IMPROVING STUDENTS' ACHIEVEMENT IN WRITING ADVERTISEMENT THROUGH MODELING THE WAY STRATEGY

SKRIPSI

Submitted in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S,Pd.)
*English Education Program*

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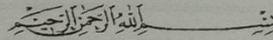
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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
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Ketua Prodi

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Fakultas Keguruan dan Ilmu Pendidikan

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Demikianlah surat pernyataan ini saya perbuat dengan kesadaran tanpa paksaan dan tekanan dalam bentuk apapun dan dari siapapun, untuk dipergunakan bilamana dipandang perlu. Semoga Allah SWT meridhoi saya. Amin.

SAYA YANG MENYATAKAN,

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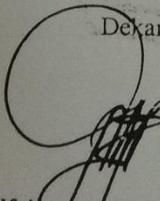
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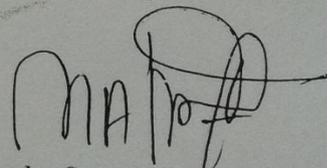
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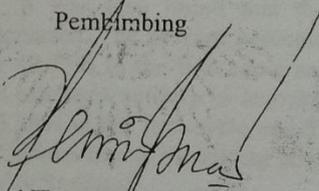
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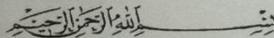
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Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Senin, Tanggal 02 April 2018, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

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Judul Skripsi   : Improving Students' Achievement in Writing Advertisement through Modeling the Way Strategy

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

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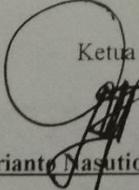
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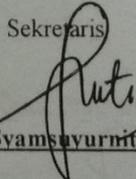
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ABSTRACT

Fina Liana Gustina. 1402050311. Improving Students' Achievement In Writing Advertisement Through Modeling The Way Strategy. Skripsi. English Education Department of Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara, Medan. 2018.

The research was aimed to investigate the improvement on the students' achievement in writing advertisement through Modeling the Way strategy. This study was applied through Classroom Action Re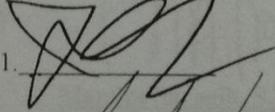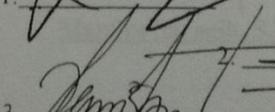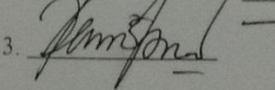search (CAR). Descriptive qualitative and quantitative design were applied to do the reseach. The subject of this research was all students in XI that consisted of 33 students. There were two finding of data collected in this research, namely quantitative and qualitative data. The quantitative data were taken from the students'scores, while the qualitative ones from the observation of students' activity and teacher's performance in learning process. Those data were analyzed quantitavely and qualitatively. The research finding showed that there was improvement of students' score applying Modeling The Way Strategy. In Pre-test, the mean score was 19.90 (59.37% of students got score 80 or more). In the first cycle test, the mean of students' score was 27.85 (84.74% of students got score 80 or more), and the second cycle test, the mean score was 35.34 (90.64% of students got score 80 or more). It was also found that the students' activities and teacher's performance increased. The average percentage of students' activity in the learning process was 48,75% in the first cycle and increased to 80% in the second cycle. While, the teacher's activity in learning had improved well with average percentage of 85.30% in the first cycle and 58.60% in second cycle. In conclution, the students' achievement in writing advertisement increased after applying Modeling the Way Strategy.

Keywords: Students' Achievement, Writing Advertisement, Modeling The Way Strategy

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بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

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Thirdly, the researcher would like to dedicate her best gratitude and deep appreciation to her beloved parents Maizar St Kayo and Yulianis. for their moral and material supports before, during and after the academic years at Muhammadiyah University of North Sumatra.

In writing this study that entitled "Improving Students' Achivement in Writing Advertisement through Modeling the Way Strategy", the researcher experienced so many difficulties and problems but she did not end her efforts to make it better, and it is impossible to finish without much help from the others.

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The researcher `realized that her study was still far from being perfect. So, the researcher expected suggestions and comments from all of the readers or other researchers who want to learn about this study. Finally, the researcher hoped that

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Medan, March 2018

The researcher,

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing is one of the skills in English language learning besides reading, speaking, and listening that is taught formally in Indonesia education curriculum from elementary school up to the university level. It is the which is very important part of communication. The writing skill is regarded as the most difficult and complex language skill because it requires extent of perception and involves thinking process extensively. Writing is the mental work of investing ideas, thinking about how to express them and organizing them into statements and paragraph that will be clear to a reader (Nunan, 2003).

It is clear that writing is an ability that involves the experience and the background of knowledge of students while they write a text. Trought writing, students can get and develop their knowledge and experiences they must have. Moreover it is generally used to measure students achievement in English. In the nasional examination writing has relatively a large portion.

The students are expected to be more creative in writing Advertisement with groups or modeling the way strategy, and can demonstrate the advertisement with a nice and attractive in front of the class or outside the classroom so that students can be more motivated to creative and interesting Advertisement. And teacher are very instrumental in helping students in writing, teachers must also often pay attention and guide or assist students in writing students will be more familiar with the writing interesting and creative.

Through writing, students can get and develop their knowledge and experiences they must have. Morever, to generally used to measure students achievement in English. In the national examination writing has a relatively large portion. Student should be able to understand easily the definition, the generic structure. In the curriculum, the ideal criteria for students completeness for each competency is 75 (KKM) of students created by teachers around 70 to 75. Through writing, students can get and develop their knowledge and experiences they must have. Morever, to generally used to measure students achievement in English. In the national examination writing has a relatively large portion. Student should be able to understand easily the definition, the generic structure. In the curriculum, the ideal criteria for students completeness for each competency is 75 (KKM) of students created by teachers around 70 to 75.

Many students think that writing is most difficult skill. It is because they have some problems when they are writing. The first problem that students have in writing is lack of knowledge. Students often feel confused about what they want to write because there is no information about the topic. They need a lot of reference material to help them. The second problem is that students need experience for topics to get accurate material. and the last problem the students need is a lot of reading books to make it easier to write. The primary purpose of writing is communication. Writing includes in one language skills. So, the people have to master writing in order to be able to

share what they have on their mind through writing. Based on observations and interviews conducted by researchers in high school Gajah Mada class XI, many students have problems in writing Advertisement. First problem, students find difficulty when they have to generate and develop ideas to tell the sequence of events. It makes them often only place one or two events in their writing. Secondly, they can not manage events correctly and the latter also lack the mastery of the taught material so that they can not make good, correct and creative writing.

The causal factor of students problem in writing can be less enjoy the way of teaching that is only guided on the book and lecture, the two teachers who only do the method of taking notes and make students less understand to make good writing, the last student who is always required only on one skill that is reading, and they become less understanding of good writing, and other problems, here students have different thoughts and circumstances, sometimes some students can do something interesting in other learning but not in english lesson or writing and this problem is also mostly obtained in students that is writing that sometimes students less pay attention to their own writing.

