



**THE INFLUENCE OF ADVERTISEMENT ON TELEVISION
TO IMPROVE THE STUDENTS' ABILITY AT WRITING
PROCEDURE TEXT AT SEVENTH GRADE STUDENTS
OF MTS MESRA PEMATANGSIANTAR
IN ACADEMIC YEAR 2018/2019**

THESIS

*Submitted to Faculty of Tarbiyah Science and Teacher Training of UIN SU
Medan as partial Fulfillment of the Requirement for the S-1 Program
(Degree of Sarjana Pendidikan)*

By:

Nurul Aulia Nasution

NIM. 34.14.3.060

**DEPARTEMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA**

MEDAN

2018



**THE INFLUENCE OF ADVERTISEMENT ON TELEVISION
TO IMPROVE THE STUDENTS' ABILITY AT WRITING
PROCEDURE TEXT AT SEVENTH GRADE STUDENTS
OF MTS MESRA PEMATANGSIANTAR
IN ACADEMIC YEAR 2018/2019**

THESIS

By:

Nurul Aulia Nasution

NIM. 34.14.3.060

ADVISOR I

ADVISOR II

Drs. H. Achmad Ramadhan, MA

NIP 19660115 1994031 002

Ernita Daulay, S.Pd. M.Hum

NIP 19801201 200912 2 003

**-DEPARTEMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN**

2018

Nomor : Istimewa

Medan, 18 Oktober 2018

Lamp : 6 (Enam) sks

Kepada Yth;

Prihal : Skripsi

Bapak Dekan Fakultas Tarbiyah

a.n **Nurul Aulia Nasution**

UIN-SU

di –

Tempat

Assalamualaikum Wr.Wb

Setelah membaca, meneliti, dan memberikan saran-saran perbaikan seperlunya terhadap skripsi mahasiswi :

Nama : Nurul Aulia Nasution

NIM : 34.14.3.060

Jur / Prodi : Pendidikan Bahasa Inggris

Judul : “The Influence of Advertisement on Television to Improve the Students’ Ability at Writing Procedure Text at Seventh Grade Students of MTS Mesra Pematangsiantar in Academic Year 2018/2019”

Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqosyahkan dalam sidang munaqosyah skripsi Fakultas Tarbiyah UIN – SU Medan.

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih.

Wassalamualaikum Wr. Wb.

Advisor I

Advisor II

Drs. H. Achmad Ramadhan, MA

Ernita Daulay, S.Pd. M.Hum

NIP 19660115 1994031 002

NIP 19801201 200912 2 003



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Williem Iskandar Psr. V Medan Estate 20371 Telp. 6622925, Fax. 6615683

SURAT PENGESAHAN

Skripsi yang berjudul: **“THE INFLUENCE OF ADVERTISEMENT ON TELEVISION TO IMPROVE THE STUDENTS’ ABILITY AT WRITING PROCEDURE TEXT AT SEVENTH GRADE STUDENTS OF MTS MESRA PEMATANGSIANTAR ACADEMIC YEAR 2018/2019”** oleh **NURUL AULIA NASUTION**, yang telah dimunaqasyahkan dalam sidang munaqasyah Sarjana Strata Satu (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal :

09 NOVEMBER 2018 M
1 RABIUL AWAL 1440 H

dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

Panitia Sidang Munaqasyah Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan

Ketua

Sekretaris

Dr. Sholihatul Hamidah Daulay, S.Ag., M.Hum
NIP. 19750622 200312 2 002

Marvati Salmiah, S.Pd., M.Hum
NIP. 19820501 200901 2 012

Anggota Penguji

1. Drs. H. Achmad Ramadhan, MA
NIP. 19660115 1994031 002

2. Ernita Daulay, S.Pd., M.Hum
NIP. 19801201 200912 2 003

3. Dr. H. Amiruddin, MS, MA.,
MBA., Ph.D
NIP. 19550828 198603 1 008

4. Dr. Muhammad Dalimunthe,
S.Ag., SS., M.Hum
NIP. 19680920 199503 1 002

Mengetahui
Dekan Fakultas Ilmu Tarbiyah dan Keguruan

Dr. Amiruddin Siahaan, M.Pd
NIP. 19601006 199403 1 002

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini :

Nama : Nurul Aulia Nasution

NIM : 34.14.3.060

Jur / Prodi : Pendidikan Bahasa Inggris

Judul : **“The Influence of Advertisement on Television to Improve the Students’ Ability at Writing Procedure Text at Seventh Grade Students of MTS Mesra Pematangsiantar in Academic Year 2018/2019”**

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan Universitas batal saya terima.

Medan, Oktober 2018

Yang Membuat Pernyataan

Nurul Aulia Nasution

NIM. 34.14.3.060

ABSTRACT

Nurul Aulia Nasution. 34.14.3.060. The Influence of Advertisement on Television to Improve the Students' Ability at Writing Procedure Text at Seventh Grade Students of MTS Mesra Pematangsiantar. Thesis. Faculty of Tarbiyah Science and Teaching Training. State Islamic University of North Sumatera Medan. 2018

Keyword: *Writing, Procedure Text, Advertisement*

The objective of this study was to find out the significant influence on students' ability to write the procedure text by using advertisement on television which was observed and analyzed from students of seventh grade at MTS Mesra Pematangsiantar. This study was held on October 2018. The method used in this study was quantitative method with the experimental research. The population of this study was the students of MTS Mesra Pematangsiantar. This study was conducted with two groups namely experimental group (32 students) and control group (32 students). Then the researcher taught in the experimental class by using advertisement media and in control class without using advertisement media. After treatment, the researcher gave the post-test to both classes. The score of post-test were collected from written test. The data got from both experiment class and control class were analyzed by using T-test formula. After the calculated by using t-test formula, t_{observed} value was 3.95 and t_{table} was 1.99. In this research, the calculation of the scores by using t-test with the degree freedom (df) = 62 at the level of significance 0.05; that the critical value is 1.99. The result of calculating the t-test shows that t_{observed} is higher than t_{table} . It means that there is a significant influence students' ability to write the procedure text by using advertisement on television.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praise be to Allah, Lord of the worlds, who has given His loving and blessing until he writer can finish her “Thesis”. Peace and gratitude may always be upon the Prophet Muhammad, who has guided all creatures from the darkness to the lightness, from stupidly era to the cleverness within Islamic regional.

This “Thesis” is presented to English Education Department, Faculty of Tarbiyah and Teachers’ Training State Islamic University of North Sumatera Utara as a partial fulfillment of the requirements for the degree of S.Pd.

The researcher is fully aware that this thesis cannot be thesis without other people’s help. Therefore, in this opportunity she would like to express her deep gratitude to the following people:

1. Prof. Dr. Saidurrahman, M.Ag as the Rector of State Islamic University of North Sumatera.
2. Dr. Amirruddin Siahaan, M.Pd as the dean of Faculty of Tarbiyah and Teacher Training State Islamic University of North Sumatera.
3. Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum as the Head of English Educational Department.
4. Drs. H. Achmad Ramadhan, MA., as an advisor I, for her time, valuable guidance, helps, correction, suggestion, and kindness during completing this “thesis”.
5. Ernita Daulay, S.Pd. M.Hum., as an advisor II, for his time, valuable guidance, helps, correction, suggestion, and kindness during completing this “thesis”.
6. All lecturers of The Department of English Education who always give their motivation and valuable knowledge and also unforgettable experience during her study at Faculty of Tarbiyah and Teachers Training of State Islamic University of North Sumatera Utara.
7. Drs. H. Ammar Lubis as the Headmaster of MTS Mesra Pematangsiantar for allowing her to carry out the research on the seventh grade class. and

also all of teachers especially Sarmina S.Pd in this school that has received her with gratefully to do research very well.

8. The writer's parents, (H. Asrul Sani Nasution, SE and Hj. Nuraini), and also her little brother, (M. Akbar Bathnul Wadi Nasution), who have given the greatest love, prayer and everything to support her.
9. The writer's beloved friends (Dinul, Fitri Simatupang, Dina Mariana, Hilda Trisvianti, Hanna Habibah, Mahdalina, Ulfa Sari, Fivi, etc) and all my classmates of PBI 5 Department of English Education for all of the kindness, happiness, support, love and never ending humor.
10. All of my dearest friends in same advisor (Nazla, Zahbi, Nikmah Tanjung, Vinna Pohan. Shabrina, Novi Kurniawan, Atika Arfah, Ulfah, Sri Mutia, Novriana etc) Thanks for their support and sharing the happiness and sorrow during finishing this thesis.
11. All of my dearest friends in KKN for their prayers and motivation
12. Everyone who has helped her in finishing the thesis and whose names cannot be mentioned one by one.

Finally, the writer realizes that this thesis is still far from being perfect. Therefore, constructive suggestion is needed for the progress of the next study. The writer hopes that this research will give an important contribution to the Department of English Education. May God always bless us and lead us in His right path. Amin.

Medan, October 2018

The Writer

Nurul Aulia Nasution
NIM. 34.14.3.060

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMNT	ii
TABLE OF CONTENTS.....	iv
LIST OF TABLE	vii
LIST OF APPENDICES	viii
CHAPTER I INTRODUCTION.....	1
1.1. Background of the Study	1
1.2. Identification of the Study	4
1.3. Limitation of the Study	4
1.4. Formulation of the Study	4
1.5. Objective of the Study	4
1.6. Significance of the Study	5
CHAPTER II REVIEW OF LITERATURE.....	6
2.1. Theoretical of Framework.....	6
2.1.1. Definition of Writing	6
2.1.1.1. The Purpose of Writing	8
2.1.1.2. Writing Process.....	9
2.1.1.3. Genres of Text	11

2.1.2. Definition of Procedure Text	13
2.1.2.1. Generic Structure of Procedure Text	14
2.1.2.2. Grammatical Features of Procedure Text ...	15
2.1.2.3. Language of Procedure Text	16
2.1.2.4. Writing Assessment	17
2.1.3. Definition of Media	20
2.1.3.1. Function of Media.....	23
2.1.3.2. The Concept and Example of Advertisement.....	24
2.2. Conceptual Framework	25
2.3. Related Study.....	26
2.4. Hypothesis	27
CHAPTER III RESEARCH METHODOLOGY.....	28
3.1. Location of Research.....	28
3.2. Population and Sample	28
3.3. Research Design.....	30
3.4. Operational Definition.....	30
3.5. Instrument of Data Collection.....	31
3.6. Technique of Data Collection	31
3.7. Technique of Data Analysis.....	32
CHAPTER IV DATA ANALYSIS AND RESEARCH FINDING.....	36
4.1. Description of Data.....	36
4.2. Analysis Requirement Testing	40

4.2.1. Normality Test	40
4.2.1.1. Normality Test of Experimental Group.....	40
4.2.1.2. Normality Test of Control Group.....	51
4.2.2. Homogeneity Test	61
4.2.2.1. Homogeneity Test of Pre Test	61
4.2.2.2. Homogeneity Test of Post Test.....	62
4.3. Data Analysis.....	63
4.4.Hypothesis Testing	67
4.5. Discussions	68
CHAPTER V CLOSING.....	70
5.1. Conclusion.....	70
5.2. Suggestion	70

REFERENCES

APPENDIXES

LIST OF TABLE

Table	Title	Page
2.1.	Scoring scale of the content of a paragraph	18
2.2.	Scoring scale of the organization of a paragraph	18
2.3.	Scoring scale of the vocabulary of a paragraph	19
2.4.	Scoring scale of the language use of a paragraph	19
2.5.	Scoring scale of the mechanics of a paragraph	20
3.1.	Population	29
3.2.	Sample	29
3.3.	Research Design	30
4.1.	The students' score in experimental group	36
4.2.	The students' score in control group	38
4.3.	Recapitulation of data research	39
4.4.	Frequency distribution of pre test in experimental group	40
4.5.	Normality testing of pre test in experimental group	42
4.6.	Frequency distribution of post test in experimental group	45
4.7.	Normality testing of post test in experimental group	48
4.8.	Frequency distribution of pre test in control group	51
4.9.	Normality testing of pre test in control group	54
4.10.	Frequency distribution of post test in control group	56
4.11.	Normality testing of post test in control group	58
4.12.	Mean of post test – pre test in experimental group	63
4.13.	Mean of post test – pre test in control group	65

LIST OF APPENDICES

Appendix	Title
I	:Lesson Plan of Experimental Class
II	:Lesson Plan of Control Class
III	: Question of Pre Test
IV	: Question of Post Test
V	:Table of L Distribution
VI	:Table of T Distribution
VII	:Table of R Distribution
VIII	:Research Documentation
IX	:Students Name
X	:Surat Permohonan Izin Observasi
XI	: Surat Permohonan Izin Riset
XII	: Surat Keterangan Izin Riset
XIII	: Biography

CHAPTER I

INTRODUCTION

1.1. Background of the Study

English as a language in international communication is clearly need by many learners to deliver thought and interact in a variety of situation. It also became a second language that is used in many countries, but English is a foreign language for Indonesia people. It is taught and learnt in school, from primary school until college. It was important to be able to master it well. Based on the curriculum in English for Junior High School, the purpose of teaching English for students are expected to be able to communicate in speaking and writing.

English is divided become four language skills, there are listening, speaking, reading, and writing. One of skill in communication not only speaking, but also writing. Writing is one of the important communication tools, people use writing to express ideas, feelings, opinions in form written.

Utami Dewi says writing is a fluid process created by writers as they work. Accomplished writers move back and forth between the stages of the process, both consciously and unconsciously. The writing process includes prewriting, composing, revising, editing and publishing. There are many kinds of writing such as expository, narrative, descriptive and persuasive.¹

A written language means the representation of a language by writing system. The students can give their input, and when applying for employment in the career when they write letters, instruction, and reports. Whatever your final

¹Utami Dewi, (2013), *How to Write*, Medan: La-Tansa Press, p. 2-3

product, the writing process, a systematic approach to writing that includes prewriting, drafting, revising and editing can help you write anything better.

Teacher must be able to create suitable method for a better, interesting and helpful teaching and learning process. English writing is the most difficult subject for students. Because in writing they must use grammar, vocabularies that arrange sentences structurally, and use punctuation well.

In writing at junior high school, writing is divided into several kinds, such as narrative, descriptive, procedure, and recount text. They are supposed to be able to write short passages of different kinds of text. One of them is writing procedure text.

Procedure text is part of human daily life. It tells how something is done through steps or actions. The goal of procedure text is to explain how something can be done such as recipes, materials, and steps. The language features are use of imperatives, action, connection, and adverbial phrases.²

Based on the researcher teaching experience on the seventh grade student's of MTS Mesra Pematangsiantar. The researcher find several problems in writing procedure text. The problem is students have difficult in writing especially procedure text. Students do not have much ideas of what to write and how to start writing. They can not organize their ideas in writing procedure text well.

Another problem is they lack of vocabularies because they rarely to practice in writing especially writing procedure text. It makes they difficult to express their ideas and emotion creatively that they have in their brain.

²Pardiyono, (2016), *Genre: Mastering English through Context*, Yogyakarta: CV. Andi Offset, p.12

In addition, those writing problems affected by teacher often use traditional method to teach writing. The process of teaching and learning is teacher-centered approach. It can make the students boring and monotonous.

Some of students are not interested in writing and they do not give the attention to the process of teaching writing.

From those problems above, it is assume that the students' achievement can be increase if the teacher apply a new model or activities to make the lesson interesting. One of method that can be used in teaching and learning procedure text writing is using advertisement on television as an alternative to make process of teaching procedure text writing more effective.

