Kadang-kadang pelafalan tidak tepat dan mengharuskan penjelasan lebih lanjut karena kosakata yang tidak sesuai	Sering menggunakan kosakata yang tidak tepat sehingga dialognya menjadi terbatas karena kosakata yang terbatas.	Menggunakan kosakata yang salah sehingga tidak dapat difahami.	Kosakata sangat terbatas sehingga tidak memungkinkan terjadinya dialog
Kelancaran (Fluency)	Dialog lancar, sangat sedikit menemui kesulitan	Tidak terlalu lancar karena menemui kesulitan bahasa	Sering ragu dan berhenti karena keterbatasan bahasa	Sering berhenti dan diam selama dialog sehingga dailog tidak tercipta
Comprehension	Seluruh isipercakapandapat difahamimeskipun sesekali ada pengulangan pada	Sebagian besar Isi percakapan dapat dimengerti meskipun ada beberapa pengulangan	Sulit untuk mengikuti dialog yang dilakukan kecuali pada bagian dialog umum dengan percakapan yang	Tidak dapat difahami bahkan dalam bentuk dialog yang singkat sekalipun

	bagianbagian tertentu		perlahan-lahan dan banyak pengulangan.	

Cara Penilaian Berbicara:

No	Nama Siswa	Perolehan skor					Jumlah Skor
		Kreteria 1	Kreteria 2	Kreteria 3	Kreteria 4	Kreteria 5	
1	…						
2	…..						
3	….						
4	…..						

Rumus perhitungan nilai siswa, sebagai berikut :

$$\frac{\text{Jumlah skor yang diperoleh siswa}}{\text{Skor maksimal/ideal}} \times 100$$

Lampiran

g. What is the advertisement about?

h. What is the purpose of the advertisement?

i. Who will be the target consumers?

j. What is offered to consumers?

k. How will the products reach the consumers?

l. How does the seller persuade the consumers?

The example of advertisement

Fanta

This drink made with real fruit

Ingredients:

Carbonated Water,Orange Fruit from Concentrate 5%, Sugar (from Beet and/or
Cane), Citric Acid, Preservative (Potassium Sorbate), Vegetable Concentrates
(Carrot, Pumpkin),Natural Flavourings, Sweeteners (Sodium Saccharin,
Aspartame), Antioxidant (Ascorbic Acid), Acidity Regulator (Sodium Citrate),
Stabiliser (Guar Gum), Contains a source of Phenylalanine

Grab it fast and feel the sensation with this drink. this !!

Medan,   Mei 2018

Kepala Sekolah   Guru Mata Pelajaran   Mahasiswa

Sri Pratiwi M.I.Kom   **Winda Puspita Sari S.Pd**   **Yunita Sari Adelina**

THE STUDENTS' INITIAL AND REAL NAME

OF EXPERIMENTAL GROUP (XI-2)

No	Initial Name	Real Name
1	ANP	Andiani Novita Pasaribu
2	AA	Amalia Azzahra
3	BAP	Bayu Aditya Pratama
4	BA	Bunga Agustia
5	DWP	Dela Wahdana Pohan
6	DS	Depi Sipahutar
7	DAY	Devani Altriyani
8	DAK	Dinda Arsika
9	EFS	Eka Feronika Sianturi
10	EMRS	Eva Muliani Rezeki Sihombing
11	FA	Frisca Andini
12	HK	Hari Karan
13	HDT	Haryono Dahner Tampubolon
14	IISN	Ihsan Ibnu Syifa Nst
15	INR	Indria Nova Rahmadini
16	IS	Intan Syahdella
17	IR	Irgi Rahmadi
18	JAW	Juwita Amalia Wijaya
19	KN	Khairun Nisa
20	LPL	Lievanny Putri Liekardo
21	LRDR	Lisa Ramadhani Darafoonna Lbs
22	MAAS	M. Ali Akbar Siregar
23	MRA	M. Rian Akmadani
24	MAL	Mhd. Alfariza Lubis
25	MHS	Muhammad Hamdanu Syakirin
26	MI	Muhammad Imam
27	MIN	Muhammad Iskandar Nasution