However, the Modeling The Way method gives students the opportunity to practice their specific skills in front of the class by using some demonstrations. Students are given time to create an advertisement of their own and determine how they illustrate the skills and techniques that have

been explained. This strategy is very good to teach a lesson that demands certain skills. It is difficult for them to issue ideas and no willingness to release their creativity in writing, trough this method they can work together in groups to exchange ideas each other that they can create with high creativity and good resultsin writing. To help the students solve their problem in writing advertisement, the teacher have to find the effective and interesting strategy. There are so many strategies that are popular to make teaching in writing advertisement more effective and interesting. These strategies are expected to be useful to improve the students' achievement in writing advertisement. Modeling The Way strategy is one of the effective strategies that is recommended to be applied in writing Advertisement.

Based on the explanation above, the researcher conducted a research entitled "Improving Students Achievement in Writing Advertisement Trough Modeling the Way Strategy".

B. The Identification of the Problems

The problems based on the background of the study above, the problem of the study were identified as the following:

1. Students are less good and creative in writing.

2. Students pay less attention to what they have to write.

C. The Scope and Limitation of Study

The scope of this research was improving writing skill through Modeling the Way strategy. It was limited on writing advertisement at SMA Gajah Mada Grade XI 2017-2018 academic year.

D. The Formulation of the Problems

The problem of this research was formulated as follows: Is there any significant improvement in writing advertisement through Modeling The Way strategy?

E. The Objectives of the Study

The objective of the study was to investigate the students' achievement in writing Advertisement though Modeling The Way strategy.

F. The Significances of the Study

The finding of the study were expected to be useful theoretically and practically.

1. Theoretically, it gives the contributions for those, who are interested in getting information about writing.
2. Practically, the findings are useful for.
   a. English teacher; applying the strategy to enlarge their knowledge in teaching advertisement.
   b. Students; improving their achievement in writing advertisement.
   c. Researcher; applying this strategy when the researcher taught the understanding of creative advertisement.

d. Other researcher; it helps the next researcher get prior information who are interested in studying other fields of research.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Writing

Writing is both a physical and mental act. At the most basic level, writing is the physical act committing words or ideas to some medium, whether it is hieroglyphics inked into parchment or an e-mail message type into a computer. On the other hand, writing is the mental work of investing ideas, thinking about how to express them and organizing them into statements and paragraph that wull be clear to a reader (Nunan, 2003). Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed (Tiwari, 2005).

The goal of good writing is to communicate ideas effectively. You csn improve your writing ny mastering the tools of the writing trade. Among these are a good vocabulary, knowledge of correct grammar usage, a feel for sentence, structure, and the ability to spell correctly. These tools are building blocks that work together to create a solid foundation. Mastering the tools will also give you confidents and make the writing process more enjoyable. Since the purpose of learning to spell words correctly is to communicate with others effectively in writing, the students' own writing is a logical source for spelling words. In fact, a writing component is essential to an effective

spelling program. By selecting and writing words, students developed the ability to spell the words they need to use. As needs arise, now word are written, learned, and added to their growing spelling vocabularies.

Thus, it was concluded that writing is a physical and mental act of putting or expressing thoughts and ideas into well-organized written words by mastering the tools of the writing trade, vocabulary, grammar usage,sentence structure, and spelling, used as a means of communicaton to transfer ideas effectively and to share thoughts or experience to others, even to communicate to oneself.

2. Processess of Writing

Paragraph is a basic of organization in writing in which a group of related sentence develops one main idea. A paragraph can be as short as one sentence or as long as ten sentence. The number of sentence is unimportant;however,the paragraph should be long enough to develop the main idea clearly.

While & Arndt in Henny (2005) suggest some ways of approaching process in writing. They are broken down into five stages, namely:-Pre-writing, Drafting, Revising, Editing, Publising.

a. Pre-writing (planning)

Planning is any oderly procedure use to bring about a desire result, as the first stage in writing process, planning is series of strategies designed to find and produce in information in writing.

b. Drafting

Drafting is procedure for drawing up preliminary speech. As the second stage in the writing process, drafting is a series of strategies designed to organized and develop a subtance piece of writing.

c. Revising

Revising is procedure of improving or correcting a work in progress. As the third stage in writing process. Revising is a series of strategies designed to re-examine and re-evalute the clinches that have create a piece of writing. In other words, writing can be define as a tool of language that describe to someone about the message by visual written symbols. It is clear that every writer also needs the ability in mastering the sentence, the control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formulation. That at beyond the sentence, every writer needs to be able to structure and integrate information into cohesive, coherent and unity paragraph.

d. Editing

Editing at this point in the writing process, writers proofread and correct errorsin grammar and mechanics, and edit to improv sttle and clarity. Having another writer's feedback in this stage is helpful.

e. Publishing

Publising in this last step of the writing process, the final writing is shared with the group. Sharing can be accomplished in a variety of ways, and with the help of computers, it can even be printed or published online. The processes of writing are briefly displayed in the following figure.
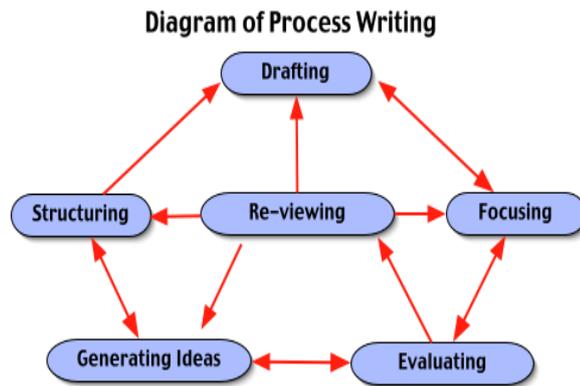
Chart 2.1 Process Writing by Ron White and Valerie Arndt

From the statement above it was concluded that writing is a process of putting ideas, thoughts and feeling into a every sentence is related to another semantically and organized effectively and include aspects such as word choice, grammar, and contents or evidences.

3. Skill of Writing

The theory of Djuharie & Ebo (2005) explain that writing skill can be nurtured and trained. They propose, there are nine skill of writing as following:

1. Learn how to write good sentence-a sparkling sentence is the basic ingredient of good writing.

2. Become more conversational by incuding questions in your writing.

3. Study how to choose flavored words; and learn how to avoid bland phareses that make your writing tasteless and yuck.

4. Compose smoth transitions so readers glide from sentence, and from paragraph to paragraph.

5. Experiment with your voice by changing punctuation and adding a dynamic rhythm.

6. Create a mesmerizing flow by outlining or reverse-outlining your cotent.

7. Practice writing soundbites that linger in your reader`s minds.

8. Cook up fresh metaphors to make abstract concepts cncrete and entertaining.

9. Play with mini-stories to engage your readers.

Practice your basic writing skills lie a sushi chef practices filleting fish. practice more, and writing becomes a joy.

Heaton (1988) classities that there are five skills of writing in the components or main areas, such as.

1) Language skill

The ability to write correctly and appropriate sentence.

2) Mechanical Skill

The ability to use correctly those convention peculiar to write.

E.g. punctuation and spelling.

3) Treatment of Content

The ability to think creatively and develop thoughts excluding or irrelevant informs.

4) Stylitic Skill

The ability to manipulate sentences and paragraph and use the language effectively.