Advertisement on television shows the students the real object that make them active to think and interactive in learning process. Teaching procedure text writing by using ads on television can throw boring and time consuming. It can be easily used as the model by the teacher to the students' achievement in writing.

Based on the short explanation above, the researcher is inspire to use this model in teaching English particularly writing skill, the researcher hopes that it can be one of efforts to help the teacher increases the students' writing skill in English. Therefore, the researcher interest to conduct this study based on title **“THE INFLUENCE OF ADVERTISEMENT ON TELEVISION TO IMPROVE THE STUDENTS' ABILITY AT PROCEDURE TEXT AT SEVENTH GRADE OF MTS MESRA PEMATANGSIANTAR ACADEMIC YEAR 2018/2019”**.

1.2. Identification of the Study

The problems of the research can be identified as follows:

1. The students have studied about writing procedure text, but they still difficult to writing procedure text.
2. The students are difficult in writing procedure text because the students lack of vocabulary.
3. The teacher teaches writing skill to the students with traditional media but the media does not suitable in teaching writing skill especially in writing procedure text.

1.3. Limitation of The Study

The study focuses on the influence of advertisement on television to improve the students' ability at writing procedure text at seventh grade of MTS MESRA Pematangsiantar”.

1.4. Formulation of The Study

The research question is as follow: “Is there any significant influence on students' ability to improve writing the procedure text by using advertisement on television?”

1.5. Objective of The Study

The purpose of the study is: “To find out the significant influence on students' ability to improve writing the procedure text by using advertisement on television.”

1.6. Significance of The Study

The significance of the research is as follows:

1. The students

For the students, the research hopefully can give knowledge and information about writing procedure text and they will have more understanding about it.

2. The English teachers

For the English teachers, the research expect to give information about teaching writing procedure text through advertisement media.

3. The reader

For the reader, the research is expect to give information and knowledge about the influence of advertisement on television in teaching procedure text.

4. The researcher

For the researcher, the researcher hopefully can be operated conducting further research or study for obtaining better result.

5. The further researcher

For the further researcher, the research is expected to give new information to further researchers about writing procedure text to be useful as a reference for conducting similar studies.

CHAPTER II

REVIEW OF LITERATURE

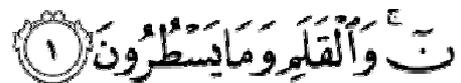
2.1. Theoretical of Framework

In conclude a research, theories are needed to explain some concepts are applied to the research concerned. The writer will present some theories related to the study in order to strengthen this study. The term must be clarified to avoid confusion. It is useful also to minimize misFunderstanding between the reader concerning the topic.

2.1.1. Definition of Writing

Writing is the expression of language in the form of letters, symbols, or words. The primary purpose of writing is communication. As a noted by Henry Sweet stated that of language was the expression of ideas by means of speech-sounds combines into words. Words are combined into sentences, this combination answering to that of ideas into thoughts.³

In Al-Qur'an verse Al-Qalam verse 1:



Meaning: “ Nun, By the Pen and the (Record) which (men) write.”⁴

Writing is process of creating meaning. It is not as simple as our imagine because we are always more able to speak then to write. When we write we have

³Sholihatul Hamidah Daulay, (2011), *Introduction to General Linguistics*, Medan: La-Tansa Press, p. 11

⁴Muhammad Muhsin, (2005), *The Nobel Qur'an English Translation of Meaning and the Commentary*, Madinah: King Fahd complex of the Holy Qur'an. p. 48

purpose why we write it, the purpose of the writer is also needed and put so that the writing will be clear. Whenever write, we need some clear purpose to guide both of you and your reader.

Allah SWT also tell us to write in Al Qur'an, surah Al Alaq verse 1-5 as follows:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (الْإِنْسَانَ مِنْ عَلَقٍ) (اقْرَأْ
وَرَبُّكَ الْأَكْرَمُ الَّذِي أَعْلَمَ بِإِعْلَامٍ (إِنَّ نَسْأَنَ مَا لَمْ يَعْلَمْ) (٥)

The meaning:

1. Read! In the Name of your Lord, Who has created (all that exists),
2. Has created man from a clot (a piece of thick coagulated blood).
3. Read! And your Lord is the Most Generous,
4. Who has taught (the writing) by the pen (the first person to write was Prophet Idrees).
5. Has taught man that which he knew not.⁵

From the verse above we can see that these surah inform of the knowledge sometimes is in the mind, sometimes on the tongue, and sometimes in writing with the fingers. Thus, it may be intellectual, spoken and written. And while the last (written) necessitates the intellectual and spoken.

The writing skills are complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also conceptual and judgement elements. The following analysis attempts to group the many and varied skills necessary for writing good prose into four main areas:

⁵*Ibid.*, p. 824

1. Grammatical skills: the ability to write correct sentences
2. Stylistic skills: the ability to manipulate sentences and use language effectively
3. Mechanical skills: the ability to use correctly those conventions peculiar to the written language.
4. Judgement skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.⁶

2.1.1.1. The Purposes of Writing

Writing skills are specific abilities which help the students put their thoughts into words in a meaningful form and to mentally interact with the message. There is more time to think, to reflect, to prepare, to rehearse, to make mistake, and to find alternative. In addition Harmer says, the written text has a number of conventions which separate it out from speaking. Apart from differences in grammar and vocabulary, there are issues of letter, word and text formation, manifested by handwriting, spelling and layout also punctuation.⁷

As a noted by Halliday stated that written language is used for the learning purposes:

- a. For action (for example, public signs product labels television and radio guides, bills, telephone, directories, ballot Paper Company)
- b. For information (for example, newspaper, political pamphlets)

⁶ Jeremy Harmer. (2007). *How to Teach Writing*. Malaysia: Longman. p. 4

⁷ Jeremy Harmer, (2011), *The Practice of English Language Teaching*, Longman: Pearson Education, 3thEd. p.255

- c. For entertainment (for example, comic strips, newspaper features, film subtitles).⁸

Based on explanation above, every written language has a purpose to the writer and the reader. The students have to consider the purpose of their writing since this will influence not only on the type of text they wish to produce but also including the language that the use and the information that they choose.

2.1.1.2. Writing Process

In the teaching of writing we can focus on the product of writing or on the writing process itself. When concentrating on the product we are only interested in the aim of a task and in the end product. People will suggest a process approach to write, however, give attention to the various stages that any piece of writing process. Jeremy listed the writing process involves planning, drafting, editing, final draft.

1. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they are going to say. For some writers this may involve making detailed notes. Still others may not actually write down any preliminary notes at all since they may do all their planning in their heads.

When planning, writes have to think about three main issues:

- a. Purpose: it will influence (amongst other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include.

⁸*Ibid.*, p. 139

- b. Audience: they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc), but also the choice of language whether, for example, it is formal or informal in tone.
- c. Content structure: how best to sequence the facts, ideas, or arguments which they have decided to include.

2. Drafting

We can refer to the first version of a piece of writing as a draft. This first “go” at a text is often done on the assumption that it will be amended later. As the writing process moves into editing, a number of drafts may be produced on the way to the final version.

3. Editing (reflection and revising)

Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another’s reader’s reaction to a piece of writing will help the author to make appropriate revisions.

4. Final version

Once a writer has edited their draft, making the changes they consider necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.⁹

⁹Jeremy Harmer, *Op. Cit.*, p.5-6

2.1.1.3. Genres of Text

Pardiyono defined that genre can be defined as a kind of text that serves as a reference pattern so that the text can be made effectively. A genre is a familiar pattern a way of organizing information that has become so common that the readers will probably recognize each part belonging to the genre.¹⁰

Based on explanation above, we can know that genre is type or kind of text, defined in terms of its social purpose also the level of context dealing with social purpose. By using genre, we can construct appropriate texts that can be understood clearly by others.

According to Pardiyono stated that some types of writing text, they are :

1. Narration/narrative

Narrative is a piece of text that amuses, entertain and to deal with actual or vicarious experience on different ways. Narratives deal with problematic events which lead to a crisis or turning point of some kind which in turn finds a resolution..

2. Recount.

Recount is a piece of text that retells events for the purpose of informing or entertaining. It contains of the chronology of activities done in past time.

3. Description/descriptive

Description is a piece of text that describes a particular person, place or thing. It is a description of an object, both living things and dead things

¹⁰Pardiyono, (2007), *Teaching Genre-Based Writing*, Yogyakarta: CV. Andi Offset, p.2

4. Information report

Report is a piece of text that describes the way things are, with reference to a range of natural, man-made and social phenomena in our environment. It contains of present information presentation about a thing or a fact supported by data presentation, characteristic description, and classification or tabulating.

5. Discussion

It presents information and opinions about a present hot issue, which is sometimes controversial. Text is commonly ended with a conclusion or recommendation based on presented data after presenting adequate arguments for the controversial issues.

6. Explanation

Explanation is a piece of text that explains the processes involved in the formation or workings of natural or sociocultural phenomena. It's to explain of a thing or object according to the character, the procedure, etc.

7. Exposition

Exposition; hortatory is a piece of text that persuades the reader or listener that something should or should not be the case. It contains of an argument, point of views, a matter, a certain thing.

8. Procedure

Procedure is a piece of text that describes a particular how something is accomplished through a sequence of actions or steps.

9. Anecdote

Anecdote is a piece of text that shares with others an account of an unusual or amusing incident. Its certain a meaning or shares about ridiculous, shameful, funny, very special, or extra ordinary event.

10. Review

Review is a piece of text that critiques an art work, event for a public audience.

11. News item

News item is a piece of text that informs readers, listeners, and viewers about events of the day which are consider newsworthy or important.¹¹

In this study, the researcher focus on procedure that becomes problem for the students and it needs to be solved immediately.

2.1.2. Definition of Procedure Text

According to Pardiyono defined that procedure text is a text in which there are instructions to the action sequences a case containing on thing, it contains sequence of treatment procedures to something. Writing focus lies in obedience to the ordinance or the sequence of how a job completed.¹²

Procedure text is a text shows the process and helps us to do a task or make something. It can be a set of instruction or direction. It is also activity

¹¹Pardiyono, (2007), *Op.Cit.*, p.3

¹²Pardiyono, (2006), *12 Writing Clauses for Better Writing Competence*, Yogyakarta: Andi Offset, p. 172

directed toward making or doing something. All students must be able to explain about how the activity is finished in sequence steps.¹³

Pardiyono stated that in the context of communication, often someone should explain about how the work should be completed in sequence step. Instruction on step that must be done so that a job can be done well and packaged in a text called procedure. Key word for this type of text is “what need to be does?” or “what should I do”¹⁴

Procedure text same likes a process. Process in any written English text in which the writer describes how something is accomplished through a sequence of action or step.¹⁵

From the explanation, so the procedure text has function in our life because it enables us to do or to make something based on the given instruction. The given instruction are elaborate both oral and written form. The example of manual instruction of a tool, make a something, science experiment, etc

2.1.2.1. Generic Structure of Procedure Text

In terms of generic structure, actually there are two types of generic structure in accordance with type of procedure writing. First, how to make something. This typical procedure needs materials or ingredients to accomplish the process. These topics and their similar ones need materials or tools, and or ingredients but the materials are not part of the textual element or rhetoric structure.

¹³Agus Kamaludin, Rolisda Yosintha & Sigit Mukti Nugroho, (2015), *Core Cexpleng Pintar Bahasa Inggris SMP Kelas 7,8,9*, Yogyakarta: C.V. Andi Offset. p. 25

¹⁴*Ibid.*, p. 125

¹⁵Siahaan and Shinoda, (2008), *Generic Text Structure*, Yogyakarta: Graha Ilmu, p. 81

Procedure text consist of three main elements that is:

- a. Goal: It consist of topic and statement of purpose
- b. Materials: It consist of tools and materials needed. In the materials section is optional (may or may not exist)
- c. Steps: It consist process to do activities. Steps is a series of activities that can not be placed randomly.¹⁶

2.1.2.2. Grammatical Features of Procedure Text

The grammatical patterns on language usages of a certain genre writing seems to be distinct or specific. In general, the common grammatical pattern of procedure writing includes:

- a. A lead-in sentence to state the goal
 - b. It tends to use imperative sentence dominantly
 - c. It uses correct technical terms
 - d. Some sentence are used the expression “should” or “must”
 - e. The passive sentences are also often used when writing procedure text
- Procedure often uses direct and indirect instruction
- f. Series of sequential sentences which may be numbered
 - g. Concluding sentence expresses success
 - h. It has exact details or information
 - i. Most sentences start with a verb¹⁷

¹⁶Ida Maharani, (2007), *How to Write Effectively*, Yogyakarta: PT. Citra Aji Parama, p. 32

¹⁷I.Wy.Dirgeyasa, (2014), *College Academic Writing: A Genre Based Perspective*, Medan: Unimed Press, p.78

2.1.2.3. Language of Procedure Text

Besides having social function and generic structure, procedure text also has significant lexicogrammatical features that support the form of a procedure text. There are:

a. Present Tense

The type of tenses used in the procedure text is present tense because the content of the text has no time connection

b. Imperative sentence

At the beginning of the sentence, the verb form of the base is used, so that the sentence worded command such as put, take, mix, switch, reduce, etc

c. Time order (signal words)

Time order or signal words are words that indicate the time sequence such as first, second, third, next, first of all, now, then, finally, after that, etc.¹⁸

The Example of Procedure Text

How to Make A cup of Coffee

Materials:

- Water
- Sugar
- Coffee
- Cup
- Spoon
- Kettle

¹⁸Pardiyono, (2016), *Op.Cit.*, p. 24

Steps:

1. First, boil the water
2. After that, take two spoons of coffee and two spoons of sugar. Put into a cup
3. Next, pour the hot water into a cup
4. Then, stir it gently
5. Finally, your coffee is ready to drink¹⁹

2.1.2.4. Writing Assessment

Assessment of writing can also be used based on stimulus visual and audio. Examples are television broadcasts, videos or recordings. Television recordings can also be recorded for later taken to the class, for example because if the broadcast is not required to match the time with the school hours, or for the the broadcast can be displayed many times.

According to Heaton (1998), there are five scoring scales namely content, organization, vocabulary, language use, and mechanics.