28	MKR	Muhammad Kahfi Rizky
29	MRD	Muhammad Ridho Dharmansyah
30	NC	Nova Chaira
31	NF	Nur Fadhilah
32	NZ	Nur Zahra
33	NH	Nurul Hidayah
34	PSP	Putri Sion Panjaitan
35	RA	Riffa Azzahara
36	SL	Siska Lisanda
37	SRI	Siti Rachma
38	WDUD	Winardo Dwi Umara Dachi
39	YF	Yan Fahrezi
40	YTW	Yolanda Tri Wardani

APPENDIX VI

THE STUDENTS' INITIAL AND REAL NAME
OF CONTROLL GROUP (XI-1)

No	Initial Name	Real Name
1	AP	Aditya Permana
2	AIY	Aida Irma Yuliana
3	AR	Aditya Ramadhan
4	AM	Aminda
5	AN	Annisa
6	AA	Armelia Audyta
7	AF	Aulia Fitri
8	AKS	Ayu Kartika Sari
9	DFA	Daffa Fikri Aliftama
10	FA	Fajar Anwar
11	FY	Farinda Yakub
12	FAP	Fika Aulia Putri
13	FLB	Frista Linda Batubara
14	IID	Indri Indah Dewi
15	KDR	Karina Devi Risardi
16	KI	Khairul Iksan
17	MBBM	Meyyin Balqis Br. Marpaung
18	MEST	Mhd. Eko Syafutra Tanjung
19	MFF	Mhd. Fahri Fadli
20	MS	Miranda Syahrani
21	MAM	Muhammad Ariq Muzakki
22	MAS	Muhammad Ari Sandi
23	NS	Nanda Sarmila
24	NAH	Nur Aulya Hasanah
25	NI	Nuraini
26	NA	Nurhaliza
27	PA	Putri Andini

28	PL	Putri Lestari
29	RY	Ramayadi
30	RI	Riendi
31	RFY	Rika Fitri Yani
32	SHR	Salma Halida Rahmi
33	SSN	Samsiyah Sari Nainggolan
34	SP	Sandi Pratama
35	SW	Suci Wulandari
36	SR	Suryani Ramawulan
37	SNH	Syifa Nadia Humaira
38	UMA	Umi Mashita Amalia
39	VA	Vina Aprilia
40	ZSP	Zahra Salsabilla Pane

APPENDIX VII

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	$\dfrac{1,031}{\sqrt{n}}$	$\dfrac{0,886}{\sqrt{n}}$	$\dfrac{0,805}{\sqrt{n}}$	$\dfrac{0,768}{\sqrt{n}}$	$\dfrac{0,736}{\sqrt{n}}$

Source: Sudjana. *Metode Statistika*. Bandung: Tarsito, 2002

TABLE OF F DISTRIBUTION

(Bilangan Dalam Badan Daftar Menyatakaan:

F_p : Baris Atas untuk $p = 0,05$ dan Baris Bawah untuk $p = 0,01$)