5) Judgment Skill

The ability to write in an appropriate manual for a particular purpose with a particular audience in mind, together with ability to selects, organize and order relevant information.

4. Characteristic of Writing

M. Atar Semi (2007) explains that writing is a creative process of transferring ideas into the symbolsof writing and good writing. They propose, there are six characteristic of good writingas following:

a. Significant, is statistcs of or relating to observation that are unlikely to occur by chance and that there fore indicate a systematic cause.

b. Clear is something that ia easy or simple to understand

c. Unveiled and well organized or structure, especially to coordinate or carry out for widespread activities.

d. Economical giving good value or service in relation to the amount of money, time, or effort spent.

e. Adequately develop is defined as something completed in a fashion that was acceptable and/or satisfactory.

f. Grammatically acceptable is anything that has to do with sentences, punctuation, or the correct ways to write or speak a language.

5. Advertisement

The theory of Lee (2004), advertisement is a commerical and non-personal communication about an organization and its products are transmitted to the target audience through mass media such as television, radio, newspapers, magazines, direct mail, outdoor billboards, or public transportation.

The theory of Suhendang (2005), advertisement is one type of mass communication technique by paying space or time to broadcast information about the goods and services offered by the advertiser.

5.1 Function of Advertisement

Ibrahim in Rina (2008) states the Advertisement has a number of functions in accordance with the intended by the designer or advertiser. The ad function, namely:

a. Inform a product to the public.

b. Attract consumers attention to a product.

c. Motivate consumers to act or do something.

d. Stimulates the market.

e. Support business communication

f. Establish and maintain lasting relationships between consumers and companies.

5.2 Purpose of Advertisement

Kotler and Armstrong (2008), the purpose of advertisement is the specific communication task that is achieved with a particular target audience over a given periode oof time. Marketing management should make the four most important decisions when developing advertisement program, namely: Setting Advertisement Goals, Setting Advertisement Budget, Developing Advertisement Strategies, Evaluating Advertisement Effectiveness and Advertisement Returns Rate.

a. Setting Advertisement Goals

The first step is to set advertisement goals. Advertisement goals are classified based on the main purpose of whether the purpose is to inform, persuade or remind.

b. Setting Advertisement Budget

After setting advertisement goals, the company then sets the advertisement budget for each product.

c. Developing Advertisement Strategies

Advertisement strategy is a strategy where by the company achieves its advertisement goals.

d. Evaluating Advertisement Effectiveness and advertisement Returns Rate

Advertisement investment is the net return on investment of advertisement divided by the cost of advertisement investment.

5.3 Type of Advertisement

Tjiptono (2005) Advertising is an indirect form of communication based oninformation about the advantages or benefits of a product, which are prepared in such a way that gives rise to a sense of fun to be change someone's mind to make a purchase. Advertisement news or messages to encourage, persuade audiences to be interested in the good and service offered, notices to audiences about goods or services sold, posted in mass media (print Advertisement, advertorial Advertisement, display Advertisement, electronic advertisement. Based on the type of media used, Advertisement can be classified as follows:

a. Print Advertisement

Print Advertisement are types of Advertisement that are published using print media such as newspapers, magazines, tabloids, and so on. based on space used in newspaper media, magazines, tabloids, Advertisement known in 2 forms: Classified Advertisement and Column Advertisement.

b. Advertorial Advertisement

Advertorial Advertisement are a type of advertisement that is packed like news.

c. Display Advertisement

Viewed from form, display Advertisement are bigger than column Advertisement. In this Advertisement, larger images and posts are displayed.

d. Electronic advertisement

Electronic Advertisement are advertisements that are published in electronic media. Electronic Advertisement can be classified into: radio Advertisement, television Advertisement, internet advertising, corporate advertising, public service Advertisement.

5.4 Characteristics of Advertisement

The theory of Kriyanto (2008), advertisement is a form of non-personal communication that sells messages in a persuasive manner from a clear sponsor in order to influence people to buy products by paying the costs for the media used and bringing together some characteristics. Advertisement Advertisement have the following language characteristics:

a. The choice of words used stands out the information being emphasized

b. The choice of words used indicates the target

c. The choice of words used is interesting, precise, logical, and polite.

d. The choice of words used has suggestions for audiences

5.5 Generic structure

Durianto (2003) dismisses advertising as a communication process whose purpose is to persuade or lead people to take advantageous action for the advertiser.

a. Purpose (destination) : What is the purpose of the author to write ad text?

b. Name of product : This is about name and brand. What product, service or event to sell?

c. User : Who need the product? What ares the product and service for?

Example:

Aishaline.com

Ponds Lotion Whitening

Clear dirt and remove make-up.

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

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

Use regularly everyday.

"Do not apply on irritated or burnt skin"

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

6. The Assessment of Writing

In order to evaluate the mastery of the students in writing skill, the teacher has to have a right concept of writing assessment to assess the writing

work appropriately. (Amtmann, D. 2003) There are five components in writing assessment namely: Content, Organization, Vocabulary, Language Use, Mechanics.

a. Content

Content of writing covers clear main idea, detailed and substantive: all materials are relevant to main idea. The writer must exclude everything irrelevant to main idea to reach excellent level of content of writing.

b. Organization

A writer is expected to demonstrate an understanding of hw texts are structured as a whole piece of writing. It includes understanding that each paragraph contains a topic sentence and that all other sentence in the paragraph related to that sentences. Understanding of cohesion involves showing relationship between clauses and sentences by means of linking phrases, phrase and other performs.

c. Vocabulary

In writing, it is a must for the writer to choose and use words appropriately in order to the writing will not ambiguous. Absolutely, the choice of the words, phrases and idioms should be effective.

d. Language Use

It is one of important component to consider the writer should concern to the rules of grammatical structure such as tenses, part of speech, subject verb agreement, sentence construction, etc.

e. Mechanics

In mechanics, the writer concerns with the technical rules of writing include the right punctuation, spelling and paragraphing.

7. The Criteria of Writing Text

To know students' achievement in writing advertisement, there are some criteria that must be considered. According to Hyland (2003), there were five component is scoring students' writing, namely content, organization, vocabulary, language use, and mechanics. The detailed descripsition of each component on scoring students' writing would see as follows: Content, Organization, Vocabulary, Language Use, Mechanic.

a. Format and Content

Level		Criteria
31-40	:	Excellent to very good; for students with some knowledge of subject adequate or range- limite development, mostly relevant to the topic sentence
21-30	:	Good to average; for students with some knowledge of subject, adequate range limited out, but lack the details.
11-20	:	Fair to poor; for students with some knowledge of subject, little subtance in adequate development of subject.
1-10	:	Very poor; for students with some knowledge of subject, non substantive, not pertinent to evalute.

b. Organization and Coherence

Level		Criteria
16-20	:	Excellent to very good; where a student is ready to provide fluent expression, ideas clearly stated and sentences will organize logical sequence cohesive
11-15	:	Good to average; somewhat copy, loosely organized but the main ideas stand out
6-10	:	Fair to poor; non-fluent ideas confuse or disconnect, lack logical sequencing and development.
1-5	:	Very poor; does not communicative, no organization, or not enough to evalute.