1. Content

The scoring of the content depends on the students' capability to write their ideas and information in the form of logical sentences. The criteria of giving the score is as the following:

¹⁹<http://www.englishindo.com/2018/01/koleksi-contoh-procedure-text-singkat.html> accessed on 20 february at 01:15 am

Table 2.1 Scoring scale of the content of a paragraph

Scoring Scale	Alternative Competence of Paragraph Content
30 – 27	Excellent to very good: knowledge, substantive
26 – 22	Good to average: some knowledge of subject, adequate range
21 – 17	Fair to poor: limited knowledge of subject, little substance
16 – 13	Very poor: does not show knowledge of subject, non substantive

2. Organization

The organization refers to the students' capability to write their ideas and information such a good logical order to topic and supporting sentences are clearly stated. The criteria of giving the score as the following:

Table 2.2 Scoring scale of organization of a paragraph

Scoring Scale	Alternative Competence of Paragraph Content
20 – 18	Excellent to very good: fluent expression, ideas clearly stated
17 – 14	Good to average: somewhat choppy, loosely organized, but the main ideas stand out
13 – 10	Fair to poor: non-fluent, ideas confused, and disconnected.
9 – 7	Very poor: does not communicate, no organization or not enough to evaluate

3. Vocabulary

The scoring of vocabulary depends on the students' capability to use words or idioms to express ideas logically. The criteria of scoring vocabulary are given below:

Table 2.3. Scoring scale of vocabulary of a paragraph

Scoring Scale	Alternative Competence of Paragraph Content
20 – 18	Excellent to very good: sophisticated, effective word choice and usage
17 – 14	Good to average: adequate range, occasional error of words/idiom choice, usage but meaning not obscured
13 – 10	Fair to poor: limited range, frequent errors of words/idioms form, choice, and usage
9 – 7	Very poor: essential translation, little knowledge of English vocabulary

4. Language Use

Language use refers to competence in writing down the sentence either in simple. Complex or compound sentence correctly or logically. It also refers to the ability if using the arrangement in the sentences and some other words such as: nouns, adjectives and time signals. The criteria for scoring the language use are given below:

Table 2.4. Scoring scale of language use of a paragraph

Scoring Scale	Alternative Competence of Paragraph Content
25 – 22	Excellent to very good: effective complex constructions, little mistake in appropriate word function word, article pronoun, preposition
21 – 18	Good to average: effective but simple instruction, a little mistake in appropriate word

17 – 11	Fair to poor: major problem in simple/complex constructions, a little mistake in appropriate word, article, and preposition confused
10 – 5	Very poor: virtually no mastery of sentence construction rules, so many mistakes in sentences that is not communicatively, not enough to evaluate.

5. Mechanics

The score for mechanic depends on the students' competence to write spelling, punctuation, capitalization, paragraphing, and hand writing whether or not can be read. The criteria of scoring the mechanic are given below:

Table 2.5 Scoring scale of mechanics of a paragraph

Scoring Scale	Alternative Competence of Paragraph Content
5	Excellent to very good: demonstrative mastery of convention, little mistake in spelling, punctuation, capitalization
4	Good to average: occasionally error of spelling, punctuation, capitalization, but meaning not obscured
3	Fair to poor: frequent errors of spelling, punctuation, capitalization, and meaning not obscured
2	Very poor: no mastery of convention, dominated by errors of punctuation, capitalization, paragraphing, and writing not enough to evaluate.

2.1.3. Definition of Media

The definition of media comes from the Latin, the “*medius*” which literally means 'middle', 'intermediary'. Or in other words the media is a mediator from sender to receiver.²⁰

²⁰YudhiMunadi,(2012), *Media Pembelajaran*, Jakarta: GaungPersada Press, p.6

Al-Quran surah Al- Maidah verse 16:

يَهْدِي بِهِ اللَّهُ مَنِ اتَّبَعَ رِضْوَانَهُ سُبُلَ السَّلَامِ
وَيُخْرِجُهُم مِّنَ الظُّلُمَاتِ إِلَى النُّورِ بِإِذْنِهِ
وَيَهْدِيهِمْ إِلَى صِرَاطٍ مُسْتَقِيمٍ ﴿١٦﴾

*Meaning: "Wherewith Allah guideth all who seek His good pleasure to ways of peace and safety, and leadeth them out of darkness, by His will, unto the light, guideth them to a Path that is straight."*²¹

In this above verse, Allah mentions three kinds of usability from the Qur'an. This is when we associate with media in education then we will know that there are at least three conditions that must be owned by a media so that the tool or object in question can actually be used as a medium of learning.

The three aspects are; (a) that the media should be able to give instructions (understanding) to any students who pay attention to the teacher's explanation and understand the medium. In summary, the media must be able to present every mind of the teacher so that they can more easily understand the material, (b) in TafsirMaragih stated that the Qur'an as God's medium used by adherents of darkness will issue Aqidah idols. This information has a meaning that any media used by a teacher should be able to facilities students in understanding something, and (c) a media must be able to lead the students toward the learning objectives and goals of education in a broader sense.

Educational media and technology can be defined as all means of communication like prints, graphics, animations, audios and audiovisuals.

²¹ Muhammad Muhsin, (2005), *Op.Cit.*, p. 292

Educational multimedia technology incorporates all the qualities of prints, graphics, animations, audio and audiovisuals and technology is defined as any object or process of human origin that can be use to convey media and multimedia.²²

In this sense, technology includes phenomena as diverse as books, films, television, and the internet. In education, media are the symbol systems that teachers and learners utilise in representing knowledge and technologies are the tools that allow them to share their knowledge representations with others.

In its definition of media education, the Grunwald Declaration which was held in Germany reflects several key emphases that continue to be shared by the majority of media educators today: media education is concerned with the full range of media, including moving image media (film, television, video),radio and recorded music, print media (particularly newspapers and magazines), and the new digital communication technologies. It aims to develop a broad-based “literacy”, not just in relation to print, but also in the symbolic systems of images and sounds.²³

Educational media is concerned with teaching and learning about the media. Media education aims to develop both critical understanding and active participation. Educational media has the potential to transform the process of teaching and learning. Educational media are defined as modes of delivery

²²Omodara O.D. and Adu E.I., (2014), *Relevance of Educational Media and Multimedia Technology for Effective Service Delivery in Teaching and Learning Processes*, IOSR Journal of Research & Method in Education, Vol.4, Issue 2, Ver. I, p.48

²³Eunice Rugutl and Lazarus Ndiku Makewa (PhD), (2016), *Utilisation of Educational Media in Teaching and Learning of History and Government in Selected Secondary Schools in Kenya*, IOSR Journal of Humanities and Social Science, Vol. 21, Issue 9, Ver. 3, p.47

systems or teaching and learning methods employed in an educational process with the view of facilitating the attainment of the set goals or objectives.

2.1.3.1. Function of Media

Media can be used effectively in formal situation where students are working independently or teacher is working with other group of students. The most common use of media in an instructional situation is for supplemental support of the instructor in the class room to enhance learning. For the instructional use of media programs are designed intentionally to make the teaching-learning environment more interesting and effective.²⁴

Media used in this way are basically one-way transmitters quite incapable of interpreting any messages that the learner may transmit. Secondly, media are used as instructional systems. They are used to promote individualization of instruction in both conventional and non-conventional setting.

According to Morris the function of technological media is to supplement the teacher through enhancing his effectiveness in the classroom. Educational media are both tools for teaching and avenues for learning, and their function is to serve these two processes by enhancing clarity in communication, diversity in method, and forcefulness in appeal. Except for the teacher, these media will determine more than anything else the quality of our educational effort.²⁵

²⁴ Dr. Ahsan Akhtar Naz. and Dr. Rafaqat Ali Akbar, (2008), *Use of Media for Effective Instruction its Importance: Some Consideration*, Journal of Elementary Education, Vol.18, p.36

²⁵ Dr. Sunday TAIWO, (2009), *Teachers' Perception of The Role of Media in Classroom Teaching in Secondary School*, The Turkish Online Journal of Educational Technology, Vol.8, Issue 1, p.75

Media serves the purpose of instruction in which information contained in the media should involve students in both the mental or in the real activity so that learning can occur. Besides fun, media must be able to provide a pleasant experience and match the individual needs of students. The media used should pay attention to some provisions with the consideration that the use of media must be truly effective and efficient to improve and clarify students' understanding.

2.1.3.2. The Concept and Example of Advertisement

The word “advertise” derives from the Latin *Advertere*, which carries the meaning of noticing something or to turn toward or to take note of. According to Swasta, the function of advertisement is to provide information, to persuade, create an impression, and as a tool of communication. Jhally states that the massive development of advertising has been so impressive, advertising positions itself as the most appropriate media for people to know their necessities better.²⁶

Advertisement views on television include on audiovisual learning media. It is a medium featuring images and has audio. In some drinks and foods advertisement, it shows how to make it. From these steps, the students can understand and get information that can be written in procedure text.

Example of a drink advertisement is Nutrisari Juice that show how to make it. It is different with another ads, because it is not only persuasive ads but also educative ads. These ads is expected to facilitate students to get information, so they easily to create a procedure text from this advertisement. In this ads is not

²⁶Swasta, B., (2006), *Azas-azas Marketing*, Yogyakarta: Liberty, p. 246

written directly how to make it, but the actresses who directly practice it. Therefore, students should focus in order to understand and remember steps of make it.

Nutrisari Juice advertisement have two different impressions but both of them have relationship. The first ads explains how to make it and the second ads explains about the kind of water needed to make it.

In the first ads, an actress asked someone a drink seller to make Nutrisari. Unfortunately, the seller did not understand what the actress said. Finally, the actress direct to practice how to make it. The first, she take a sachet of Nutrisari. After that, torn Nutrisari and pour the contents of sachet into a glass. Next, add water and mix well using a spoon. Finally, add the iced cube into glass.

In the second ads, the seller begins to try make Nutrisari. The seller make Nutrisari use hot water. But, actress tells to use cold water. Then, mix well until Nutrisari becomes condensed. Finally, Nutrisari Juice is ready to drink.

2.2. Conceptual Framework

Sugiyono stated that conceptual framework is a conceptual model about how the theory related to some factors which is identified as an important problem.²⁷ Conceptual framework are the frames of logic definitions that used course the mindset in a research in order set on the fix problem.

Writing is one of the main important skill in learning English. In writing ideas arranged in series of sentences that are related to each other so the information can be comprehend. Procedure text is kind of text to explain about

²⁷Sugiyono, (2008), *Metode Penelitian Kuantitatif*, Bandung: Alfabeta, p.91

how to operate or to make something. And the social function is to describe how something is completely done through a sequence of series.

In the relation of this study, one of the alternative to make process of teaching writing of procedure text effective is using advertisement. Advertisement motivate the students to interest to study, they did not bore, and easy to understand of message. In teaching writing of procedure text by using advertisement, students watch ads about procedure text and they see how procedure text is used in our daily life.

2.3.Related Study

The writer took two previous study from researchers that have conducted the research about in teaching writing of procedure text by using advertisement.

1. Ika Utama Simamora in her thesis entitled “The Effect of Using Series Picture and Video as Media on The Students’ Ability to Compose The Procedural Text at MTsN Lima Puluh Batubara” The research from college student of UIN Medan. In her research the result showed that there is the significant difference between using series picture and demonstration as media on the students’ ability to compose procedural text.
2. Fajriyah Amalia in her thesis entitled “Improving Students’ Reading Ability of Procedure Text through Group Work” The research from college student of UIN Syarif Hidayatullah Jakarta. In her research the result showed that the English teacher using picture series in their teaching learning activities, the students were more active and interested in learning reading activity in the classroom.

From the two related study, it can be concluded that using advertisement is effective in teaching writing of procedure text. For the purpose of this research, the writer prefers to continue the study of interactive learning but with a different variable. The variable that will be examined in the study is writing of procedure text.

2.4.Hypothesis

Hypothesis is an important part in this research. It may be defined ideas that are suggested as possible explanation of fact of the research. Based on the theoretical review and conceptual of framework above, the writer formulates the following hypothesis:

- H_a : There is significant influence on students' ability to improve writing procedure text by using advertisement on television.
- H_o : There is no significant influence on students' ability at writing procedure text by using advertisement on television.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Location of Study

This research would be conducted at MTS Mesra Pematangsiantar which is located at Jl. Sapirok No. 7 Pematangsiantar, in academic year 2018-2019. It would be carried out on the first grade. The writer chose this location because:

1. The title was never done before in this location
2. The writer wanted to know deeply about students' ability, especially on writing at her region.

3.2. Population and Sample

3.2.1. Population

Population was the total number of subject that should be observed in a research. Sugiono says "Population is the entire collection of people (or other elements) in which the researcher is ultimately interested."²⁸

The population of this research was all of the students in VII MTS Mesra Pematangsiantar on Sapirok street No. 7 Pematangsiantar which had four classes. The total number of the students were 131 students. The details were as follows:

²⁸Sugiono, (2008), *Metode Penelitian Kuantitatif Kualitatif dan R &D*, Bandung: Alfabeta, p.80

Table 3.1 Population

No	Class	Number
1.	VII-1	34
2.	VII-2	32
3.	VII-3	32
4.	VII-4	33
TOTAL		131

Source: Administrator of MTs Mesra

3.2.2. Sample

Samples was the persons who give the data about the research. It was divided into two groups. The first group consist of 33 students as a control class. And the second group consist of 32 students as a experimental group.

Table 3.2 Sample

No	Class	Number
1	VII-2	32
2	VII-3	32
Total		64

3.3. Research Design

The method used in this research was quantitative method. This research would be an experimental research. There was a certain experiment that would be applied to the sample. This research divided of two different groups, namely experimental group and control group. The experimental group would be the group that received the treatments by implementing media. While in the control group, researcher did not use treatments. In this research pre-test and post-test would be given to the both groups to show the differences. The design could be presented as followed:

Table 3.3 Research Design

Group	Pre-test	Treatment	Post-test
Experimental Group	Pre-test of Experimental group	Advertisement on television	Post-test of Experimental Group
Control Group	Pre-test of Control Group	Cooperative strategy	Post-test of Control Group

3.4. Operational Definition

An operational definition was one which described meaning to a concept or construct by specifying the operational definition that must be performed in order to measure the concept.

Ability in writing procedure text was the score of the students' capacity of the students to express their idea in written in the form of procedure text. In the research, the research used the writing test in essay. The questions gave for the

students and they answered a writing test. The test about the students' ability in writing procedure text.

3.5. Instrumentation of Data Collection

The instrumentation of this research was writing test. The instrument that used in this study was taken by test. In this case pre-test and post-test would given to the experimental group and control group.

The steps to do the test were, first, teacher distributed the test to the students by explaining the instruction. Then, teacher explained that the students were given a limited time to do the test. After that the students hand in their work when the time was over. Finally, teacher evaluated the students' writing to give score.

3.6. Technique of Data Collection

The writer applied one way in technique of data collection, that is: test

3.6.1. Pre-test

Both experimental and control group were given a pre-test before the presentation of the material. It was purpose to find out the homogeneity of samples and to know the mean score both of group.

3.6.2. Treatment

After having pre-test the experimental group received the treatment thought applying media advertisement on television while control group thought conventional method or without using media. Both experimental and control group were taught by the same material.

3.6.3. Post-test

After conducting the treatment, both of the group would be tested by giving post-test. The post test exactly the same as pre-test. It was intended to find out the mean scores of experimental and control group.

3.7. Technique of Data Analysis

The data was analyzed by using t-test, because variant of two groups considered same, The formula that used was:

$$t_{test} = \frac{x_1 - x_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Where,

x_1 = average data in experimental class

x_2 = average data in control class

S_1 = standard derivation in experimental class

S_2 = standard derivation in control class

n_1 = total data experimental class

n_2 = total data control class

Before doing a hypothesis test, hence were beforehand done a condition test that was the normality testing and the homogeneity testing.