v_2 = dk penyebut													v_1 = dk pembilang											
	1	2	3	4	5	6	7	8	9	10	11	12	14	16	20	24	30	40	50	75	100	200	500	∞
1	161	200	216	225	230	234	237	239	241	242	243	244	245	246	248	249	250	251	252	253	253	254	254	254
	4062	4999	5403	5625	5764	5859	5928	5981	6022	6056	6082	6106	6142	6169	6208	6234	6258	6286	6302	6323	6334	6352	6361	6366
2	18,51	19,00	19,16	19,25	19,30	19,33	19,36	19,37	19,38	19,39	19,40	19,41	19,42	19,43	19,44	19,45	19,46	19,47	19,47	19,48	19,49	19,49	19,50	19,50
	98,49	99,01	99,17	99,25	99,30	99,33	99,34	99,36	99,38	99,40	99,41	99,42	99,43	99,44	99,45	99,46	99,47	99,48	99,48	99,49	99,49	99,49	99,50	99,50
3	10,13	9,55	9,28	9,12	9,01	8,94	8,88	8,84	8,81	8,78	8,76	8,74	8,71	8,69	8,66	8,64	8,62	8,60	8,58	8,57	8,56	8,54	8,54	8,52
	34,12	30,81	29,46	28,71	28,24	27,91	27,67	27,49	27,34	27,23	27,13	27,05	26,92	26,83	26,69	26,60	26,50	26,41	26,30	26,27	26,23	26,18	26,14	26,12
4	7,17	6,94	6,59	6,39	6,26	6,16	6,09	6,04	6,00	5,96	5,93	5,91	5,87	5,84	5,80	5,77	5,74	5,71	5,70	5,68	5,66	5,65	5,64	5,63
	21,20	18,00	16,69	15,98	15,52	15,21	14,98	14,80	14,66	14,54	14,45	14,37	14,24	14,15	14,02	13,93	13,83	13,74	13,69	13,61	13,57	13,52	13,48	13,46
5	6,61	5,79	5,41	5,19	5,05	4,95	4,88	4,82	4,78	4,74	4,70	4,68	4,64	4,60	4,56	4,53	4,50	4,46	4,44	4,42	4,40	4,38	4,37	4,36
	16,26	13,27	12,06	11,39	10,97	10,67	10,45	10,27	10,15	10,05	9,96	9,89	9,77	9,68	9,55	9,47	9,38	9,29	9,24	9,17	9,13	9,07	9,04	9,02
6	5,99	5,14	4,76	4,53	4,39	4,28	4,21	4,15	4,10	4,06	4,03	4,00	3,96	3,92	3,87	3,84	3,81	3,77	3,75	3,72	3,71	3,69	3,68	3,67
	13,74	10,92	9,78	9,15	8,75	8,47	8,26	8,10	7,98	7,87	7,79	7,72	7,60	7,52	7,39	7,31	7,23	7,14	7,09	7,02	6,99	6,94	6,90	6,88
7	5,59	4,74	4,35	4,12	3,97	3,87	3,79	3,73	3,68	3,63	3,60	3,57	3,52	3,49	3,44	3,41	3,38	3,34	3,32	3,29	3,28	3,25	3,24	3,23
	12,25	9,55	8,45	7,86	7,46	7,19	7,00	6,84	6,71	6,62	6,54	6,47	6,35	6,27	6,15	6,07	5,98	5,90	5,85	5,78	5,75	5,70	5,67	5,65
8	5,32	4,46	4,07	3,84	3,69	3,58	3,50	3,44	3,39	3,34	3,31	3,28	3,23	3,20	3,15	3,12	3,08	3,05	3,03	3,00	2,98	2,96	2,94	2,93
	11,26	8,65	7,59	7,01	6,63	6,37	6,19	6,03	5,91	5,82	5,74	5,67	5,56	5,48	5,36	5,28	5,20	5,11	5,06	5,00	4,96	4,91	4,88	4,86