c. Vocabulary

Level		Criteria
31-40	:	Excellent to very good; a student kith sophisticated range effectively word from, imitative appropriate register.
21-30	:	Good to average; adequate range occasionally errors, meaning not obscure
11-20	:	Fair to poor; limited range, frequent errors of word idiom form, choice, usage, put meaning confuse or obscure.
1-10	:	Very poor; lack of essential translation, little knowledge of English vocabulary, idioms, words, form or not enough to evalute.

d. Language Use

Level		Criteria
22-25	:	Excellent to very good; Effectively comply construction, few errors of agreement, tenses, aliments.
18-21	:	Good to average; some in effective complex construction frequent errors the use of sentence elements.
11-17	:	Fair to poor; major problem in simple complex conduction, frequent errors of negation agreement, number, etc
0-10	:	Very poor; usually no mastery of sentences construction rules dominated by errors, does not communicate, not enough to evalute.

e. Mechanics

Level		Criteria
5.	:	Excellent to very good; demonstrate mastery of punctuation few errors in spelling
4.	:	Good to average; occasional errors in spelling, punctuation capitalization, writings sentence, but meaning not obscure
3.	:	Fair to poor; frequent errors of spelling, punctuation, dominate writing sentences
0-2	:	Very poor; no mastery of conversation, dominated by errors of spelling of punctuation, capitalizations writing sentence, hand writing not enough to evalute

8. Modeling The Way Strategy

One of teaching writing Strategy is Modeling The Way Strategy Wijaya (2004) strategy of modeling the way is a strategy of learning that helps students to find answers by own business based on facts / data correct. This strategy is a collection of 101 teaching strategies, a strategy that focuses on the ability of a students to develop the potential that is in him, because students are requiredto play the role in accordance with the material being taught. There is an opinion, the modeling the way strategy is a metamorphosis of the sociodrama. It is a strategy by dramatizing an action or behavior in a social relationship.

So previewing lessons with and demonstrating shows students about a particular process or situation, whether real or artificial. as the method of the modeling the way can not be separeted from the explanation orally by the teacher. Hisham (2008), states that model of learning modeling the way is a model of learning that provides opportunities for students to practice specific skills learned in the class through demonstration.

And it is understand able that the modeling the way learning model that requires students' to be able to practice what they have learned in front of the class. Students' have the opportunity to organize themselves and in what form to convey. Hisyam Zaini (2009) The Active Learning Strategy reveals that the Modeling The Way method gives students the opportunity to practice their specific skills in front of the class through demonstrations. Students are given time to create an advertisement of their own and determine how they illustrate the skills and techniques that have been explained. This strategy will be very

good if used to teach a lesson that demands certain skills, active learning strategy that serves to maximize the potential of students in the learning process, so that learning becomes active, creative, and fun.

Advantages and Disadvantages Strategy Modeling the Way According to Wijaya (2004), Modeling the Way method has advantages and disadvantages as will be described below:

a. Advantages

1) Attention of students can be centered, and the emphasis that is considered important by the teacher can be observed so that the learning process of students will be more focused,

2) Can stimulate students to be more active in following the learning process,

3) Can enhance students' experience,

4) Can help students remember longer about the material presented,

5) Can reduce misunderstandings because teaching is more clear and concrete.

b. Disadvantages

1) Requires more mature preparation and more time,

2) Requires adequate equipment, materials and places,

3) Requires the skills and skills of teachers required to work more professionally.

Disadvantages of Modeling the Way Strategy can be overcome by preparing the teaching materials with the best possible, and provide explanations to students about the activities to be done on the learning process.

Teacher explanation should be clear and use language easily understood by the students so that the implementation of learning by applying method of Modeling the Way goes as expected.

9. Steps of Applying the Way Modeling Strategy in Teaching Writing Advertisement

Before doing the learning process by using Modeling the Way method there are some steps that must be known. The steps in this study are based on the steps as proposed by Wijaya (2004) as follows:

1. The teacher explains the topic or material to be taught;

2. Divide the students into small groups according to their numbers. These groups will demonstrate a certain skill according to the scenario created,

3. Give students 10-15 minutes to work according to work scenarios,

4. Each group is distributed Student Worksheet (LKS) to be done in groups,

5. The teacher collects the student group work,

6. In turn each group is asked to demonstrate their respective work. Once completed, the opportunity to other groups to provide input on every demonstration conducted,

7. The teacher gives a sufficient explanation while the students ask that has not been understood,

8. Evaluation,

9. Cover

The modeling strategy of the way is a learning strategy that allows students to practice the specific skills learned in the classroom through

demonstrations. Learners are given time to create their own Advertisement and determine how they illustrate skills and techniques.

10. The Relevant Studies

There are some relvent studies referring to this present resear4ch. First, the study done by Yulia (2008) explains that using realia as a media in teaching writing advertisement gives contributing to students in producing the words or sentences because the students can see the thing directly so they are able to choose the appropriate vocabularies according to the description of realia.

Second, a research conducted by Hussein (2011) describes how realia contribute to the students improvement in writing advertisement. As a result the students' scores increase significantly.

The two studies above have similiarity and difference with the present study.

B. Conceptual Framework

Writing is the mental work of investing ideas, thinking about how to express them and organizing them into statements and paragraph that will be clear to a reader. Writing is one of the skills in English language learning besides reading, speaking, and listening Writing is the mental work of investing ideas, thinking about how to express them and organizing them into statements and paragraph that will be clear to a reader. Writing is one of the skills in English language learning besides reading, speaking, and listening.

Writing has become an essential skill in learning English since it determines the students' academic success and writing is very important because trough writing people can share their ideas or knowledge into a written text to the others, from one generation to the next. Without some ability to express themselves in their writing, students do not pass the subject. Students write in order to succeed in mastering the subject matter. Writing is very crucial in human's life. Writing gives us ability to record and communicate our experience and knowledge.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was concluded by applying classroom action research (CAR). It implemented two cycles containing three meetings for each. There were four steps in conducting this classroom action research, namely: Planning, Action, Observation, and Reflection as illustrated in the following chart.
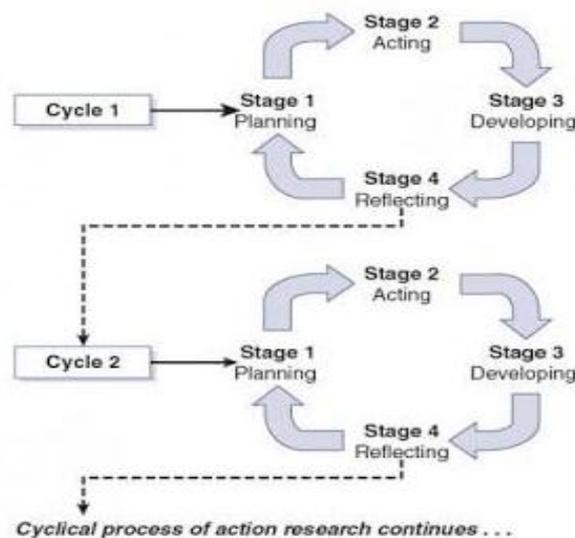
Chart 3.1. Four Steps in Conducting Classroom Action Research

1. Planning, the research and the teacher make the plans regarding to the implementation of the research related to this strategy.