1. To test the normality testing of the data, it's used Liliefors testy by doing some steps as following:
 - a. Observation X_1, X_2, \dots, X_n are made as standard value Z_1, Z_2, \dots, Z_n with the formula:

$$Z_i = \frac{x_i - x}{S}$$

Where

x_i = value

x = mean

S = standard derivation

To calculation the mean/average using:

$$x = \frac{\sum fix_i}{\sum f_i}$$

Where:

x = mean of variable

$\sum fix_i$ = total number of score

$\sum f_i$ = number of sample

and to calculation the standard deviation using:

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

Where:

S = Standard Derivation

S^2 = Mean

- b. For this each standard coefficient, use absolute normal standard distribution then count the frequency

$$F(Z_i) = P(Z \leq Z_i)$$

Where:

$F(Z_i)$ = The value probability of Z_i

P = Probability

Z_i = Z score

- c. The next, count the proportion Z_1, Z_2, \dots, Z_n which is smaller equals to Z_i
- d. Count the difference $F(Z_i) - S(Z_i)$, then the determine the absolute value. To calculation the S (Z_i) used:

$$S(Z_i) = \frac{F_{kum}}{N}$$

Where,

F_{kum} = cumulative of data

n = number of sample

- e. Take the biggest price among absolute price among absolute price the difference. Mention the price the L_0 . If $L_0 < L_t$ obtained from critical value price test the Liliefors with real level $\alpha = 0.05$, hence distribution normal

2. Homogeneity testing

To test that the variants of the both samples are homogeny, it is used two variants homogeneity test.

$$F_{obs} = \frac{s_1^2}{s_2^2}$$

Where,

s_1^2 = the biggest variant in standard derivation

s_2^2 = the smallest variant in standard derivation

The next is by comparing it to table F. The criteria if $F_{observe} < F_{table}$, the both samples are homogeny

3. Hypothesis testing

Therefore, the writer chooses t-test as the formula in analyzing the data. The formula is

$$t_{test} = \frac{x_1 - x_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Where,

x_1 = average data in experimental class

x_2 = average data in control class

S_1 = standard derivation in experimental class

S_2 = standard derivation in control class

n_1 = total data experimental class

n_2 = total data control class

CHAPTER IV
FINDING AND DISCUSSION

4.1. Description of Data

To collect the data of this research, the writer observed the seventh grade of MTS Mesra Pematangsiantar. There were four classes, namely VII 1, VII 2, VII 3 and VII 4. For the VII 2, the writer didn't use advertisement media and for the VII 3 writer used advertisement media. Then writer gave pre test to get the data before using the technique. After the writer used the technique in the class, the writer gave post test to students to get the data about the influence of advertisement on television in writing procedure text. After getting the data, the writer analyzed each of the data. The data of the students' scores drawn as follow:

Table 4.1

The Students' Score in Experimental Group

No.	Students' Initial	Pre Test	Post Test
1.	AP	40	80
2.	AV	40	75
3.	AT	65	85
4.	AA	65	85
5.	AS	55	85
6.	AAS	60	70
7.	BR	40	75
8.	CA	40	60
9.	CP	70	90
10.	FR	40	60
11.	KN	55	85
12.	LA	80	90

13.	MR	40	85
14.	MAM	80	80
15.	MA	40	60
16.	MAN	40	70
17.	NM	50	65
18.	NMA	55	80
19.	NR	40	70
20.	PL	60	90
21.	RA	70	75
22.	RD	70	80
23.	RQ	60	65
24.	RF	75	85
25.	RS	70	75
26.	SL	70	85
27.	SA	40	70
28.	SZ	70	80
29.	SH	70	85
30.	TA	40	80
31.	ZF	75	70
32.	ZP	65	70
Total		1830	2460
Mean		57.19	76.88

From the table above, the students' writing achievement was taught by applying advertisement media showed the minimum score of pre test was 40, the maximum score pre test was 80 and the mean of pre test was 57.19. On the other hand the minimum score of post test was 60, the maximum score of post test was 90, the mean of pre test was 76.88.

Table 4.2
The Students' Score in Control Group

No.	Students' Initial	Pre Test	Post Test
1.	AI	40	60
2.	AT	60	65
3.	AW	75	70
4.	AP	65	80
5.	AN	65	75
6.	DA	60	80
7.	FA	40	55
8.	FS	40	65
9.	FM	60	70
10.	HS	40	70
11.	IRT	55	65
12.	IB	60	70
13.	IR	55	60
14.	IU	65	75
15.	KA	40	65
16.	MAP	55	60
17.	MAI	75	85
18.	MF	55	65
19.	MH	40	60
20.	MA	60	75
21.	NZ	70	75
22.	NF	60	70
23.	NU	60	60
24.	PR	55	60
25.	RA	65	60
26.	RS	55	70
27.	SS	40	60
28.	SA	55	60

29.	TA	55	60
30.	ZSB	55	60
31.	ZS	40	55
32.	FA	40	60
Total		1755	2120
Mean		54.84	66.25

From the table above, the students' writing achievement was taught without applying advertisement media showed the minimum score of pre test was 40, the maximum score pre test was 75 and the mean of pre test was 54.84. On the other hand the minimum score of post test was 55, the maximum score of post test was 85, the mean of pre test was 66.25.

The following was a summary table of Pre test and post Test:

Table 4.3

Recapitulation of Data Research

Data	Pre Test		Post Test	
	Experiment Group	Control Group	Experiment Group	Control Group
Score max	80	75	90	85
Score min	40	45	60	55
Average	57.19	54.84	76.88	66.25
Median	59.17	56.56	78.00	64,71
Modus	40	40	85	60
Standard Derivation	14.30	10.81	9.047	7.725

4.2. Analysis Requirement Testing

4.2.1. Normality Test

The researcher used the Lilifors, so the researcher got the normal testing after used the steps that has showed before.

4.2.1.1. Normality Testing of Experimental Group

Table 4.4

Frequency Distribution of Pre Test in Experimental Group

No.	Xi	Fi	FiXi	Xi ²	Fi.Xi ²
1.	40	11	440	1600	17600
2.	50	1	50	2500	2500
3.	55	3	165	3025	9075
4.	60	3	180	3600	10800
5.	65	3	195	4225	12675
6.	70	7	490	4900	34300
7.	75	2	150	5625	11250
8	80	2	160	6400	12800
Total	495	32	1830	31875	111000

Based on the data above, the result of $Fi.Xi^2$ was 111000 and $FiXi$ was 1830. Then the following was the calculation of mean, variant and standard deviation .

a. Mean

$$x = \frac{\sum fixi}{\sum fi}$$

Where:

x = mean of variable

$\sum fixi$ = total number of score

$\sum fi$ = number of sample

So,

$$x = \frac{\sum fixi}{\sum fi}$$

$$x = \frac{1830}{32}$$

$$x = 57.19$$

b. Variant

$$S^2 = \frac{n \cdot \sum fixi^2 - (\sum fixi)^2}{n(n-1)}$$

Where:

S^2 = Variant

n = number of sample

So,

$$S^2 = \frac{n \cdot \sum fixi^2 - (\sum fixi)^2}{n(n-1)}$$

$$S^2 = \frac{32.111000 - (1830)^2}{32(32-1)}$$

$$S^2 = \frac{3.552.000 - 3.348.900}{32(31)}$$

$$S^2 = \frac{203100}{992}$$

$$S^2 = 204.73$$

c. Standard Derivation

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

Where:

S = Standard Derivation

S^2 = Variant

So,

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

$$S = \sqrt{204.73}$$

$$S = 14.31$$

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

Table 4.5

Normality Testing of Pre Test in Experimental Group

No.	Score	Zi	F(Zi)	S(Zi)	F(Zi) – S(Zi)
1.	40	-1.2	0.11	0.34	-0.23
2.	40	-1.2	0.11	0.34	-0.23
3.	40	-1.2	0.11	0.34	-0.23
4.	40	-1.2	0.11	0.34	-0.23
5.	40	-1.2	0.11	0.34	-0.23
6.	40	-1.2	0.11	0.34	-0.23
7.	40	-1.2	0.11	0.34	-0.23
8.	40	-1.2	0.11	0.34	-0.23

9.	40	-1.2	0.11	0.34	-0.23
10.	40	-1.2	0.11	0.34	-0.23
11.	40	-1.2	0.11	0.34	-0.23
12.	50	-0.5	0.31	0.38	0.07
13.	55	-0.15	0.44	0.47	-0.03
14.	55	-0.15	0.44	0.47	-0.03
15.	55	-0.15	0.44	0.47	-0.03
16.	60	0.2	0.58	0.56	0.02
17.	60	0.2	0.58	0.56	0.02
18.	60	0.2	0.58	0.56	0.02
19.	65	0.55	0.71	0.66	0.05
20.	65	0.55	0.71	0.66	0.05
21.	65	0.55	0.71	0.66	0.05
22.	70	0.9	0.81	0.88	-0.06
23.	70	0.9	0.81	0.88	-0.06
24.	70	0.9	0.81	0.88	-0.06
25.	70	0.9	0.81	0.88	-0.06
26.	70	0.9	0.81	0.88	-0.06
27.	70	0.9	0.81	0.88	-0.06
28.	70	0.9	0.81	0.88	-0.06
29.	75	1.24	0.89	0.94	-0.04
30.	75	1.24	0.89	0.94	-0.04
31.	80	1.59	0.94	1	-0.06
32.	80	1.59	0.94	1	-0.06
Total	1830	Lo =			0.07
Mean	57,19	Lt =			0.157

➤ **Finding Z score**

$$Z_i = \frac{x_i - x}{S}$$

Where

x_i = value

\bar{x} = mean

S = standard derivation

So,

$$Z_{i1} = \frac{40 - 57.19}{14.31} = -1.2$$

$$Z_{i2} = \frac{50 - 57.19}{14.31} = -0.5$$

$$Z_{i3} = \frac{55 - 57.19}{14.31} = -0.15$$

$$Z_{i4} = \frac{60 - 57.19}{14.31} = 0.2$$

$$Z_{i5} = \frac{65 - 57.19}{14.31} = 0.55$$

$$Z_{i6} = \frac{70 - 57.19}{14.31} = 0.9$$

$$Z_{i7} = \frac{75 - 57.19}{14.31} = 1.24$$

$$Z_{i8} = \frac{80 - 57.19}{14.31} = 1.59$$

➤ **Finding S(Z_i)**

$$S(Z_i) = \frac{F_{kum}}{N}$$

Where,

F_{kum} = cumulative of data

n = number of sample

So,

$$S(Z_i) 1 = \frac{11}{32} = 0.34$$

$$S(Z_i) 2 = \frac{12}{32} = 0.38$$

$$S(Z_i) 3 = \frac{15}{32} = 0.47$$

$$S(Z_i) 4 = \frac{18}{32} = 0.56$$

$$S(Z_i) 5 = \frac{21}{32} = 0.66$$

$$S(Z_i) 6 = \frac{28}{32} = 0.88$$

$$S(Z_i) 7 = \frac{30}{32} = 0.94$$

$$S(Z_i) 8 = \frac{32}{32} = 1$$

From the table above it can be seen that Liliefors observation or $Lo = 0.07$ with $n = 32$ and real level $\alpha = 0.05$ from the list of critical value of Liliefors table $Lt = 0.157$. It was known that the coefficient of $Lo (0.07) < Lt (0.157)$. So, it can be concluded that the data distribution of the student's achievement in writing was **normal**.

Table 4.6

Frequency Distribution of Post Test in Experimental Group

No.	X_i	F_i	$F_i X_i$	X_i^2	$F_i \cdot X_i^2$
1.	60	3	180	3600	10800
2.	65	2	130	4225	8450

3.	70	6	420	4900	29400
4.	75	4	300	5625	22500
5.	80	6	480	6400	38400
6.	85	8	680	7225	57800
7.	90	3	270	8100	24300
Total	525	32	2460	40075	191650

Based on the data above, the result of $\sum f_i X_i^2$ was 191650 and $\sum f_i X_i$ was 2460. Then the following was the calculation of mean, variant and standard deviation .

a. Mean

$$x = \frac{\sum f_i x_i}{\sum f_i}$$

Where:

x = mean of variable

$\sum f_i x_i$ = total number of score

$\sum f_i$ = number of sample

So,

$$x = \frac{\sum f_i x_i}{\sum f_i}$$

$$x = \frac{2460}{32}$$

$$x = 76.88$$

b. Variant

$$S^2 = \frac{n \cdot \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}$$

Where:

$$S^2 = \text{Variant}$$

$$n = \text{number of sample}$$

So,

$$S^2 = \frac{n \cdot \sum fixi^2 - (\sum fixi)^2}{n(n-1)}$$

$$S^2 = \frac{32.191650 - (2460)^2}{32(32-1)}$$

$$S^2 = \frac{6.132.800 - 6.051.600}{32(31)}$$

$$S^2 = \frac{81200}{992}$$

$$S^2 = 81.85$$

c. Standard Derivation

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

Where:

$$S = \text{Standard Derivation}$$

$$S^2 = \text{Variant}$$

So,

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

$$S = \sqrt{81,854}$$

$$S = 9.047$$

After getting the calculation of mean, variant standard derivation, the next step was to found the normality of the test. It means that there was given to the

students was observed by Liliefors test. The calculation of normality testing can be seen in the following table :

Table 4.7

Normality Testing of Post Test in Experimental Group

No.	Score	Zi	F(Zi)	S(Zi)	F(Zi) – S(Zi)
1.	60	-1.87	0.03	0.09	-0.06
2.	60	-1.87	0.03	0.09	-0.06
3.	60	-1.87	0.03	0.09	-0.06
4.	65	-1.31	0.09	3.06	-2.97
5.	65	-1.31	0.09	3.06	-2.97
6.	70	-0.76	0.22	5.19	-4.96
7.	70	-0.76	0.22	5.19	-4.96
8.	70	-0.76	0.22	5.19	-4.96
9.	70	-0.76	0.22	5.19	-4.96
10.	70	-0.76	0.22	5.19	-4.96
11.	70	-0.76	0.22	5.19	-4.96
12.	75	-0.21	0.42	11.1	-10.7
13.	75	-0.21	0.42	11.1	-10.7
14.	75	-0.21	0.42	11.1	-10.7
15.	75	-0.21	0.42	11.1	-10.7
16.	80	0.35	0.64	15.2	-14.6
17.	80	0.35	0.64	15.2	-14.6
18.	80	0.35	0.64	15.2	-14.6
19.	80	0.35	0.64	15.2	-14.6
20.	80	0.35	0.64	15.2	-14.6
21.	80	0.35	0.64	15.2	-14.6
22.	85	0.9	0.82	21.3	-20.4
23.	85	0.9	0.82	21.3	-20.4
24.	85	0.9	0.82	21.3	-20.4
25.	85	0.9	0.82	21.3	-20.4

26.	85	0.9	0.82	21.3	-20.4
27.	85	0.9	0.82	21.3	-20.4
28.	85	0.9	0.82	21.3	-20.4
29.	85	0.9	0.82	21.3	-20.4
30.	90	1.45	0.93	29.1	-28.2
31.	90	1.45	0.93	29.1	-28.2
32.	90	1.45	0.93	29.1	-28.2
Total	2460	Lo =			-0.06
Mean	76,88	Lt =			0.157

➤ **Finding Z score**

$$Z_i = \frac{x_i - x}{S}$$

Where

x_i = value

x = mean

S = standard derivation

$$Z_{i 1} = \frac{60 - 76.88}{9.047} = -1.87$$

$$Z_{i 2} = \frac{65 - 76.88}{9.047} = -1.31$$

$$Z_{i 3} = \frac{70 - 76.88}{9.047} = -0.76$$

$$Z_{i 4} = \frac{75 - 76.88}{9.047} = -0.21$$

$$Z_{i 5} = \frac{80 - 76.88}{9.047} = 0.35$$

$$Z_{i 6} = \frac{85 - 76.88}{9.047} = 0.9$$

$$Z_{i7} = \frac{90 - 76.88}{9.047} = 1.45$$

➤ **Finding S(Z_i)**

$$S(Z_i) = \frac{F_{kum}}{N}$$

Where,

F_{kum} = cumulative of data

n = number of sample

$$S(Z_i)_1 = \frac{3}{32} = 0.09$$

$$S(Z_i)_2 = \frac{5}{32} = 3.06$$

$$S(Z_i)_3 = \frac{11}{32} = 5.19$$

$$S(Z_i)_4 = \frac{15}{32} = 11.1$$

$$S(Z_i)_5 = \frac{21}{32} = 15.2$$

$$S(Z_i)_6 = \frac{29}{32} = 21.3$$

$$S(Z_i)_7 = \frac{32}{32} = 29.1$$

From the table above it can be seen that Liliefors observation or $L_o = 0.06$ with $n = 32$ and real level $\alpha = 0.05$ from the list of critical value of Liliefors table $L_t = 0.157$. It was known that the coefficient of $L_o (0.06) < L_t (0.157)$. So, it can be concluded that the data distribution of the student's achievement in writing was **normal**.