9	5,12	4,26	3,86	3,63	3,48	3,37	3,29	3,23	3,18	3,13	3,10	3,07	3,02	2,98	2,93	2,90	2,86	2,82	2,80	2,77	2,76	2,73	2,72	2,71
	10,56	8,02	6,99	6,42	6,06	5,80	5,62	5,47	5,35	5,26	5,18	5,11	5,00	4,92	4,80	4,73	4,64	4,56	4,51	4,45	4,41	4,36	4,33	4,31
10	4,96	4,80	3,71	3,48	3,33	3,22	3,14	3,07	3,02	2,97	2,94	2,91	2,86	2,82	2,77	2,74	2,70	2,67	2,64	2,61	2,59	2,56	2,55	2,54
	10,04	7,56	6,55	5,99	5,64	5,39	5,21	5,06	4,95	4,85	4,78	4,71	4,60	4,52	4,41	4,33	4,25	4,17	4,12	4,05	4,01	3,96	3,93	3,91
11	4,84	3,98	3,59	3,36	3,20	3,09	3,01	2,95	2,90	2,86	2,82	2,79	2,74	2,70	2,65	2,61	2,57	2,53	2,50	2,47	2,45	2,42	2,41	2,40
	9,65	7,20	6,22	5,67	5,32	5,07	4,88	4,74	4,63	4,54	4,46	4,40	4,29	4,21	4,10	4,02	3,94	3,86	3,80	3,74	3,70	3,66	3,62	3,60
12	4,75	3,88	3,49	3,26	3,11	3,00	2,92	2,85	2,80	2,76	2,72	2,69	2,64	2,60	2,54	2,50	2,46	2,42	2,40	2,36	2,35	2,32	2,31	2,30
	9,38	6,93	5,95	5,41	5,06	4,82	4,65	4,50	4,39	4,30	4,22	4,16	4,05	3,98	3,86	3,78	3,70	3,61	3,56	3,49	3,46	3,41	3,38	3,36
13	4,67	3,80	3,41	3,18	3,02	2,92	2,84	2,77	2,72	2,67	2,63	2,60	2,55	2,51	2,46	2,42	2,38	2,34	2,32	2,28	2,26	2,24	2,22	2,21
	9,07	6,70	5,74	5,20	4,86	4,62	4,44	4,30	4,19	4,10	4,02	3,96	3,85	3,78	3,67	3,60	3,51	3,42	3,37	3,30	3,27	3,21	3,18	3,16
14	4,60	3,74	3,34	3,11	2,96	2,85	2,77	2,70	2,65	2,60	2,56	2,53	2,48	2,44	2,39	2,35	2,31	2,27	2,24	2,21	2,19	2,16	2,14	2,13
	8,86	6,51	5,56	5,03	4,89	4,46	4,28	4,14	4,03	3,94	3,86	3,80	3,70	3,62	3,51	3,43	3,34	3,26	3,21	3,14	3,11	3,06	3,02	3,00
15	4,54	3,68	3,29	3,06	2,90	2,79	2,70	2,64	2,59	2,55	2,51	2,48	2,43	2,39	2,33	2,29	2,25	2,21	2,18	2,15	2,12	2,10	2,06	2,07
	8,68	6,36	5,42	4,89	4,56	4,32	4,14	4,00	3,89	3,80	3,73	3,67	3,56	3,48	3,36	3,29	3,20	3,12	3,07	3,00	2,97	2,92	2,89	2,87
16	4,49	3,63	3,24	3,01	2,85	2,74	2,66	2,59	2,54	2,49	2,45	2,42	2,37	2,33	2,28	2,24	2,20	2,16	2,13	2,09	2,07	2,04	2,02	2,01
	8,53	6,23	5,29	4,77	4,44	4,20	4,03	3,89	3,78	3,69	3,61	3,55	3,45	3,37	3,25	3,18	3,10	3,01	2,96	2,89	2,86	2,80	2,77	2,75
17	4,45	3,59	3,20	2,96	2,81	2,70	2,62	2,55	2,50	2,45	2,41	2,38	2,33	2,29	2,23	2,19	2,15	2,11	2,08	2,04	2,02	1,99	1,97	1,96