2. Action, the teacher apply the strategy to the students in the classroom and the research observe.

3. Observation, the researcher observed the process of implementing learning in the classroom to get the data.

4. Reflection, the researcher and the teacher collaborated to reflect on the implementation of the learning process.

B. Subject of the Research

The subject of this research was the second year student of SMA Gajah Mada. It is located on Jln. Bambu 2 Medan. The reason for choosing this school are because the problem of students' in writing advertisement that are less creative students just write that just simply do not think that in writing need creativity and good writing in order to create a good and creative advertisement.

The position of the research was as an observer while the implementatio of learning process done by the teacher. She will collaborate with the English teacher in applying the strategy.

C. Procedure of Research

The procedure of the research are describe as the following:

1. Cycle 1

a. Planning

The activies in the planning are:

(1) Making the lesson plan about advertisement writing.

(2) Designing ateps in writing, cover, remember, retell strategy.

(3) Preparing the material, that is advertisement writing.

(4) Preparing teaching aids, that is Modeling the Way Strategy

(5) Preparing a test, that is writing test.

b. Action

Teacher's activities:

(1) The teacher starts the class by greetings the students.

(2) The teacher asks the students what topic they will learn, that Advertisement writing.

(3) The teacher tells to the students about the advantages of advertisement writing.

(4) The teacher intoducing write, cover, remember, retell strategy in learning Advertisement writing.

(5) The teacher asks the students opinion about Advertisement.

(6) The teacher gives the definition of Advertisement writing.

(7) The teacher show the of Advertisement with the generic structure.

(8) The teacher explain about the Advertisement.

(9) The teacher gives some questions based on the text

(10) The teacher and students make the conclusion based on the material.

(11) The teacher ended the class by closing.

c. Observation

Observation was used to collect data namely, teacher and student activity during teaching learning process. In this section the researcher was doing the formal observation. The researcher was an observer for English teacher and the students.

d. Reflection

Reflection is a feedback process from the action that is done. Reflection is used to help teacher to make decision. The teacher and researcher analyzed all recording information learning process.

D. Instrument of Research

The instruments that were used by the researcher in collecting the research data are: (1) test (2) observation sheet (3) and questionnare.

1. Test

The test consists of 15 questions. Those items are about finding general information, specific information, textual inference meaning from the text and identifying the main idea of the text. The subjects answered the items by crossing the choices among (A, B, C, or D). for the correct answer get 5 point and incorrect answer will get O point. The test is used to get the quantitative data and to measure the students achievement in writing advertisement.

2. Observation sheet

Observation is used to cellect the data on teachers performance, students motivation attitudes and psychomotor Modeling the way strategy.

E. Techniques of Analysis Data

There are two kinds of research data namely: quantitative and qualitative data. Quantitative data are analyzed by using formula as follows:

$$\overline{X} = \frac{\sum x}{N}$$ (Arikunto, 2013)

The formula is described as following :

$\bar{x}$: The mean of the average score from the subjects writing advertisement

$\sum x$: The total score of students

N   : The number of the students

Next, to categorize the number of the students who pass the test successfully, the researcher were applied the following formula:

$$P = \frac{R}{T} x\, 100\ \%$$ (Arikunto, 2013)

Where :

P   : The percentage of those who getting score

R   : The number of students getting score

T   : The total number of the students

The quantitative data were analyzed based on the students' motivation and the teachers' performance, category as proposed by Kunandar (2008).

Qualitative research method is the research method which based on post postpositivisme filsafat, used to research in object conition is naturally (in opposite is experiment) which the researcher is key of instrument. The inductive method is thinking method from the specific fact to general conclusion. Safuddin Azwar (2003) states that inductive method is the process to organize the fact or the result of observation to be a set of connection or a generalization. It means that the writes presents the problems specifically then make general conclusion.

F. Success Indicator

According to Arikunto (2013, page 117), this classroom action research is judged to succeed if $\geq$ 75% of the total students reach the minimum grade score of 80 or with good criteria, as well as an increase on students' and students learning outcomes in each cycle.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

This study consists of qualitative and quantitative data. The qualitative data were taken by observation sheet about students' activities and teacher's performance. The quantitative data were taken from the students' score of reading test in pre-test, cycle I and cycle II.

B. Data Analysis

After giving pre-test to the students, the researcher got the data from 39 students still have not got the score with successful category. These data indicated that the students were still low in learning mastery in writing advertisement. In other words, the percentage of the students' achievement was 0%. So the percentage of the level students' achievement had not been achieved. Based on the results of this pretest, then the researcher conducted Cycle I to improve students learning outcame in reading test.

4.1 Cycle I

In the Cycle I, there were many activities done. All activities were elaborated by researcher as follows:

Planning

Before implementating the action, the first by planning. Planning are designed based on the results of the test and the initial observation, namely (a) designing lesson plan about writing as the material, (b) make the observation sheet to see the students' learning mastery, and the activity of students and teachers' performance, (c) preparing the research instruments to see an increased in students' achievement in the learning process.

a. Acting

Implementation of the first cycle done 2 sessions (2x45 minutes/meetings). Learning activity in this cycle are implemented in accordance with a plan designed at the planning stage action. In the early stages, researchers should be first explain the steps that will be applied to the learning strategy and learning objectives to be achieved. Then the students were divided into six discussion groups in accordanced with the characteristics of modeling the way strategy implemented. Each discussion group consisted of six students with different abilities. After a discussion group formed researchers explained briefly about the learning materials and how the implementation of modeling the way strategy in learning writing.

In applying this strategy, the researcher collaborated with the English teacher. The teacher integrated the writing with the students' environment and other subject. The teacher told about some examples of writing. Then the teacher analyzed the generic structure, characters, plot and setting, and the events that happened in the text. In groups, the teacher asked the students to find the generic

structure and analyzed what was the main idea of the text.

In the implementation of the discussion, the students independently was given a writing. Then after receiving the text, the students started to analyzed the information they need in details with members of the group and share the result of their discussion to other groups. Finally, the students were given multiple choice test to be answered.

b. Observing and Evaluating

1. Observation activity of students in learning process. Students' activity was observed after the first cycle based on the criteria of excellent, good, fair, and less was presented in the following table:

Table 4.1
The Percentage of Students' Activity In Cycle I

No	Aspects of Observation	Score
1	Interest	53.55%
2	Attention	42.45%
3	Participation	54.31%
4	Presentation	41.40%
Means		**48.75%**

The data above shows that the students' activity in learning process groups with modeling the way strategy was relatively low at 53.55% of interest, attention 42.45%, participation 54.31% and presentation of 41.40%. One of the data shows that the level of students' activity in cycle I was the highest on the participatory aspect, and the lowest was the interest aspect. Of the total, the

means level of students' activity in teaching and learning conditions in the first cycle was 48.75%.