4.2.1.2. Normality Testing of Control Group

Table 4.8

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	9	360	1600	14400
2.	55	9	495	3025	27225
3.	60	7	420	3600	25200
4.	65	4	260	4225	16900
5.	70	1	70	4900	4900
6.	75	2	150	5625	11250
Total	365	32	1755	22975	99875

Based on the data above, the result of $F_i X_i^2$ was 99875 and $F_i X_i$ was 1755. Then the following was the calculation of mean, variant and standard deviation.

a. Mean

$$x = \frac{\sum fixi}{\sum fi}$$

Where:

x = mean of variable

$\sum fixi$ = total number of score

$\sum fi$ = number of sample

So,

$$x = \frac{\sum fixi}{\sum fi}$$

$$x = \frac{1755}{32}$$

$$x = 54.84$$

b. Variant

$$S^2 = \frac{n \cdot \sum fixi^2 - (\sum fixi)^2}{n(n-1)}$$

Where:

S^2 = Variant

n = number of sample

So,

$$S^2 = \frac{n \cdot \sum fixi^2 - (\sum fixi)^2}{n(n-1)}$$

$$S^2 = \frac{32.99875 - (1755)^2}{32(32-1)}$$

$$S^2 = \frac{3196000 - 3080025}{32(31)}$$

$$S^2 = \frac{115975}{992}$$

$$S^2 = 116.91$$

c. Standard Derivation

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

Where:

S = Standard Derivation

S^2 = Mean

So,

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

$$S = \sqrt{116.91}$$

$$S = 10.81$$

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

Table 4.9

Normality Testing of Pre Test in Control Group

No.	Score	Zi	F(Zi)	S(Zi)	F(Zi) – S(Zi)
1.	40	-1.4	0.08	0.28	-0.2
2.	40	-1.4	0.08	0.28	-0.2
3.	40	-1.4	0.08	0.28	-0.2
4.	40	-1.4	0.08	0.28	-0.2
5.	40	-1.4	0.08	0.28	-0.2
6.	40	-1.4	0.08	0.28	-0.2
7.	40	-1.4	0.08	0.28	-0.2
8.	40	-1.4	0.08	0.28	-0.2
9.	40	-1.4	0.08	0.28	-0.2
10.	55	0.01	0.51	0.56	-0.06
11.	55	0.01	0.51	0.56	-0.06
12.	55	0.01	0.51	0.56	-0.06
13.	55	0.01	0.51	0.56	-0.06
14.	55	0.01	0.51	0.56	-0.06
15.	55	0.01	0.51	0.56	-0.06
16.	55	0.01	0.51	0.56	-0.06
17.	55	0.01	0.51	0.56	-0.06
18.	55	0.01	0.51	0.56	-0.06
19.	60	0.48	0.68	0.78	-0.1
20.	60	0.48	0.68	0.78	-0.1
21.	60	0.48	0.68	0.78	-0.1
22.	60	0.48	0.68	0.78	-0.1

23.	60	0.48	0.68	0.78	-0.1
24.	60	0.48	0.68	0.78	-0.1
25.	60	0.48	0.68	0.78	-0.1
26.	65	0.94	0.83	0.91	-0.08
27.	65	0.94	0.83	0.91	-0.08
28.	65	0.94	0.83	0.91	-0.08
29.	65	0.94	0.83	0.91	-0.08
30.	70	1,4	0.92	0.94	-0.02
31.	75	1.86	0.97	1	-0.03
32.	75	1.86	0.97	1	-0.03
Total	1755	Lo =			-0.02
Mean	54.84	Lt =			0.157

➤ **Finding Z score**

$$Z_i = \frac{x_i - x}{S}$$

Where

x_i = value

x = mean

S = standard derivation

$$Z_i 1 = \frac{40 - 54.84}{10.81} = -1.4$$

$$Z_i 2 = \frac{55 - 54.84}{10.81} = 0.01$$

$$Z_i 3 = \frac{60 - 54.84}{10.81} = 0.48$$

$$Z_i 4 = \frac{65 - 54.84}{10.81} = 0.94$$

$$Z_i 5 = \frac{70 - 54.84}{10.81} = 1.4$$

$$Z_i 6 = \frac{75 - 54.84}{10.81} = 1.86$$

➤ **Finding S(Zi)**

$$S(Z_i) = \frac{F_{kum}}{N}$$

Where,

F_{kum} = cumulative of data

n = number of sample

$$S(Z_i)1 = \frac{9}{32} = 0.281$$

$$S(Z_i)2 = \frac{18}{32} = 0.563$$

$$S(Z_i)3 = \frac{25}{32} = 0.781$$

$$S(Z_i)4 = \frac{29}{32} = 0.906$$

$$S(Z_i)5 = \frac{30}{32} = 0.938$$

$$S(Z_i)6 = \frac{32}{32} = 1$$

From the table above it can be seen that Liliefors observation or $Lo = 0.02$ with $n = 32$ and real level $\alpha = 0.05$ from the list of critical value of Liliefors table $Lt = 0.157$. It was known that the coefficient of $Lo (0.018) < Lt (0.157)$. So, it can be concluded that the data distribution of the student's achievement in writing was **normal**.

Table 4.10**Frequency Distribution of Post Test in Control Group**

No.	X_i	F_i	$F_i X_i$	X_i^2	$F_i \cdot X_i^2$
1.	55	2	110	3025	6050
2.	60	12	720	3600	43200
3.	65	5	325	4225	21125
4.	70	6	420	4900	29400
5.	75	4	300	5625	22500
6.	80	2	160	6400	12800
7.	85	1	85	7225	7225
Total	490	32	2120	35000	142300

Based on the data above, the result of $F_i \cdot X_i^2$ was 142300 and $F_i X_i$ was 2120. Then the following was the calculation of mean, variant and standard deviation .

a. Mean

$$x = \frac{\sum fixi}{\sum fi}$$

Where:

x = mean of variable

$\sum fixi$ = total number of score

$\sum fi$ = number of sample

So,

$$x = \frac{\sum fixi}{\sum fi}$$

$$x = \frac{2120}{32}$$

$$x = 66.25$$

b. Variant

$$S^2 = \frac{n \cdot \sum fixi^2 - (\sum fixi)^2}{n(n-1)}$$

Where:

$$S^2 = \text{Variant}$$

n = number of sample

So,

$$S^2 = \frac{n \cdot \sum fixi^2 - (\sum fixi)^2}{n(n-1)}$$

$$S^2 = \frac{32.142300 - (2120)^2}{32(32-1)}$$

$$S^2 = \frac{4553600 - 4494400}{32(31)}$$

$$S^2 = \frac{59200}{992}$$

$$S^2 = 59.67$$

c. Standard Derivation

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

Where:

S = Standard Derivation

S^2 = Mean

So,

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

$$S = \sqrt{59,67}$$

$$S = 7.725$$

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

Table 4.11

Normality Testing of Post Test in Control Group

No.	Score	Zi	F(Zi)	S(Zi)	F(Zi) – S(Zi)
1.	55	-1.5	0.07	0.09	-0.02
2.	55	-1.5	0.07	0.09	-0.02
3.	60	-0.8	0.21	0.44	-0.23
4.	60	-0.8	0.21	0.44	-0.23
5.	60	-0.8	0.21	0.44	-0.23
6.	60	-0.8	0.21	0.44	-0.23
7.	60	-0.8	0.21	0.44	-0.23
8.	60	-0.8	0.21	0.44	-0.23
9.	60	-0.8	0.21	0.44	-0.23
10.	60	-0.8	0.21	0.44	-0.23
11.	60	-0.8	0.21	0.44	-0.23
12.	60	-0.8	0.21	0.44	-0.23
13.	60	-0.8	0.21	0.44	-0.23
14.	60	-0.8	0.21	0.44	-0.23
15.	65	-0.2	0.44	0.59	-0.16
16.	65	-0.2	0.44	0.59	-0.16
17.	65	-0.2	0.44	0.59	-0.16
18.	65	-0.2	0.44	0.59	-0.16
19.	65	-0.2	0.44	0.59	-0.16
20.	70	0.49	0.69	0.78	-0.09
21.	70	0.49	0.69	0.78	-0.09
22.	70	0.49	0.69	0.78	-0.09

23.	70	0.49	0.69	0.78	-0.09
24.	70	0.49	0.69	0.78	-0.09
25.	70	0.49	0.69	0.78	-0.09
26.	75	1.13	0.87	0.91	-0.03
27.	75	1.13	0.87	0.91	-0.03
28.	75	1.13	0.87	0.91	-0.03
29.	75	1.13	0.88	0.91	-0.03
30.	80	1.78	0.96	0.97	-0.01
31.	80	1.78	0.96	0.97	-0.01
32.	85	2.43	0.99	1	-0.01
Total	2120	Lo=			-0.01
Mean	66.25	Lt =			0.157

➤ **Finding Z score**

$$Z_i = \frac{x_i - x}{S}$$

Where

x_i = value

x = mean

S = standard derivation

So,

$$Z_{i1} = \frac{55 - 66.25}{7.725} = -1.5$$

$$Z_{i2} = \frac{60 - 66.25}{7.725} = -0.8$$

$$Z_{i3} = \frac{65 - 66.25}{7.725} = -0.2$$

$$Z_{i4} = \frac{70 - 66.25}{7.725} = 0.49$$

$$Z_{i5} = \frac{75 - 66.25}{7.725} = 1,13$$

$$Z_{i6} = \frac{80 - 66,25}{7,725} = 1,78$$

$$Z_{i7} = \frac{85 - 66.25}{7.725} = 2.43$$

➤ **Finding S(Z_i)**

$$S(Z_i) = \frac{F_{kum}}{N}$$

Where,

F_{kum} = cumulative of data

n = number of sample

$$S(Z_i)_1 = \frac{2}{32} = 0.09$$

$$S(Z_i)_2 = \frac{14}{32} = 0,44$$

$$S(Z_i)_3 = \frac{19}{32} = 0,59$$

$$S(Z_i)_4 = \frac{25}{32} = 0,78$$

$$S(Z_i)_5 = \frac{29}{32} = 0,91$$

$$S(Z_i)_6 = \frac{31}{32} = 0,97$$

$$S(Z_i)_7 = \frac{32}{32} = 1$$

From the table above it can be seen that Liliefors observation or $L_o = -0,01$ with $n = 32$ and real level $\alpha = 0.05$ from the list of critical value of Liliefors table $L_t = 0,157$. It was known that the coefficient of $L_o (0,01) < L_t (0,157)$. So, it can be concluded that the data distribution of the student's achievement in writing was **normal**.

4.2.2. Homogeneity Test

Based on the variant computation of the data of the students' ability in writing procedure text that was taught advertisement media and without media, then the study of this research found out the homogeneity testing.

4.2.2.1. Homogeneity Testing of Pre Test

$$F_{obs} = \frac{s_1^2}{s_2^2}$$

Where,

s_1^2 = the biggest variant in standard derivation

s_2^2 = the smallest variant in standard derivation

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

$$S^2_{ex} = 14,31 \quad N = 32$$

$$S^2_{co} = 10,81 \quad N = 32$$

So,

$$F_{obs} = \frac{s_1^2}{s_2^2}$$

$$F_{obs} = \frac{(14,31)^2}{(10,81)^2}$$

$$F_{obs} = \frac{204,77}{116,85}$$

$$F_{obs} = 1,75$$

Then the coefficient of $F_{obs} = 1,75$ was compared with F_{table} where F_{table} was determined at real level $\alpha = 0.05$ and the same $dk = N - 1 = 32 - 1 = 31$ that was exist dk numerator 31 the dominator $dk = N - 1 (32 - 1 = 31)$. Then F_{table} can be calculated $F_{0,05(32,32)} = 1.80$.

So $F_{obs} < F_{table}$ or $(1.75 < 1.80)$ so it can be concluded that the variant was homogenous.

4.2.2.2. Homogeneity Testing of Post Test

$$F_{obs} = \frac{s1^2}{s2^2}$$

Where,

$s1^2$ = the biggest variant in standard derivation

$s2^2$ = the smallest variant in standard derivation

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

$$S^2_{ex} = 9,047 \quad N = 32$$

$$S^2_{co} = 7,725 \quad N = 32$$

So,

$$F_{obs} = \frac{s1^2}{s2^2}$$

$$F_{obs} = \frac{(9,047)^2}{(7,725)^2}$$

$$F_{obs} = \frac{81,84}{59,67}$$

$$F_{obs} = 1,37$$

Then the coefficient of $F_{obs} = 1,37$ was compared with F_{table} where F_{table} was determined at real level $\alpha = 0.05$ and the same $dk = N - 1 = 32 - 1 = 31$ that was exist dk numerator 31 the dominator $dk = N - 1 (32 - 1 = 31)$. Then F_{table} can be calculated $F_{0,05(32,32)} = 1.80$.

So $F_{obs} < F_{table}$ or $(1.37 < 1.80)$ so it can be concluded that the variant was homogenous.

4.3. Data Analysis

4.3.1. Analyzing the Data Using T-Test Formula

The result of calculation from t-test was made to found the influence of advertisement on television media.

Table 4.11

Mean of Pre Test and Post Test in Experimental Group

No.	Score Post Test	Score Pre Test	Gained Score
1.	80	40	40
2.	75	40	35
3.	85	65	20
4.	85	65	20
5.	85	55	30
6.	70	60	10
7.	75	40	35
8.	60	40	20
9.	90	70	20
10.	60	40	20

11.	85	55	30
12.	90	80	10
13.	85	40	45
14.	80	80	0
15.	60	40	20
16.	70	40	30
17.	65	50	15
18.	80	55	25
19.	70	40	30
20.	90	60	30
21.	75	70	5
22.	80	70	10
23.	65	60	5
24.	85	75	10
25.	75	70	5
26.	85	70	15
27.	70	40	30
28.	80	70	10
29.	85	70	15
30.	80	40	40
31.	70	75	-5
32.	70	65	5
Σ	2460	1830	630
Mean	76,88	57,19	19,7
S	81.85	204,73	

From the calculation above, the total of decrease from the pre test and post test in experimental group was 630. Meanwhile the mean of pre test and post test in experimental group was 19,7.