	8,40	6,11	5,18	4,67	4,34	4,10	3,93	3,79	3,68	3,59	3,52	3,45	3,35	3,27	3,16	3,08	3,00	2,92	2,86	2,79	2,76	2,70	2,67	2,65
18	4,41	3,55	3,16	2,93	2,77	2,66	2,58	2,51	2,46	2,41	2,37	2,34	2,29	2,25	2,19	2,15	2,11	2,07	2,04	2,00	1,98	1,96	1,93	1,92
	8,28	6,01	5,09	4,58	4,25	4,01	3,85	3,71	3,60	3,51	3,44	3,37	3,27	3,19	3,07	3,00	2,91	2,88	2,78	2,71	2,68	2,62	2,59	2,57
19	4,38	3,52	3,13	2,90	2,74	2,63	2,55	2,48	2,43	2,38	2,34	2,31	2,26	2,21	2,15	2,11	2,07	2,02	2,00	1,96	1,94	1,91	1,90	1,88
	8,18	5,93	5,01	4,50	4,17	3,94	3,77	3,63	3,52	3,43	3,36	3,30	3,19	3,12	3,00	2,92	2,84	2,76	2,70	2,63	2,60	2,54	2,51	2,49
20	4,35	3,49	3,10	2,87	2,71	2,60	2,52	2,45	2,40	2,35	2,31	2,26	2,23	2,18	2,12	2,08	2,04	1,99	1,96	1,92	1,90	1,87	1,85	1,84
	8,10	5,85	4,94	4,48	4,10	3,87	3,71	3,56	3,45	3,37	3,30	3,23	3,13	3,05	2,94	2,86	2,77	2,69	2,63	2,56	2,53	2,47	2,44	2,42
21	4,32	3,47	3,07	2,84	2,68	2,57	2,49	2,42	2,37	2,32	2,28	2,25	2,20	2,15	2,09	2,05	2,00	1,96	1,93	1,89	1,87	1,84	1,82	1,81
	8,02	5,78	4,87	4,37	4,04	3,81	3,65	3,51	3,40	3,31	3,24	3,17	3,07	2,99	2,88	2,80	2,72	2,63	2,58	2,51	2,47	2,42	2,38	2,36
22	4,30	3,44	3,05	2,82	2,66	2,55	2,47	2,40	2,35	2,30	2,26	2,23	2,18	2,13	2,07	2,03	1,98	1,93	1,91	1,87	1,84	1,81	1,80	1,78
	7,94	5,72	4,82	4,31	3,99	3,76	3,59	3,45	3,35	3,26	3,18	3,12	3,02	2,94	2,83	2,75	2,67	2,58	2,53	2,46	2,42	2,37	2,33	2,31
23	4,28	3,42	3,03	2,80	2,64	2,53	2,45	2,38	2,32	2,28	2,24	2,20	2,14	2,10	2,04	2,00	1,96	1,91	1,88	1,84	1,82	1,79	1,77	1,76
	7,88	5,66	4,76	4,26	3,94	3,71	3,54	3,41	3,30	3,21	3,14	3,07	2,97	2,89	2,78	2,70	2,62	2,53	2,48	2,41	2,37	2,32	2,28	2,26
24	4,26	3,40	3,01	2,78	2,62	2,51	2,43	2,36	2,30	2,26	2,22	2,18	2,13	2,09	2,02	1,98	1,94	1,89	1,86	1,82	1,80	1,76	1,74	1,73
	7,82	5,61	4,72	4,22	3,90	3,67	3,50	3,36	3,25	3,17	3,09	3,03	2,93	2,85	2,74	2,66	2,58	2,49	2,44	2,36	2,33	2,27	2,23	2,21
25	4,24	3,38	2,99	2,76	2,60	2,49	2,41	2,34	2,28	2,24	2,20	2,16	2,11	2,06	2,00	1,96	1,92	1,87	1,84	1,80	1,77	1,74	1,72	1,71
	7,77	5,57	4,68	4,18	3,86	3,63	3,46	3,32	3,21	3,13	3,05	2,99	2,89	2,81	2,70	2,62	2,54	2,45	2,40	2,32	2,29	2,23	2,19	2,17