2. The result of observation on teacher's performance in teaching and learning process by using modeling the way strategy was presented in the table below:

Table 4.2
The Percentage of Teacher's Performace in Cycle I

No	Activity	Score
1.	Aperception	65,91%
2.	Material Explanation	60,61%
3.	Explanation of modeling the way strategy on writing advertisement	65,88%
4.	Technique dividing groups	55,30%
5.	Classroom management	56,06%
6.	The use of media	57,58%
7.	Voice	59,85%
8.	Management of discussion	54,65%
9.	Guidance to groups	53,78%
10.	Away question or quiz	49,24%
11.	Ability to evaluate	51,52%
12.	Rewarding individuals or groups	46,97%
13.	Determining scores	58,33%
14.	Concluding learning materials	60,61%
15.	Closing the learning	61,36%
Means		**58,60%**

The data above shows that the ability of teacher's performance in applying modeling the way strategy in teaching writing already looked ugood. This evident came from the average of the observation on teacher's performance, amounting to 58,60% with the ideal score of 100%. It was concluded that the teacher's performance in learning process is categorized as quite good.

3. The result of the evaluation of the students' learning mastery cycle I.

In addition, the activities of students and the teacher in the learning process on the level of students' learning mastery was already well but still had not reached the ideal value of success. With the ideal score of 100, the means score achieved only reached 75,29%, with details of values as follows: a score of 90 earned by a person, 70 was 15 people and 80 was 17 people.

d. Reflectingss

Based on the data obtained from the observations and evaluations are findings as a reflection. The successes and failures in cycle I as follows:

1. Students did not understand the activity of groups learning with modeling the way strategy. Students tended to still be individualized, so the majority of students' are less motivated. It was indicated from the means results of the observation of students' activity in the learning process with the percentage rate of 48,75%.

2. Some of the students has not yet implemented their understanding in comprehending writing as learning material to the fullest.

3. The teacher still award or not familiar to created an atmosphere of active learning using modeling the way strategy in learning process. The level of teachers' performance in learning and still not up to the percentage of 58,60%.

4. In learning writing by using modeling the way strategy as a learning media has not done well.

5. The level of students' learning mastery that are not yet maximal. In other words, the level of students' achievement still had not succeded, with the percentage of 58,62%.

4.2 Cycle II

The Cycle II was done because after reflecting from the cycle I still not enough good. Cycle II was conducted to improve against the constraints encountered in cycle I.

a. Planning

In the second cycle, the action plan are a follow up of problems or obstacles encountered in the implementation of the first cycle action. The main issues contained in the first cycle with regard to the learning experience of students by using modeling the way strategy. Learning on the second action aims to improved students learning activities in order to achieved the specified indicators. Implementations of the second cycle are substantially similar to the execution of the first cycle.

b. Acting

Implementation of the action in the second cycle was in principle the same as the first cycle of implementation of the action. In this cycle, the study was conducted in two meetings. At the beginning of the learning process in this cycle, a technical description of modeling the way strategy of media-assisted learning in teaching writing still be given to students in order to improve students' ability to

take the advantage of the strategy. Then, the next learning process was not similar to previous meeting, but with the same learning materials.

c. Observing and Evaluating

1. The observation of students' activity in learning process. The development of the level of students' activities in the learning process in the second cycle were presented in the following table:

Table 4.3
Activity Score of Students' in Learning Process of Cycle II

No	Aspects of Observation	Score
1	Interest	91,68%
2	Attention	89,91%
3	Participation	83,33%
4	Presentation	80,30%
Means		**85,80%**

Based on the table above,it was explained that in the process of teaching and learning of students' activities have shown a good development with the average percentage of 85,80%. With the four aspects of these observations, the presentation aspect of the highest score that was 80,30%, while the lowest for the aspects of interest with the value of 91,68%. The table above also shows that the students' activity in learning process in the second cycle increased significantly. This means are increased in the students' activities in learning between the first and the second cycle, either individually or in groups ability. This evident came from the means score of students' activities between the first cycle 48,75% and the second cycle 85,80%. It was concluded that the students' activities in learning process increased.

2. The results of observations on teacher's performance in teaching and learning process by using modeling the way strategy were ilustrated below:

Table 4.4
The Percentage of Teachers' Performace in Cycle II

No	Activity	Score
1.	Aperception	90,91%
2.	Material Explanation	88,64%
3.	Explanation of modeling the way strategy on writing advertisement	84,85%
4.	Technique dividing groups	85,61%
5.	Classroom management	87,12%
6.	The use of media	86,36%
7.	Voice	80,06%
8.	Management of discussion	85,33%
9.	Guidance to groups	81,82%
10.	Away question or quiz	79,55%
11.	Ability to evaluate	80,76%
12.	Rewarding individuals or groups	77,27%
13.	Determining scores	78,79%
14.	Concluding learning materials	83,58%
15.	Closing the learning	65,61%
Means		**85,30%**

From the data above, it was concluded that the teacher's performace in the process of learning already looks good, with the average percentage of 85,30%. Then, from this data also shows that the teacher's performance in Cycle II was the highest on material explanation aspect and the lowest was away question or quiz aspect. Thus, in the second cycle, the teacher's performance has increased very rapidly in the learning process as compared to the percentage of the means score of the previous cycle, with the first cycle of 48,75%. So, from the data it shows that there was a significant improvement of teachers' performance in the learning process from cycle I to cycle II.

3. The result of the evaluation of students' learning mastery in Cycle II.

Students' mastery of learning materials in second cycle was getting better with the mean score of 75,32%. A detailed description of the activity score are 14 people learn a score of 80, 16 people with a score of 90 and 3 people with a score of 100. Then, the level of overall percentage of successfull students' toward mastery of the material was at 100%. Thus, based on the means score of this percentage was concluded that students' learning mastery in the second cycle increased significantly.

d. Reflecting

The following are some of the achievements after the implementation of the second cycle, namely:

1. In the process of teaching and learning, students' activities already tended to be better towards modeling the way strategy in writing advertisement. This evident came from the ability of students already participate more actively in groups to carry out the tasks assigned by the researcher, and were able to take the advantages of writing as the medium of active learning and effective as well. This condition can be seen from the increased activity of students better than 48,75% in the first cycle to 85,80% in the second cycle.

2. Changes in the learning process in line with the increased activity in teaching students with learning by created more attractive through the implementation of modeling the way strategy in reading a writing. It based on the result of observation on the teachers' performance in learning by using modeling the

way strategy in writing advertisement of 58,60% in the first cycle into 85,30% in the second cycle.

3. Changes in students' result on mastery learning material looks significantly based on the data of the means value of the results in the second cycle evaluation 85,30 in the first cycle with a 58,60% success percentage increased in the second cycle into 75,32% with a percentage of 100% success.

C. Research Findings

Based on the data analysis, it showed that the students' achievement in writing advertisement had been improved by applying modeling the way strategy. At this stage of students mastery level action were still very low and did not reach the percentage of graduation. At this stages of the first cycle, the model of learning by using modeling the way strategy applied and supported by the application of writing as the material in teaching writing advertisement. At this stage students graduation rate are 48.75%. These result indicated that the level of learning achievement are still relatively less successful. However, an increased in the ability of students rather than the pre-test. In this action, the students' activities in learning process was relatively quite active with the means 85.80%. Students did not accustomed to the learning by using modeling the way strategy in reading writing as the medium of learning that needs to be improved on the second Cycle.