Table 4.12**Mean of Pre Test and Post Test in Control Group**

No.	Score Post Test	Score Pre Test	Gained score
1.	60	40	20
2.	65	60	5
3.	70	75	-5
4.	80	65	15
5.	75	65	10
6.	80	60	20
7.	55	40	15
8.	65	40	25
9.	70	60	10
10.	70	40	30
11.	65	55	10
12.	70	60	10
13.	60	55	5
14.	75	65	10
15.	65	40	25
16.	60	55	5
17.	85	75	10
18.	65	55	10
19.	60	40	20
20.	75	60	15
21.	75	70	5
22.	70	60	10
23.	60	60	0
24.	60	55	5
25.	60	65	-5
26.	70	55	15
27.	60	40	20
28.	60	55	5

30.	60	55	5
31.	60	55	5
32.	55	40	15
Σ	2120	1755	365
Mean	66,3	54,8	11,4
S	59.67	116.91	

From the calculation above, the total of decrease from the pre test and post test in control group was 365. Meanwhile the mean of pre test and post test in control group was 11,4.

So, the hypothesis testing in this research, it was used two average similary test by using statistic, as follow:

$$t_{test} = \frac{x_1 - x_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Where,

x_1 = average data in experimental class

x_2 = average data in control class

S_1 = variance data in experimental class

S_2 = variance data in control class

n_1 = total data experimental class

n_2 = total data control class

$$t_{test} = \frac{x_1 - x_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

$$t_{test} = \frac{19,7 - 11,4}{\sqrt{\frac{9.05^2}{32} + \frac{7.73^2}{32}}}$$

$$t_{test} = \frac{8,3}{\sqrt{\frac{81.90}{32} + \frac{59.75}{32}}}$$

$$t_{test} = \frac{8,3}{\sqrt{255 + 1.86}}$$

$$t_{test} = \frac{8,3}{\sqrt{4.41}}$$

$$t_{test} = \frac{8,3}{2.1}$$

$$t_{test} = 3,95$$

From the calculation above, it could be seen that $t_{\text{observed}} = 3,95$. The testing hypothesis was conducted in order to find out whether that hypothesis was accepted or rejected. The basis of testing hypothesis was that the H_a is accepted if the $t_{\text{observed}} > t_{\text{table}}$. In this study the calculation of the scores used t-test for the degree of freedom 62 ($df = n + n - 2 = 32 + 32 - 2 = 62$) at the level of significant 0.05 that the critical value was 1,99 . So it could be seen that $t_{\text{table}} = 1,99$.

4.4. Hypothesis Testing

Further, as resulted on the above analysis, the value of $t_{\text{observed score}} = 3,95$ is higher than $t_{\text{table score}} = 1,99$. It means that the Null hypothesis (H_0) is rejected and the Alternative hypothesis (H_a) is accepted. The followings are the Null and Alternative hypothesis of this study.

1. Alternative hypothesis (H_a) there was significant influence on students' ability at writing procedure text by using advertisement on television to the seventh students of MTS Mesra Pematangsiantar
2. Null hypothesis (H_0) there was no significant influence on students' ability at writing procedure text by using advertisement on television to the seventh students of MTS Mesra Pematangsiantar

In other word, this study accepted hypothesis which states the teaching of writing of procedure text by using advertisement on television is effective to the seventh students of MTS Mesra Pematangsiantar

4.5. Discussion

Based on the test of equality of two averages post test known that the students' writing achievement both of groups showed no significant differences. This was evidence from the average value the experimental class was greater than average the control class. The average value of experimental class was 19,7 and the average value of control class was 11,4. The resulted of hypothesis testing using t-test obtained $t_{\text{observed}} > t_{\text{table}}$, namely t_{observed} value is 3.95. And t_{table} value at significance level ($\alpha = 0,05$) is 1.99. So it can be concluded there is influence of advertisement on television in writing procedure text.

Based on recapitulation above that the experimental class was better than control class which based on maximum, minimum score, average and standard deviation between experiment class and control class.

The maximum score for experimental class was 80 while pre test and change 90 in post test. Then the minimum score for the experimental class was 40

in pre test and change in 60 in post test. In control class the maximum score for was 75 while pre test and change 85 in post test. Then the minimum score for the control class was 40 in pre test and change in 55 in post test.

For the average in both of the experimental and control class were different. The average of experimental class while pre-test was 57.19 and change 76.88 in post test. For control class, the average in pre-test was 54.84 and 66.25 in post test. The standard derivation in experimental class was 14.30 in pre test, and after post test 10.91. The standard derivation for control class in pre test was 9,047 and change 7,725 in post test.

Based on explanation above, experimental class was more excellence than control class which seen from the maximum score in before and after test. And also in the average and the standard derivation was different both of them. The result of this research showed that average result test was given to the students in experimental class which before being evaluated by advertisement on television was higher than the students' test result which after being evaluated not using media. It was also looked at average post test result of experimental group which was evaluated by using advertisement was higher than the students' post test result of control group which was evaluated by not using media.

The finding above indicated that the application of advertisement media was proven effective to improve students' ability at writing procedure text in English. It can be accepted because video advertisement, students practiced the matter directly in their learning process. It helped them to memorize their experience while process was held.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the data analysis, the conclusion was the result of the students' writing achievement by applying advertisement on television media was higher than by not applying media at the seventh grade of MTS Mesra Pematangsiantar. The lowest score of Pre-test in experimental group was 40 and the highest was 80 and the lowest score Post-test in experimental group was 60 and the highest was 90. Meanwhile, the lowest score of Pre-test in control group was 45 and the highest was 75 and the lowest score Post-test in control group was 55 and the highest was 85. The resulted of hypothesis testing using t-test obtained $t_{\text{observed}} > t_{\text{table}}$, namely t_{observed} value is 3.95. And t_{table} value at significance level ($\alpha = 0,05$) is 1.99. So, the score of t-test is higher than t-table or $3.95 > 1,99$.

It can be concluded that the alternative hypothesis (H_a) is accepted while the null hypothesis (H_0) is rejected. It means that advertisement on television has significant influence on students' ability to improve writing procedure text.

5.2. Suggestion

Based on the conclusion above that the writer would like to give some suggestion. They are as follows:

1. The English teachers suggested to apply advertisement media in teaching learning process, especially in teaching writing because it can help the students the make the text creation in writing a good text.

2. The result of this research can be useful for English learners to improve their writing achievement.
3. This research is also useful for other researchers who will conduct related research.

REFERENCES

- Akhtar, Ahsan Naz. and Rifaqat Ali Akbar. 2008. *Use of Media for Effective Instruction its Importance: Some Consideration*. Journal of Elementary Education. Vol.18
- Daulay, Sholihatul Hamidah. 2011. *Introduction to General Linguistics*. Medan: La-Tansa Press.
- Dewi, Utami. 2013. *How to Write*. Medan: La-Tansa Press.
- Dirgeyasa, I.Wy. 2014. *College Academic Writing: A Genre Based Perspective*. Medan: Unimed Press.
- Harmer, Jeremy. 2007. *How to Teach Writing*. Malaysia: Longman.
- Harmer, Jeremy. 2011. *The Practice of English Language Teaching*. Essex: Longman Pearson Education. 3thEd.
- Kamaludin, Agus; Rolisda Yosintha & Sigit Mukti Nugroho. 2015. *Core Cexpleng Pintar Bahasa Inggris SMP Kelas 7,8,9*. Yogyakarta: C.V. Andi Offset.
- Maharani, Ida. 2007. *How to Write Effectively*. Yogyakarta: PT. Citra Aji Parama.
- Muhsin, Muhammad. 2005. *The Noble Qur'an English Translation of Meaning and the Commentary*, Madinah: King Fahd complex of the Holy Qur'an.
- Munadi, Yudhi. 2012. *Media Pembelajaran*. Jakarta: GaungPersada Press.
- Omodara and Adu. 2014. *Relevance of Educational Media and Multimedia Technology for Effective Service Delivery in Teaching and Learning Processes*. IOSR Journal of Research & Method in Education. Vol.4. Issue 2. Ver. I.
- Pardiyono. 2006. *12 Writing Clauses for Better Writing Competence*. Yogyakarta: Andi Offset.
- Pardiyono. 2007. *Teaching Genre-Based Writing*. Yogyakarta: CV. Andi Offset.
- Pardiyono. 2016. *Genre: Mastering English through Context*. Yogyakarta: CV. Andi Offset.
- Rugut 1, Eunice and Lazarus Ndiku Makewa. 2016. *Utilisation of Educational Media in Teaching and Learning of History and Government in Selected*

Secondary Schools in Kenya. IOSR Journal of Humanities and Social Science.Vol. 21.Issue 9.Ver. 3.

Siahaan and Shinoda. 2008. *Generic Text Structure*. Yogyakarta: GrahaIlmu.

Sugiyono. 2008. *Metode Penelitian Kuantitatif*. Bandung: Alfabeta.

Sunday, TAIWO. 2009. *Teachers' Perception of The Role of Media in Classroom Teaching in Secondary School*. The Turkish Online Journal of Educational Technology.Vol.8. Issue 1.

Swasta, B. 2006.*Azas-azas Marketing*. Yogyakarta: Liberty.

Syafaruddin, dkk. 2010. *Pedoman Penulisan Skripsi*. Medan: Badan Penerbit Fakultas IAIN SU.

Wirartha, I. Made. 2006. *Pedoman Penulisan Usulan Penelitian, Skripsi, dan Thesis*. Yogyakarta: Andi Offset

WEBSITE:

<http://www.englishindo.com/2018/01/koleksi-contoh-procedure-text-singkat.html> accessed on 20 february at 01:15 am

APPENDIX I

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

EXPERIMENTAL CLASS

Nama Sekolah : MTs Mesra Pematangsiantar
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/GANJIL
Alokasi Waktu : 2 Pertemuan (4JP)
Topik : Procedure Text
Ketrampilan : Writing

A. Kompetensi Inti

1.	Menghargai dan menghayati ajaran agama yang dianutnya.
2.	Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3.	Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4.	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

KD 1	KD 2
1.1. Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.	2.1. Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat berbentuk <i>procedure</i>

C. Indikator pencapaian Kompetensi

IPK KD 1.1	IPK KD 2.1
1.1.1 Mengetahui teks sederhana dalam bentuk <i>procedure</i>	2.1.1 Menulis teks pendek dan sederhana dalam bentuk <i>procedure</i> dengan langkah retorika yang benar

D. Tujuan Pembelajaran

1. Siswa dapat mengetahui teks sederhana dalam bentuk *procedure*
2. Siswa mampu menulis teks pendek dan sederhana dalam bentuk *procedure* dengan langkah retorika yang benar

E. Materi Pembelajaran

a. Teks

Procedure text is designed to describe how something is achieved through a sequence of actions or steps.

Part of Text	Purpose	Details from the text
Goal	The goal of the activity	How to Make Instant Coffee
Materials	Any materials needed to achieve the goal	<ul style="list-style-type: none">• Instant Coffee Sachet• A glass• A spoon• Some sugar
Steps	A set instructions to achieve the final purpose	<ol style="list-style-type: none">1. First, boil the water2. After that, torn instant coffee have you bought.3. Then, pour the contents of sachet into a coffee cup and add some sugar if you needed4. Next, add boiling water and mix well

		<p>using a spoon.</p> <p>5. Finally, a cup of hot coffee is ready to serve.</p>
--	--	---

b. Fungsi sosial teks: To tell how to do or make something.

c. Struktur teks:

- Goal; showing the purpose of doing the instructions.
- Materials; ingredients, utensils, equipment to do the instructions.
- Steps; describing the steps or instructions to achieve the purpose

a. Unsur kebahasaan teks:

1. Tata bahasa

- Pola kalimat *Simple Present Tense*, misalnya *boil, mix, cook*, dsb.

2. Kosakata

- *Connective/sequence*, misalnya *first, after that, then, etc.*
- *Imperative sentence/command* misalnya *boil the water, stir using the spoon, etc.*

F. Model dan Metode Pembelajaran

Model Pembelajaran: Pendekatan Kontekstual

Metode Pembelajaran: Direct Method (menggunakan media iklan di televisi)

G. Media Pembelajaran

- Iklan di televisi
- Whiteboard
- Marker
- Laptop
- Infocus

H. Sumber Belajar

- Audio CD/VCD/DVD
- Suara guru

- Teks Procedure
- Lembar Aktivitas Siswa (LAS)
- Dictionary

I. Kegiatan Pembelajaran

a. Kegiatan Pendahuluan (5 menit)

- Guru memberi salam dan mengajak peserta didik berdoa sebelum memulai pelajaran.
- Guru mengecek kehadiran peserta didik.
- Brainstorming
- Guru memberikan pertanyaan awal tentang *Procedure Text*
- Guru memberikan gambaran dan tujuan memahami *Procedure Text*

b. Kegiatan Inti (30 menit)

Mengamati

- Siswa menyimak berbagai contoh teks procedure tentang cara membuat minuman yang diberikan/diperdengarkan guru.
- Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya.
- Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks procedure.

Mengeksplorasi

- Guru memberikan tes sebagai Pre-Test
- Guru memberikan kompetensi untuk memahami dan mengekspresikan makna teks monolog sederhana dalam bentuk procedure.
- Mempresentasikan materi sebagai sebuah pengenalan tentang definisi dan tujuan.
- Guru menunjukkan iklan di televisi yang berhubungan dengan materi
- Guru mulai mempresentasikan konsep/materi sesuai dengan teks procedure.
- Guru memberikan sebuah teks monolog tentang procedure
- Guru menyediakan dan mendiskusikan sebuah model dari teks procedure berdasarkan iklan yang diberikan yang menunjukkan

langkah-langkah dan menulis sebuah teks sebagai contoh dari teks procedure.

Mengelaborasi

- Guru meminta dan memfasilitasi murid untuk membuat sebuah teks procedure

Konfirmasi

- Guru membarikan umpan balik kepada siswa dengan memberikan motivasi yang telah mereka kerjakan.
- Guru memberikan konfirmasi atas tugas siswa yang telah dikerjakan
- Guru memberikan motivasi pada murid yang beruntung atau tidak bisa mengikuti materi.

c. Kegiatan Penutup (5 menit)

- Guru meminta murid untuk menyimpulkan yang harus dicatat dalam membuat teks procedure.

J. Evaluasi

1. Indikator, Teknik, Bentuk dan Contoh

No.	Indikator	Teknik	Bentuk	Contoh
1.	Mampu menulis teks procedure	Tes tulis	Menulis sebuah teks procedure	<p><i>Write a procedure text about "How to Make Nutrisari Mango Juice!"</i></p>
2.	Mampu menulis teks procedure menggunakan urutan yang benar			
3.	Mampu menulis teks procedure menggunakan kalimat imperative			

2. Instrumen Evaluasi

Membuat tulisan teks procedure tentang "Cara Membuat Nutrisari Jus Mangga" berdasarkan iklan.

3. Penilaian

	30-13 Excellent to good	20-7 Good to Adequate	20-7 Adequate to Fair	25-5 Unacceptable	5-2 College Level Work
Content					
Organization					
Vocabulary					
Language use					
Mechanics					

Mengetahui,

Kepala MTs Mesra
Pematangsiantar

Guru Mata Pelajaran

Peneliti

Drs.H.Ammar Lubis

Sarmina, S.Pd

Nurul Aulia Nasution

APPENDIX II

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CONTROL CLASS

Nama Sekolah : MTs Mesra Pematangsiantar
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/GANJIL
Alokasi Waktu : 2 Pertemuan (4JP)
Topik : Procedure Text
Ketrampilan : Writing

A. Kompetensi Inti

1.	Menghargai dan menghayati ajaran agama yang dianutnya.
2.	Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3.	Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4.	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

KD 1	KD 2
1.1. Mengungkapkan makna dalam teks tulis fungsional pendek sangat	2.1. Mengungkapkan makna dalam teks tulis fungsional pendek sangat

<p>sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancer dan berterima untuk berinteraksi dengan lingkungan terdekat.</p>	<p>sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancer dan berterima untuk berinteraksi dengan lingkungan terdekat berbentuk <i>procedure</i></p>
---	---

C. Indikator Pencapaian Kompetensi

IPK KD 1.1	IPK KD 2.1
1.1.1 Mengenal teks sederhana dalam bentuk <i>procedure</i>	2.1.1 Menulis teks pendek dan sederhana dalam bentuk <i>procedure</i> dengan langkah retorika yang benar

D. Tujuan Pembelajaran

1. Siswa dapat mengetahui teks sederhana dalam bentuk *procedure*
2. Siswa mampu menulis teks pendek dan sederhana dalam bentuk *procedure* dengan langkah retorika yang benar

E. Materi Pembelajaran

a. Teks

Procedure text is designed to describe how something is achieved through a sequence of actions or steps.