26	4,22	3,37	2,89	2,74	2,59	2,47	2,39	2,32	2,27	2,22	2,18	2,15	2,10	2,05	1,99	1,95	1,90	1,85	1,82	1,78	1,76	1,72	1,70	1,69
	7,72	5,53	4,64	4,14	3,82	3,59	3,42	3,29	3,17	3,09	3,02	2,96	2,86	2,77	2,66	2,58	2,50	2,41	2,36	2,28	2,25	2,19	2,15	2,13
27	4,21	3,35	2,96	2,73	2,57	2,46	2,37	2,30	2,25	2,20	2,16	2,13	2,08	2,03	1,97	1,93	1,88	1,84	1,80	1,76	1,74	1,71	1,68	1,67
	7,68	5,49	4,60	4,11	3,79	3,56	3,39	3,26	3,14	3,06	2,98	2,93	2,83	2,74	2,63	2,55	2,47	2,38	2,33	2,25	2,21	2,16	2,12	2,10
28	4,20	3,34	2,95	2,71	2,56	2,44	2,36	2,29	2,24	2,19	2,15	2,12	2,06	2,02	1,96	1,91	1,87	1,81	1,78	1,75	1,72	1,69	1,67	1,65
	7,64	5,45	4,57	4,07	3,76	3,53	3,36	3,23	3,11	3,03	2,95	2,90	2,80	2,71	2,60	2,52	2,44	2,35	2,30	2,22	2,18	2,13	2,09	2,06
29	4,18	3,33	2,93	2,70	2,54	2,43	2,35	2,28	2,22	2,18	2,14	2,10	2,05	2,00	1,94	1,90	1,85	1,80	1,77	1,73	1,71	1,68	1,65	1,64
	7,60	5,52	4,54	4,04	3,73	3,50	3,33	3,20	3,08	3,00	2,92	2,87	2,77	2,68	2,57	2,49	2,41	2,32	2,27	2,19	2,15	2,10	2,06	2,03
30	4,17	3,32	2,92	2,69	2,53	2,42	2,34	2,27	2,21	2,16	2,12	2,09	2,04	1,99	1,93	1,89	1,84	1,79	1,76	1,72	1,69	1,66	1,64	1,62
	7,56	5,39	4,51	4,02	3,70	3,47	3,30	3,17	3,06	2,98	2,90	2,84	2,74	2,66	2,55	2,47	2,38	2,29	2,24	2,16	2,13	2,07	2,03	2,01
32	4,15	3,30	29,00	2,67	2,51	2,40	2,32	2,25	2,19	2,14	2,10	2,07	2,02	1,97	1,91	1,86	1,82	1,76	1,74	1,69	1,67	1,64	1,61	1,59
	7,50	5,34	4,46	3,97	3,66	3,42	3,25	3,12	3,01	2,94	2,86	2,80	2,70	2,62	2,51	2,42	2,34	2,25	2,20	2,12	2,08	2,02	,98	1,96
34	4,13	3,28	2,88	2,65	2,49	2,38	2,30	2,23	2,17	2,12	2,08	2,05	2,00	1,95	1,89	1,84	1,80	1,74	1,71	1,67	1,64	1,61	1,59	1,57
	7,44	5,29	4,42	3,93	3,61	3,38	3,21	3,08	2,97	2,89	2,82	2,76	2,66	2,58	2,47	2,38	2,30	2,21	2,15	2,08	2,04	1,98	1,94	1,91
36	4,11	3,26	2,86	2,63	2,48	2,36	2,28	2,21	2,15	2,10	2,06	2,03	1,89	1,93	1,87	1,82	1,78	1,72	1,69	1,65	1,62	1,59	1,56	1,55
	7,39	5,25	4,38	3,89	3,58	3,35	3,18	3,04	2,94	2,86	2,78	2,72	2,62	2,54	2,43	2,35	2,26	2,17	2,12	2,04	2,00	1,94	1,90	1,87
38	4,10	3,25	2,85	2,62	2,46	2,35	2,26	2,19	2,14	2,09	2,05	2,02	1,96	1,92	1,85	1,80	1,76	1,71	1,67	1,63	1,60	1,57	1,54	1,53
	7,35	5,21	4,34	3,86	3,54	3,32	3,15	3,02	2,91	2,82	2,75	2,69	2,59	2,51	2,40	2,32	2,22	2,14	2,08	2,00	1,97	1,90	1,86	1,84