The implementation of this second cycle starting from the problem at this stage I. Result measures the means score of the ability of students to mastery of the material in Cycle II was 85.88, with the graduation rate of 100%. Meanwhile,

the teachers' performance in the study also experienced improvements, with a percentage of 85%. This means that there was a significant increase in students' achievement and learning activities, and otherwise managed very well.

D. Discussion

Based on the research findings above, it was seen that there was an improvement of students' achievement in writing advertisement by implementing Modeling The Way strategy. From the explanation, the researcher took a conclusion that the application of Modeling The Way Strategy in learning process can increase the achievement of students in the learning, especially the learning of writing advertisement. Then Modeling The Way Strategy in this research was believed to improve the students' achivement in writing advertisement.

Thus, it was concluded that the application of modeling the way strategy in writing advertisement can increase the achivement and students activities in the learning process well, especially in the teaching writing advertisement for the students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of clasroom action research, the conclusions were drawn as follows:

1. There was an improvement of students' achievement in writing advertisement through modeling the way strategy in writing advertisement. The improvement of students' achievement was shown from the quantitative data. The mean score in cycle I was 27.85, the mean score in cycle II was 35.34; the students who got score more than 80 in cycle I was 18 students, the students who got score more than 80 in cycle II was 34 students; and the percentage of the students who got score more than 80 in cycle I was 48.75%, the percentage of the students who got score more than 80 in cycle II was 100%.

2. The results of the students' activities observation shown there was an increase in students' activities in teaching and learning process from the first cycle to the second cycle, the means value of 85.80% in cycle I to 48.75% in the second cycle by the differences in numbers 14,30%.

3. The teachers' performance also showed a significant improvement. This were shown from the means value of the percentage 58.60% in the first cycle to 85.80% in the second cycle.

B. Suggestion

Suggestions were given as follows:

1. It is better for English teacher to use this strategy to improve students' achievement in writing advertisement.

2. It is good for the students to use Modeling the way strategy in learning writing.

3. It is suggested for other researchers to use this research findings as the reference to investigate.

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Gender   : Female

Religion   : Moslem

Hobby   : Cooking and Sleeping

Hp   : 0822-1359-9833

Parents' Name

Father   : MAIZAR ST KAYO

Mother   : YULIANIS

Address   : Takengon,aceh tengah

Education

2003-2009   : SD Negeri 08 Bebesen

2009-2011   : MTsN 1 Takengon

2011-2014   : SMA Negeri 1 Takengon

2014-2018   : Student of English Department Faculty of Teacher Training and

Education, Umsu 2014 Until Reaching The Degree of Sarjana

Pendidikan.

Medan,   March 2018
The Researcher

FINA LIANA GUSTINA

Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama sekolah   : SMA GAJAH MADA MEDAN

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : XII/2

Standar Kompetensi : Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar   : Mengungkapkan langkah retorika dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat

Jenis teks   : Teks tulis fungsional pendek

Tema   : *Advertisement*

Aspek/Skill   : Menulis

Alokasi Waktu   : 2 x 45 menit

1. **Tujuan Pembelajaran**

   Pada akhir pembelajaran, siswa dapat merespon makna dalam:

   a. Menuliskan iklan yang sudah bagus
   b. Siswa mendiskusikan iklan

c. Siswa dapat mendemonstrasikan iklan yang sudah mereka kerjakan menurut kelompok

d. Siswa dapat menyebarkan iklan ke seluruh kelas

- **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines)

  Rasa hormat dan perhatian (*respect*)

  Tekun (*diligence*)

  Tanggung jawab (*responsibility*)

  Berani (*courage*)

2. **Materi Pembelajaran**   : Advertisement and Modeling the Way Strategy
3. **Metode Pembelajaran**   : three-phase technique
4. **Langkah-langkah Kegiatan**

   Pertemuan pertama dan kedua.

   a.Kegiatan Pendahuluan

   Apersepsi :

   - Menuliskan iklan apa yang ingin di selesaikan
   - Menuliskan bagaimana agar iklan banyak yang meminat

   Motivasi :

   - Menjelaskan pentingnya materi yang akan dipelari berikut kompetensi yang harus dikuasi siswa

   b. Kegiatan Inti

   Eksplorasi

   Dalam kegiatan eksplorasi, guru:

- Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dan belajar dari aneka sumber;
- Membuat penjelasan singkat tentang iklan
- Menuliskan kalimat-kalimat menceritakan kegiatan berdasarkan gambar
- Mendengarkan penjelasan guru tentang iklan dan mengerjakan latihan secara tertulis
- Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain; dan
- Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran;

Elaborasi

Dalam kegiatan elaborasi, guru:

- Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- Menuliskan kalimat berdasarkan serangkaian perintah
- Membuat iklan disertai penjelasan
- Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;

- Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
- Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:

c. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar
a. Buku teks yang relevan: Poster atau iklan

b. Narasumber,

c. Gambar-gambar yang relevan

6. **Penilaian**

Standard of each element:

Excellent	21-25
Very good	16-20
Good	11-15
Average	6-10
Poor	≤ 5

Headmaster   Medan,   January 2018

SMA Gajah Mada Medan

(Fo'arota Zega, M.Pd)   (**Fina Liana Gustina**)

Appendix 2

Instrument of the Research

  A. Item

  1. Pre- Test

Read the following advertisement to answer the questions number 1 to 5.

WHERE THE FAMILIAR FEELS COMPLETELY NEW FOUR SEASON HOTEL SINGAPORE

Welcome to Singapore's Newest rooms and suites. Soothing, sleek, and streamlined with the latest technology, our newly refurbished interiors raise the city's standard for sophistication. Enhance your enjoyment in two inspired restaurants and the new Alfresco. Discover relaxing spa treatments and unwind with a Workout, tennis Match or outdoor swim. In our astonishingly quiet refuge, just step from Orchard Road, legendary Four Seasons care always promises new delight.

THIRD NIGHT FREE

RATES STARTING FROM S$ 510+ PER ROOM PER NIGHT

CONTACT YOUR T'RAVEL CONSULTANT, VISIT
WWW.FOURSEASONS.COM/SINGAPORE
OR CALL THE HOTEL DIRECTLY AT (65) 6734-1110

1. What kind of the text above?

  ○ A. Announcement

  ○ B. Advertisement

  ○ C. Invitation

  ○ D. Letter

  ○ E. Job vacancy

2. What does the hotel provide to enhance our enjoyment?

  ○ A. Newly refurbished interiors

  ○ B. The city's standard for sophistication

  ○ C. The two inspired restaurant and the new Alfresco

○ D. Relaxing spa treatments and unwind

○ E. Beautiful swimming pool

3. "Soothing sleek and streamlined with the latest technology ... "
   The underlined word means ....