Part of Text	Purpose	Details from the text
Goal	The goal of the activity	How to Make Instant Coffee
Materials	Any materials needed to achieve the goal	<ul style="list-style-type: none"> • Instant Coffee Sachet • A glass • A spoon • Some sugar
Steps	A set	1. First, boil the water

	instructions to achieve the final purpose	<ol style="list-style-type: none"> 2. After that, torn instant coffee have you bought. 3. Then, pour the contents of sachet into a coffee cup and add some sugar if you needed 4. Next, add boiling water and mix well using a spoon. 5. Finally, a cup of hot coffee is ready to serve.
--	---	--

b. Fungsi sosial teks: To tell how to do or make something.

c. Struktur teks:

- Goal; showing the purpose of doing the instructions.
- Materials; ingredients, utensils, equipment to do the instructions.
- Steps; describing the steps or instructions to achieve the purpose

d. Unsur kebahasaan teks:

1. Tata bahasa

- Pola kalimat *Simple Present Tense*, misalnya *boil, mix, cook*, dsb.

2. Kosakata

- *Connective/sequence*, misalnya *first, after that, then, etc.*
- *Imperative sentence/command* misalnya *boil the water, stir using the spoon, etc.*

F. Model dan Metode Pembelajaran

Model Pembelajaran: Cooperative Learning

Metode Pembelajaran: Individual

G. Media Pembelajaran

- White Board
- Marker

H. Sumber Belajar

- Suara guru
- Teks procedure
- Lembar Aktivitas Siswa (LAS)
- Dictionary

I. Kegiatan Pembelajaran

a. Kegiatan Pendahuluan (5 menit)

- Guru memberi salam dan mengajak peserta didik berdoa sebelum memulai pelajaran.
- Guru mengecek kehadiran peserta didik.
- Brainstorming
- Guru memberikan pertanyaan awal tentang *Procedure Text*
- Guru memberikan gambaran dan tujuan memahami *Procedure Text*

b. Kegiatan Inti (30 menit)

Mengamati

- Siswa menyimak berbagai contoh teks procedure tentang cara membuat minuman yang diberikan guru.
- Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya.
- Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks procedure.

Mengeksplorasi

- Guru memberikan tes sebagai Pre-Test
- Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks..
- Siswa berlatih menyusun kalimat-kalimat yang diberikan menjadi teks procedure.
- Guru mulai mempresentasikan konsep/materi sesuai dengan teks procedure.
- Guru memberikan sebuah teks monolog tentang procedure

- Siswa secara berkelompok menulis dan mengelompokkan kata-kata dari teks procedure berdasarkan bagiannya.

Mengelaborasi

- Guru meminta dan memfasilitasi murid untuk membuat sebuah teks procedure

Konfirmasi

- Guru membarikan umpan balik kepada siswa dengan memberikan motivasi yang telah mereka kerjakan.
- Guru memberikan motivasi pada murid yang beruntung atau tidak bisa mengikuti materi.

c. Kegiatan Penutup (5 menit)

- Guru meminta murid untuk menyimpulkan yang harus dicatat dalam membuat teks procedure.

J. Evaluasi

1. Indikator, Teknik, Bentuk dan Contoh

No.	Indikator	Teknik	Bentuk	Contoh
1.	Mampu menulis teks procedure	Tes tulis	Menulis sebuah teks procedure	<i>Write a procedure text about "How to Make Nutrisari Mango Juice!"</i>
2.	Mampu menulis teks procedure menggunakan urutan yang benar			
3.	Mampu menulis teks procedure menggunakan kalimat imperative			

2. Instrumen Evaluasi

Membuat tulisan teks procedure tentang "Cara Membuat Nutrisari Jus Mangga" berdasarkan iklan.

3. Penilaian

	30-13 Excellent	20-7 Good to	20-7 Adequate	25-5 Unacceptable	5-2 College
--	--------------------	-----------------	------------------	----------------------	----------------

	to good	Adequate	to Fair		Level Work
Content					
Organization					
Vocabulary					
Language use					
Mechanics					

Mengetahui,

Kepala MTs Mesra
Pematangsiantar

Guru Mata Pelajaran

Peneliti

Drs.H.Ammar Lubis

Sarmina, S.Pd

Nurul Aulia Nasution

APPENDIX III

PRE TEST

EXPERIMENT AND CONTROL CLASS

PRE TEST
EXPERIMENT AND CONTROL CLASS

Name : ZIDAN FADILLAH (ZF)

Class : VII-2

G	25
O	17
V	18
L	20
M	4
<hr/>	
	84

C	23
O	18
V	17
L	18
M	4
<hr/>	
	80

Task 1. Arrange sentences into correct procedure text.

How to Make A Glass of Milk

Preparation:

1. Finally, serve the milk. = akhirnya susu siap di nikmati
2. Then, pour 1 glass of water into the glass. = kemudian tuangkan satu gelas air ke dalam gelas
3. First, put 1 sachet of sweetened condensed milk into the glass. = pertama, masukkan satu sachet susu
4. Next, stir all ingredients. = kemudian aduk seluruh bahan. = setelah manis ke dalam gelas

Answer: 3. 2. 4. 1

Task 2. Please write the ingredients and steps "How to Make Nutrisari mango Juice"

Answer:

Materials :

1. 1 sachet nutrisari ^{mango} juice
2. 1 Glass
3. 1 spoon
4. one glass water + ice

Steps :

1. First, put 1 sachet of nutrisari ^{mango} juice into the glass.
2. After that, put 1 glass of water into the glass.
3. Next, stir all ingredients and add ice cube.
4. Finally, serve the nutrisari mango juice.

EXPERIMENT
CLASS

PRE TEST

EXPERIMENT AND CONTROL CLASS

Name: Ferry Fakhro Ruddy (RFR)

Class: VI-3

20
17
1
38

20
17
1
38
35

Task 1. Arrange sentences into correct procedure text.

How to Make A Glass of Milk

Preparation:

1. Finally, serve the milk. Akhirnya susu siap dinikmati
2. Then, pour 1 glass of water into the glass. tuangkan 1 gelas air ke dalam gelas
3. First, put 1 sachet of sweetened condensed milk into the glass. pertama tuang satu sachet
4. Next, stir all ingredients ~~lengkap~~ Aduk seluruh bahan susu kental manis

Answer:

Task 2. Please write the ingredients and steps "How to Make Nutrisari mango Juice"

Answer:

Materials: - Instant Nutrisari sachet

- a glass

water

- a spoon

- some sugar

Steps: first, boil a glass a water

- After that turn Instant Nutrisari have you bought

bought

- Then, pour the contents of sachet into a Nutrisari cup and add sugar if you needed.

- Next, add boiling water and mix well using a spoon

- Finally, a cup of hot Nutrisari is ready to serve.

EXPERIMENT
CLASS

PRE TEST

EXPERIMENT AND CONTROL CLASS

Name : Sumaya habiba (Sh)

Class : 7^B

C	23
O	17
V	17
L	12
M	4
78	

C	22
O	15
V	15
L	15
M	3
70	

Task 1. Arrange sentences into correct procedure text.

How to Make A Glass of Milk

Preparation:

1. Finally, serve the milk. *Akhirnya susu siap dihidmati*
2. Then, pour 1 glass of water into the glass. *tuangkan 1 gelas air ke dalam gelas*
3. First, put 1 sachet of sweetened condensed milk into the glass. *taruh satu sachet susu ke dalam gelas*
4. Next, stir all ingredients. *kemudian aduk seluruh bahan*

Answer: 2-3-4-1

Task 2. Please write the ingredients and steps "How to Make Nutrisari mango Juice"

Answer:

MATERIALS: - Nutrisari mango - glass - spoon - water - Iced cube

STEPS:

- First, put 1 sachet nutrisari mango ^{into} the glass. ✓
- Then, pour 1 glass of water ^{into} the glass. ✓
- Next, stir all ingredients using spoon
- and add iced cube
- finally, serve the nutrisari mango

CONTROL CLASS

PRE TEST

EXPERIMENT AND CONTROL CLASS

Name : ALIFIA WIDYA-KARTIKA (A.W.K)

Class : VII²

C	22
O	17
V	15
L	17
M	4
<hr/>	
	75

Task 1. Arrange sentences into correct procedure text.

How to Make A Glass of Milk

Preparation:

1. Finally, serve the milk. akhirnya susu siap dinikmati
2. Then, pour 1 glass of water into the glass. kemudian tuangkan satu gelas air ke dalam gelas
3. First, put 1 sachet of sweetened condensed milk into the glass. pertama, taruh susu
4. Next, stir all ingredients. aduk semua bahan

Answer: 3, 2, 4, 1

Task 2. Please write the ingredients and steps "How to Make Nutrisari mango Juice"

Answer:

- Nutrisari
- Ice cube
- A glass
- hot water and cold water
- A spoon

- Steps:
1. open a nutrisari sachet and pour it to the glass
 2. pour hot water just for a quarter of glass.
 - 3 and then, pour cold water and add some ice cube stir well until the hot water is mixed the cold water
 4. A glass of cold nutrisari is ready to be enjoyed.

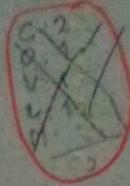
CONTROL CLASS

PRE TEST

EXPERIMENT AND CONTROL CLASS

Name : Nabila Zakira (NZ)

Class : VII²



C	22
O	15
V	15
L	15
M	3
<hr/>	
	70

Task 1. Arrange sentences into correct procedure text.

How to Make A Glass of Milk

Preparation:

1. Finally, serve the milk.
2. Then, pour 1 glass of water into the glass.
3. First, put 1 sachet of sweetened condensed milk into the glass.
4. Next, stir all ingredients.

Answer: 3, 2, 4, 1

Task 2. Please write the ingredients and steps "How to Make Nutrisari mango Juice"

Answer:

How to Make Nutrisari mango

1 material First, Pour 3 sachet Nutrisari Mango Juice

Nutrisari After that turn on the Nutrisari sachet have you bought

1 glass Then, put the content of sachet into

1 sachet

1 cup

First, Pour 3 sachet Nutrisari Mango Juice

Then, add 1 glass of water into the glass

Next, stir all ingredients

Finally, Nutrisari Mango Juice serve

CONTROL CLASS

PRE TEST

EXPERIMENT AND CONTROL CLASS

Name : Baihan Azhari Dmk (RAD)

Class : VII-2

~~C 21
D 15
V 13
L 14
M 3

66~~

C 21
D 15
V 13
L 14
M 3

66

Task 1. Arrange sentences into correct procedure text.

How to Make A Glass of Milk

Preparation:

1. Finally, serve the milk. Akhirnya susu siap dinikmati
2. Then, pour 1 glass of water into the glass. ^{kemudian} tuangkan gelas air ke dalam
3. First, put 1 sachet of sweetened condensed milk into the glass. Pertama, taruh 1 sachet susu kental manis ke dalam gelas
4. Next, stir all ingredients. selanjutnya, aduk seluruh bahan

Answer: 3, 2, 4, 1

Task 2. Please write the ingredients and steps "How to Make Nutrisari mango Juice"

Answer:

Materials: Nutrisari sachet, A glass, A spoon, [?] some or cup, water

First, put 1 sachet nutrisari mango into glass

then, pour 1 glass of water into the glass

Next, stir all ingredients

Finally, serve nutrisari mango

APPENDIX IV

POST TEST

EXPERIMENT CLASS

POST TEST
EXPERIMENT AND CONTROL CLASS

Name : Cinto Permata Halim (C.P.H)
Class : 7-3

Task 1. Arrange sentences into correct procedure text.

How to Make A Glass of Milk

Preparation:

1. Finally, serve the milk.
2. Then, pour 1 glass of water into the glass.
3. First, put 1 sachet of sweetened condensed milk into the glass.
4. Next, stir all ingredients.

Answer: 3, 2, 4, 1

Task 2. Please write the ingredients and steps "How to Make Nutrisari mango Juice"

Answer:

Materials : 1. Instant Nutrisari Mango Juice sachet, 2. A glass,
3. A spoon, 4. ^{cold} water, 5. Some ice cube

Steps : 1. First, put 1 sachet of nutrisari mango juice into the glass ✓
2. Then, pour cold water into the glass ✓
3. Next, stir all ingredients using a spoon ✓
4. Then, add some ice cube into the glass ✓
5. Finally, serve the Nutrisari Mango Juice ✓

h

C : 20
V : 20
L : 20
M : 5

90

C : 25
D : 20
V : 20
L : 20
M : 5

90

POST TEST
EXPERIMENT AND CONTROL CLASS

Name: KADELIYA MAJRA LUBIS (KML)

Class: VII

C	2
O	18
V	30
L	5
M	

C	20
O	20
V	18
L	18
M	5
<hr/>	
	85

Task 1. Arrange sentences into correct procedure text.

How to Make A Glass of Milk

Preparation:

1. Finally, serve the milk.
2. Then, pour 1 glass of water into the glass.
3. First, put 1 sachet of sweetened condensed milk into the glass.
4. Next, stir all ingredients.

Answer: 3, 2, 4, 1

Task 2. Please write the ingredients and steps "How to Make Nutrisari mango Juice"

Answer:

MATERIALS: 1 sachet Nutrisari mango

A glass

A spoon

Cold water

Iced cube

Steps: 1. First, put 1 sachet of sweetened nutrisari mango into the glass

2. Then pour 1 glass of water into the glass

3. Next, stir all ingredients

4. add the iced cube into the glass

5. Finally, serve the nutrisari mango

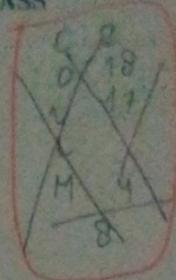
EXPERIMENT
CLASS

POST TEST

EXPERIMENT AND CONTROL CLASS

Name : Beni Andar

Class : 7B



C	25
D	18
M	17
B	10
<hr/>	
	80

Task 1. Arrange sentences into correct *procedure text*.

How to Make A Glass of Milk

Preparation:

1. Finally, serve the milk.
2. Then, pour 1 glass of water into the glass.
3. First, put 1 sachet of sweetened condensed milk into the glass.
4. Next, stir all ingredients.