40	4,08	3,23	2,84	2,61	2,45	2,34	2,25	2,18	2,12	2,07	2,04	2,00	1,95	1,90	1,84	1,79	1,74	1,69	1,66	1,61	1,59	1,55	1,53	1,51
	7,31	5,18	4,31	3,83	3,51	3,29	3,12	2,99	2,88	2,80	2,73	2,66	2,56	2,49	2,37	2,29	2,20	2,11	2,05	1,97	1,94	1,88	1,84	1,81
42	4,07	3,22	2,83	2,59	2,44	2,32	2,24	2,17	2,11	2,06	2,02	1,99	1,94	1,89	1,82	1,78	1,73	1,68	1,64	1,60	1,57	1,54	1,51	1,49
	7,27	5,15	4,29	3,80	3,49	3,26	3,10	2,96	2,86	2,77	2,70	2,64	2,54	2,46	2,35	2,26	2,17	2,08	2,02	1,94	1,91	1,85	1,80	1,78
44	4,06	3,21	2,82	2,58	2,43	2,31	2,23	2,16	2,10	2,05	2,01	1,98	1,92	1,88	1,81	1,76	2,17	1,66	1,63	1,58	1,56	1,52	1,50	1,48
	7,24	5,12	4,26	3,78	3,46	3,24	3,07	2,94	2,84	2,75	2,68	2,62	2,52	2,44	2,32	2,24	1,72	2,06	2,00	1,92	1,88	1,82	1,78	1,75
46	4,05	3,20	2,81	2,57	2,42	2,30	2,22	2,14	2,09	2,04	2,00	1,97	1,91	1,87	1,80	1,75	2,15	1,65	1,62	1,57	1,54	1,51	1,48	1,46
	7,21	5,10	4,24	3,76	3,44	3,22	3,05	2,92	2,82	2,73	2,66	2,60	2,50	2,42	2,32	2,22	1,71	2,04	1,98	1,90	1,86	1,80	1,76	1,72
48	4,04	3,19	2,80	2,56	2,41	2,30	2,21	2,14	2,08	2,03	1,99	1,96	1,90	1,86	1,79	1,74	2,13	1,64	1,61	1,56	1,53	1,50	1,47	1,45
	7,19	5,08	4,22	3,74	3,42	3,20	3,04	2,90	2,80	2,71	2,64	2,58	2,48	2,40	2,28	2,20	1,70	2,02	1,96	1,88	1,84	1,78	1,73	1,70
50	4,03	3,18	2,79	2,56	2,40	2,29	2,20	2,13	2,07	2,02	1,98	1,95	1,90	1,85	1,78	1,74	1,69	1,63	1,60	1,55	1,52	1,48	1,46	1,44
	7,17	5,06	4,20	3,72	3,44	3,18	3,02	2,88	2,78	2,70	2,62	2,56	2,46	2,39	2,26	2,18	2,10	2,00	1,94	1,86	1,82	1,76	1,71	1,68
55	4,02	3,17	2,78	2,54	2,38	2,27	2,18	2,11	2,05	2,00	1,97	1,93	1,88	1,83	1,76	1,72	1,67	1,61	1,58	1,52	1,50	1,46	1,43	1,41
	7,12	5,01	4,16	3,65	3,37	3,15	2,98	2,85	2,75	2,66	2,59	2,53	2,43	2,35	2,23	2,15	2,00	1,96	1,90	1,82	1,78	1,71	1,66	1,64
60	4,00	3,15	2,76	2,52	2,37	2,25	2,17	2,10	2,04	1,99	1,95	1,92	1,86	1,81	1,75	1,70	1,65	1,59	1,56	1,50	1,48	1,44	1,41	1,39
	7,08	4,98	4,13	3,65	3,34	3,12	2,95	2,82	2,72	2,63	2,56	2,50	2,40	2,32	2,20	2,12	2,03	1,93	1,87	1,79	1,74	1,68	1,63	1,60
65	3,99	3,14	2,75	2,51	2,36	2,21	2,15	2,08	2,02	1,98	1,94	1,90	1,85	1,80	1,73	1,68	1,63	1,57	1,54	1,49	1,46	1,42	1,39	1,37
	7,01	4,95	4,10	3,62	3,31	3,09	2,93	2,79	2,70	2,61	2,54	2,47	2,37	2,30	2,18	2,09	2,00	1,90	1,84	1,76	1,71	1,64	1,60	1,56
70	3,98	3,13	2,74	2,50	2,35	2,32	2,14	2,07	2,01	1,97	1,93	1,89	1,84	1,79	1,72	1,67	1,62	1,56	1,53	1,47	1,45	1,40	1,37	1,35
	7,01	4,92	4,08	3,60	3,29	3,07	2,91	2,77	2,67	2,59	2,51	2,45	2,35	2,28	2,15	2,07	1,98	1,88	1,82	1,74	1,69	1,63	1,56	1,53
80	3,96	3,11	2,72	2,48	2,33	2,21	2,12	2,05	1,99	1,95	1,91	1,88	1,82	1,77	1,70	1,65	1,60	1,54	1,51	1,45	1,42	1,38	1,35	1,32
	6,96	4,88	4,01	3,58	3,25	3,04	2,87	2,74	2,64	2,55	2,48	2,44	2,32	2,24	2,11	2,03	1,94	1,84	1,78	1,70	1,65	1,57	1,52	1,49
100	3,94	3,09	2,70	2,46	2,30	2,19	2,10	2,03	1,97	1,92	1,88	1,85	1,79	1,75	1,68	1,63	1,57	1,51	1,48	1,42	1,39	1,34	1,30	1,28
	6,90	4,82	3,98	3,51	3,20	2,99	2,82	2,69	2,59	2,51	2,43	2,36	2,26	2,19	2,06	1,98	1,89	1,79	1,73	1,64	1,59	1,51	1,46	1,43
125	3,92	3,07	2,68	2,44	2,29	2,17	2,08	2,01	1,95	1,90	1,86	1,83	1,77	1,72	1,65	1,60	1,55	1,49	1,45	1,39	1,36	1,31	1,27	1,25
	6,84	4,78	3,94	3,47	3,17	2,95	2,79	2,65	2,56	2,17	2,40	2,33	2,23	2,15	2,03	1,94	1,85	1,75	1,68	1,59	1,54	1,46	1,40	1,37
150	3,91	3,06	2,67	2,43	2,27	2,16	2,07	2,00	1,94	1,89	1,85	1,82	1,76	1,71	1,64	1,59	1,54	1,47	1,44	1,37	1,34	1,29	1,25	1,22
	6,81	4,75	3,91	3,44	3,13	2,92	2,76	2,62	2,53	2,44	2,37	2,30	2,20	2,12	2,00	1,91	1,82	1,72	1,66	1,56	1,51	1,43	1,37	1,33
200	3,89	3,01	2,65	2,41	2,26	2,14	2,05	1,98	1,92	1,87	1,83	1,80	1,74	1,69	1,62	1,57	1,52	1,45	1,42	1,35	1,32	1,26	1,22	1,19
	6,76	4,71	3,88	3,41	3,11	2,90	2,73	2,60	2,50	2,41	2,34	2,28	2,17	2,09	1,97	1,88	1,79	1,69	1,62	1,53	1,48	1,39	1,33	1,28
400	3,86	3,02	2,62	2,39	2,23	2,12	2,03	1,96	1,90	1,85	1,81	1,78	1,72	1,67	1,60	1,54	1,49	1,42	1,38	1,32	1,28	1,22	1,16	1,13
	6,70	4,66	3,83	3,36	3,06	2,85	2,69	2,55	2,16	2,37	2,29	2,23	2,12	2,04	1,92	1,84	1,74	1,64	1,57	1,47	1,42	1,32	1,24	1,19
1000	3,85	3,00	2,61	2,38	2,22	2,10	2,02	1,95	1,89	1,81	1,80	1,76	1,70	1,65	1,58	1,53	1,47	1,41	1,36	1,30	1,26	1,19	1,13	1,08
	6,68	4,62	3,80	3,34	3,04	2,82	2,66	2,53	2,43	2,34	2,26	2,20	2,09	2,01	1,89	1,81	1,71	1,61	1,54	1,44	1,38	1,28	1,19	1,11
∞	3,84	2,99	2,60	2,37	2,21	2,09	2,01	1,94	1,88	1,83	1,79	1,75	1,69	1,64	1,57	1,52	1,46	1,40	1,35	1,28	1,24	1,17	1,11	1,00
	6,64	4,60	3,78	3,32	3,02	2,80	2,64	2,51	2,41	2,32	2,24	2,18	2,07	1,99	1,87	1,79	1,69	1,59	1,52	1,41	1,36	1,25	1,12	1,00

Source: Sudjana. *Metode Statistika*. Bandung: Tarsito, 2002

APPENDIX I

DOCUMENTATION