Answer: 3-2-4-1

Task 2. Please write the ingredients and steps "How to Make Nutrisari mango Juice"

Answer:

materials

- instant Nutrisari mango juice ✓
- Iced cube ✓
- A glass ✓
- a spoon ✓
- cold water ✓

1. First put 1 sachet of Nutrisari mango into the glass ✓
2. Then, pour 1 glass of cold water into the glass ✓
3. Next stir all ingredients using spoon ✓
4. Add the iced cube into the glass ✓
5. Finally, serve the Nutrisari mango juice ✓

POST TEST

EXPERIMENT AND CONTROL CLASS

Name : Mhd. Azrul Hrsan Dalwunthie (MAID)

Class : VII²

ALYON
24
19
18
18
18
85

CONTOH
CLASS
C 24
D 20
U 18
L 18
M 5
85

Task 1. Arrange sentences into correct *procedure text*.

How to Make A Glass of Milk

Preparation:

1. Finally, serve the milk.
2. Then, pour 1 glass of water into the glass.
3. First, put 1 sachet of sweetened condensed milk into the glass.
4. Next, stir all ingredients.

Answer:

Task 2. Please write the ingredients and steps "How to Make Nutrisari mango Juice"

Answer:

How To Make Nutrisari Mango Juice

(Cara Membuat Nutrisari Jus Mangga)

Materials : Nutrisari Mango Juice sachet, a glass, a spoon, Cold water, Iced cube

Steps : First, take Nutrisari Mango Juice sachet have you bought.

After that, pour the contents of sachet into a glass.

Then, add cold water and mix well using a spoon.

Next, add Iced cube if you needed.

Finally, a glass of Nutrisari Mango Juice is ready to serve.

92

GENERAL CLASS

POST TEST

EXPERIMENT AND CONTROL CLASS

Name : Dhini Arikasari Zulfadilah (DAZ)

Class : VII 2

C	25
O	18
V	17
L	22
M	4
<hr/>	
	86

Task 1. Arrange sentences into correct procedure text.

How to Make A Glass of Milk

Preparation:

1. Finally, serve the milk.
2. Then, pour 1 glass of water into the glass.
3. First, put 1 sachet of sweetened condensed milk into the glass.
4. Next, stir all ingredients.

C	23
O	18
V	17
L	18
M	4
<hr/>	
	80

ANSWER: 3, 2, 4, 1

Task 2. Please write the ingredients and steps "How to Make Nutrisari mango Juice"

Answer:

how to make nutrisari

materials:

- 1 sachet nutrisari
- a glass
- a spoon
- ice cube
- water

steps:

- first, torn 1 sachet nutrisari
- after that, pour 1 sachet nutrisari into a glass
- then, pour cold water
- next, mix nutrisari using a spoon
- after that, add iced cube

CONTROL CLASS

POST TEST

EXPERIMENT AND CONTROL CLASS

Name : Mutia Ananda (MA)

Class : VII - 2

E	22
O	17
V	16
L	17
M	3
<hr/>	
	75

C	22
O	17
V	16
L	17
M	3
<hr/>	
	75

Task 1. Arrange sentences into correct *procedure text*.

How to Make A Glass of Milk

Preparation:

1. Finally, serve the milk.
2. Then, pour 1 glass of water into the glass.
3. First, put 1 sachet of sweetened condensed milk into the glass.
4. Next, stir all ingredients.

Answer: <3> - <2> - <4> - <1>

Task 2. Please write the ingredients and steps "How to Make Nutrisari mango Juice"

Answer:

"How to Make Nutrisari Mango Juice"

Materials:

- Nutrisari mango juice - 1 Spoon
- Cold water
- 1 glass
- Iced cube

Steps

- First, turn Nutrisari mango juice have you bought
- Then pour the contents Nutrisari into the glass
- Next, pour Cold water and mix well using a spoon
- and add iced cube
- Finally, Nutrisari mango juice ready to serve

APPENDIX V

TABLE OF LILIFORS (L)

<i>N</i>	$\alpha = .20$	$\alpha = .15$	$\alpha = .10$	$\alpha = .05$	$\alpha = .01$
4	.3027	.3216	.3456	.3754	.4129
5	.2893	.3027	.3188	.3427	.3959
6	.2694	.2816	.2982	.3245	.3728
7	.2521	.2641	.2802	.3041	.3504
8	.2387	.2502	.2649	.2875	.3331
9	.2273	.2382	.2522	.2744	.3162
10	.2171	.2273	.2410	.2616	.3037
11	.2080	.2179	.2306	.2506	.2905
12	.2004	.2101	.2228	.2426	.2812
13	.1932	.2025	.2147	.2337	.2714
14	.1869	.1959	.2077	.2257	.2627
15	.1811	.1899	.2016	.2196	.2545
16	.1758	.1843	.1956	.2128	.2477
17	.1711	.1794	.1902	.2071	.2408
18	.1666	.1747	.1852	.2018	.2345
19	.1624	.1700	.1803	.1965	.2285
20	.1589	.1666	.1764	.1920	.2226
21	.1553	.1629	.1726	.1881	.2190
22	.1517	.1592	.1690	.1840	.2141
23	.1484	.1555	.1650	.1798	.2090
24	.1458	.1527	.1619	.1766	.2053
25	.1429	.1498	.1589	.1726	.2010
26	.1406	.1472	.1562	.1699	.1985
27	.1381	.1448	.1533	.1665	.1941
28	.1358	.1423	.1509	.1641	.1911

APPENDIX VI

TABLE OF T DISTRIBUTION

Titik Persentase Distribusi t (df = 41 – 80)

df \ Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
	0.50	0.20	0.10	0.050	0.02	0.010	0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

APPENDIX VII

TABLE OF R DISTRIBUTION

Tabel r untuk df = 1 - 50

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392
33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189
36	0.2709	0.3202	0.3760	0.4128	0.5126
37	0.2673	0.3160	0.3712	0.4076	0.5066
38	0.2638	0.3120	0.3665	0.4026	0.5007
39	0.2605	0.3081	0.3621	0.3978	0.4950
40	0.2573	0.3044	0.3578	0.3932	0.4896
41	0.2542	0.3008	0.3536	0.3887	0.4843
42	0.2512	0.2973	0.3496	0.3843	0.4791
43	0.2483	0.2940	0.3457	0.3801	0.4742
44	0.2455	0.2907	0.3420	0.3761	0.4694
45	0.2429	0.2876	0.3384	0.3721	0.4647
46	0.2403	0.2845	0.3348	0.3683	0.4601
47	0.2377	0.2816	0.3314	0.3646	0.4557
48	0.2353	0.2787	0.3281	0.3610	0.4514
49	0.2329	0.2759	0.3249	0.3575	0.4473
50	0.2306	0.2732	0.3218	0.3542	0.4432

APPENDIX VIII

RESEARCH DOCUMENTATION



Picture 1. Pre Test





Picture 2. Treatment



Picture 3. Post Test

APPENDIX IX**Students Name at
Experimental Class**

No	Initial Name	Real Name
1.	AP	Adryan Prasetyo
2.	AV	Ajie Vernanda
3.	AT	Aliyah Thahiroh
4.	AA	Amalia Andini
5.	AS	Amanda Salsabila
6.	AAS	Aulia Azzahra S.
7.	BR	Baruna Restu W.
8.	CA	Campion Armada
9.	CP	Cinta Permata Halim
10.	FR	Faqi Ramadhan F.
11.	KN	Khoiriya Nata Lubis
12.	LA	Lulu Ain Nazha
13.	MR	M. Rafli Kurniawan
14.	MAM	M. Ananda Musani
15.	MA	M. Arif
16.	MAN	M. Auzan Nasution
17.	NM	Nabila Mumtazah
18.	NMA	Nayla Mustika A.
19.	NR	Nazrul Ramadhan
20.	PL	Punggarahmadani L.
21.	RA	Radit Alfirnanda
22.	RD	Rafa Dwi Kayla
23.	RQ	Ravi Qodri Saragih
24.	RF	Reffy Fachriza Riady
25.	RS	Rehan Saputra
26.	SL	Salsabila Lubis
27.	SA	Shiddiq Ardiansyah
28.	SZ	Sulis Zalukhu
29.	SH	Sumaya Habibah
30.	TA	Teguh Akbar F.
31.	ZF	Zidni Fadillah
32.	ZP	Zuraihan Pratama

**Students Name at
Control Class**

No.	Initial Name	Real Name
1.	AI	Aditya Irawan
2.	AT	Ahas Tri Noval
3.	AW	Alifia Widya Kartika
4.	AP	Apriza Aura A. Pane
5.	AN	Audy Naiska
6.	DA	Dhini Artika Sari
7.	FA	Fachri Alviansyah
8.	FS	Fina Sitya
9.	FM	Fiqry Machfiroh P.
10.	HS	Haikal Samudra
11.	IRT	Ihda Rahmadina T.
12.	IB	Imam Bukhori
13.	IR	Iqbal Revalghi R.
14.	IU	Iyut Uci Utami
15.	KA	Kayla Ardha P.
16.	MAP	M. Angga Pamungkas
17.	MAI	M. Azrul Ihsan D.
18.	MF	M. Fadli Alhisyam
19.	MH	M. Hafis Bustami
20.	MA	Mutia Ananda
21.	NZ	Nabila Zakira
22.	NF	Natasya Fika
23.	NU	Nurhalifah
24.	PR	Putri Ramadanti
25.	RA	Raihan Azhari D.
26.	RS	Randa Setiawan
27.	SS	Syabhani Simatupang
28.	SA	Syifah Alyifaah
29.	TA	Tyara Ayu Amalia
30.	ZSB	Zahrani Salsabila
31.	ZS	Zulkarnain Saputra
32.	FA	Friki Agus Wardana

APPENDIX X

SURAT IZIN OBSERVASI

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. William Iskandar Pasar V Medan Estate 20371 Telp. (061) 6615683-6622925 Fax. 6615683
Website : www.fitk.uinsu.ac.id e.mail : fitk@uinsu.ac.id

Nomor : B.4803/ITK / ITK.V.3/PP.00.9/ 04 /2018 12 April 2018
Lampiran : -
Hal : Izin Observasi

Yth. Ka. MTs Mesra Pematang Siantar

Assalamu 'alaikum Wr Wb

Dengan Hormat, diberitahukan kepada Bapak/Ibu bahwa dalam rangka untuk mendapatkan informasi dan data-data, Jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan. Untuk prihal dimaksud dengan ini kami tugaskan mahasiswa kami :

NO	NAMA	NIM	SEM/JUR
1	NURUL AULIA NASUTION	34143060	VIII /PBI

untuk melakukan Observasi di MTs Mesra PematangSiantar dengan judul skripsi:

THE INFLUENCE OF ADVERTISEMENT ON TELEVISION TO IMPROVE THE STUDENTS' ABILITY IN WRITING PROCEDURE TEXT AT SEVEN GRADE STUDENT OF MTS MESRA (YAYASAN MESJID RAYA PEMATANG SIANTAR).

Kami mohon izin dan bantuannya terhadap Observasi dimaksud.

Demikian disampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalam
A.n. Dekan
Ketua Jurusan PBI


Drs. Sholihatul Hamidah Ddy. M.Hum
NIP. 19750622 200312 2 002

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

APPENDIX XI

SURAT IZIN RISET

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBİYAH DAN KEGURUAN
Jl. Sisinga Iskandar Pasar V Medan Estate 20171 Telp. (061) 6615083-6622925 Fax. (6615083)
Website : www.ftk.uinsu.ac.id e-mail : ftk@uinsu.ac.id

No. : B-10744/ITK/ITK.V.3/PP.00.9/10/2018
Lampiran :
Hal : Izin Riset
Medan, 03 Oktober 2018

Yth. Ka. MTS Mesra Pematang Siantar

Assalamu'alaikum W/ Wb

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : NURUL AULIA NASUTION
Tempat/Tanggal Lahir : Pematang Siantar, 10 November 1996
NIM : 34143060
Semester/Jurusan : IX/Pendidikan Bahasa Inggris

Untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MTS Mesra Pematang Siantar, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

THE INFLUENCE OF ADVERTISEMENT ON TELEVISION TO IMPROVE THE STUDENTS' ABILITY IN WRITING PROCEDURE TEXT AT SEVENTH GRADE STUDENTS' OF MTs MESRA PEMATANG SIANTAR

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalam
A.n. Dekan
Setia Jurusan PBI


Sholihatul Hamidah Dly. XI Hum
19750622 200312 2 00

Tembusan
Dekan, Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

APPENDIX XII

SURAT KETERANGAN IZIN RISET

YAYASAN PERGURUAN MESRA
MADRASAH TSANAWIYAH MESRA
Jl. Sipirek No. 07 Kelurahan Timbang Galung Kecamatan Siantar Bara
Kota Pematangsiantar Telepon (0622) 22965 Kode Pos 21116

Surat Operasional Ka. Kanwil Kementerian Agama Provinsi Sumatera Utara No. 316 Tahun 2017

Alamat : Pematangsiantar, 05 Oktober 2018
Nomor : 460/MTs-MS/PS/X/2018
Tempat :
Hal : Izin Riset
Mahasiswa UIN Sumatera Utara

Kepada Yth.
Dekan Fakultas Ilmu Tarbiyah
dan Keguruan UIN Sumatera Utara
Di -
Tempat

Dengan Hormat,

Puji syukur kehadiran Allah SWT, semoga kita senantiasa berada dalam lindungan Allah SWT dan sukses dalam menjalankan tugas dan aktifitas sehari-hari. Amin.

Berkenaan dengan surat dari Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara No. B-10744/ITK/TK.V.3/PP.00.9/10/2018, perihal Permohonan izin Riset, Maka kami dari pihak MTs. Mesra Pematangsiantar memberikan izin kepada :

Nama : NURUL AULIA NASUTION
T.T.Lahir : Pematangsiantar, 10 November 1996
NIM : 3414360
Jurusan : IX/Pendidikan Bahasa Inggris

Untuk melakukan Riset di lingkungan MTs. Mesra Pematangsiantar guna memperoleh Informasi dan data-data yang berhubungan dengan Skripsi yang berjudul:
THE INFLUENCE OF ADVERTISEMENT ON TELEVISION TO IMPROVE THE STUDENTS' ABILITY AT WRITING PROCEDURE TEXT AT SEVENTH GRADE STUDENTS OF MTs MESRA PEMATANGSIANTAR yang dilakukan mulai tanggal 05 Oktober s/d 16 Oktober 2018.

Demikian hal ini disampaikan, atas perhatian dan kerja sama yang baik kami ucapkan terima kasih.


KEMENTERIAN AGAMA
KANTOR WILAYAH
Pematangsiantar
Kepala
MAMMAR LUBIS

APPENDIX XIII

BIOGRAPHY

A. PERSONAL

Name : Nurul Aulia Nasution
NIM : 34.14.3.060
Department : English Education
Faculty : Faculty of Tarbiyah and Teachers' Training
Place/ Date of Birth : Pematangsiantar, 10 November 1996
Address/ Email : Jalan Sipirok No.37 Pematangsiantar
aulianurul053@gmail.com
Phone Number : 0853-7310-1361
Advisor I : Drs. H. Achmad Ramadhan, MA
Advisor II : Ernita Daulay, S.Pd. M.Hum
Title : The Influence of Advertisement on Television to Improve
The Students' Ability at Writing Procedure Text at Seventh
Grade Students of MTS Mesra Pematangsiantar 2018/2019
Academic Year
Motto : Don't forget smile everyday.

B. EDUCATION

1. SD Negeri 122338, tamat tahun 2008
2. SMP Negeri 4 Pematangsiantar, tamat tahun 2011
3. SMA YP. Keluarga Pematangsiantar, tamat tahun 2014
4. Mahasiswi Fakultas Tarbiyah UIN Sumatera Utara Medan tahun 2014
sampai 2018