○ A. Cool and fresh

○ B. Hot and noisy

○ C. Quiet and calm

○ D. Dusty and crowded

○ E. Clean and cheap

Breakfast is provided free of charge. We also have special discounts on food and drinks at our restaurant for all registered guests. On top of that, there's a fifty percent discount for children below 12 at our restaurant. We are located close to the apple garden and butterfly farm. You can also see the sunset and sunrise from your room. Children would also be entitled to free horse riding lesson every morning.

Rp 430,000 per night

COOL HEAVEN, BATU HIGHLANDS, MALANG.
Reservation : (0341) 7689980

4. Which is free of charge in the hotel?

○ A. Having food and drinks in the restaurant

○ B. Having breakfast and horse riding lesson

○ C. Entering the apple garden

○ D. Staying for nights

○ E. Having dinner

5. Who is the fifty percent discount given to?

   ○ A. All registered guests

   ○ B. 14 year old children

   ○ C. 11 year old children

   ○ D. Adult people

   ○ E. Married woman

2. Cycle 1 Test

Read the following advertisement to answer the questions number 1 to 5.

**SUPER SALE TO MARK CROSSROAD SUPERMARKET'S 10TH
ANNIVERSARY In the whole month of July**

**Come and visit us this July to celeberate our 10th anniversary and
enjoy a lot of surprises. We offer:**
• Up to 50% discount on dairy products, bakery and fresh meat.
• Free food samples, free ice cream, and free gifts.
**• Trivia Contests to win 10 mobile phones, 10 microwaves, and 10
dekstop computer sets.**
• Daily live music from 5 to 9 pm.
• Weekend suprises.

**Visit our website www.crossroadsupermarket.com to get more
information on all special events in July, or contact us at 7994352.**

**See you at Crossroad Supermarket at no. 45 Washington Avenue.
Bring this flyer and get a free gift at the Customer Service Counter.**

1. What is advertised in the flyer?

   ○ A. A new supermarket
   ○ B. A series of anniversary events
   ○ C. Summer sale
   ○ D. Weekend Surprises

2. What will a shopper who brings this flyer get?

   ○ A. Discount voucher
   ○ B. Free food samples
   ○ C. Free gift
   ○ D. Free icecream

3. Which one is not mentioned in the flyer?

   ○ A. The website address
   ○ B. The contact number

○ C. The founder's name

○ D. Discount

4. According to the flyer, what should the reader do if they want to get more information?

○ A. Call or visit the supermarket website

○ B. Come and visit the customer service counter

○ C. Participate in the trivia contests

○ D. Call editor

Using best teaching method by qualified teachers,
You have found the right place to learn English.
Join us right now: Let's speak English!
100% money back if you cannot speak English.
Interested?
Find us on Jalan Botania Jati 11, Nagoya, Batam.
For more details, visit us on www.iTapuih.com

5. What is the focus of the study at the course?

○ A. Teaching
○ B. Reading
○ C. Speaking
○ D. Writing

3. **Cycle 2 Test**

Read the following advertisement to answer the questions number 1 to 5.

BALI'S NEWEST APARTMENT DEVELOPMENT A DREAM BECOMES REALITY

Sunwel Beach Residences Ketewel - Bali Prime Property - Prime Location - Prime Investment Only 5 minutes away from Sanur, directly at the beach All apatments with view to the sea, full hotel amenities Large pools, spa, fitness, sauna & steam, Parking, Restaurant
For complete infromation please visit our website www.balihotels.com

invitation - stimulation - temptation

Where: Hotel Mulia Senayan, Jakarta (Leatris Room)
When: 15th and 16th of January 2010 (15.00 - 21.00 WIB)
For reservation: PT. Umadamai Phone +62 361 759 958 or email:
For every purchase prior to 31.01.2010 we will invite the buyer for the Ground Breaking-Ceremony

**Flight from Jakarta to Bali and a night in a luxury villa FREE

1. The text talks about ....

   ○ A. Sunwel Beach Residences Ketewel
   ○ B. Bali's apartment development
   ○ C. A dream becomes reality
   ○ D. Hotel Mulia Senayan
   ○ E. Prime property

2. Which of the following is not found in the advertisement?

   ○ A. Large pools
   ○ B. Restaurant
   ○ C. Website
   ○ D. Fitness
   ○ E. Supermarket

3. "... full hotel <u>amenities</u> Large pools, spa, ..." What is the synonym of the underlined word?

- A. Inabilities
- B. Facilities
- C. Difficulties
- D. Complexities
- E. Clumsiness

COMPANY ACCOUNTANT

Expanding wholesaler satisfactory and office equipment requires:
A responsible accountant for director to run smoothly the company finance
with good salary and good working condition for good applicant
Apply with curriculum vitae to:
Mrs. Barton

Office Equipment World and Efficiency Work
PO Box 36 Whistle Woods UK

4. In which section would you likely read the ad?

- A. Company for sale
- B. Office equipment
- C. Job vacancy
- D. Entertainment Guide
- E. Stationary and office

5. What position is offered in the advertisement?

- A. Salesman
- B. Wholesaler
- C. Accountant
- D. Office staff
- E. Director assistant

Appendix 3

Answer Key

I.   Pre- Test
1. B
2. C
3. C
4. B
5. C

II.   Cycle 1 Test
1. D
2. C
3. C
4. A
5. C

III.   Cycle 2 Test
1. B
2. E
3. B
4. C
5. C

Appendix 5

The of Students' Score of Writing Advertisement

No	Students' Initial	Pre-Test	Cycle 1	Cycle 2
1	AL	60	75	80
2	BHW	70	90	95
3	DY	75	85	80
4	DI	70	75	80
5	DC	60	80	90
6	DM Y	60	90	95
7	FM	75	80	85
8	HN	75	80	90
9	HT	80	80	85
10	HP	70	90	95
11	HH	80	85	95
12	HH	75	85	90
13	JF	50	85	90
14	KF	75	85	90
15	KP	50	90	95
16	MP	75	75	85
17	MP	60	90	95
18	MU	75	90	95
19	MH	70	90	95
20	NP	50	85	90
21	NL	75	80	85
22	OJ	70	85	90
23	RE	50	90	95
24	RW	60	85	90
25	RJ	70	90	95
26	SJ	60	80	90
27	SN	75	85	95
28	SF	75	80	80
29	SR	75	80	90
30	SP	50	80	85
31	SC	80	90	90
32	TR	50	85	95
33	WJ	80	90	95
	Total Σx	**1990**	**2785**	**3534**
	Percentage	**59,37%**	**84,74%**	**90,64%**

Appendix 6

Observation Sheet of Students' Activities in Learning Process

(Cycle 1)

School : SMA GAJAH MADA MEDAN

Academic Year : 2017/2018

Class/Semester : XI-II

Sub ject : English (Advertisement)

Cycle : Cycle 1

No	Students' Name	Aspects			
		Interest	Attention	Participation	Presentation
1	AL	2	2	2	1
2	BHW	2	2	2	2
3	DY	3	2	2	1
4	DI	2	1	2	2
5	DC	3	2	1	2
6	DM Y	1	2	2	1
7	FM	1	2	3	1
8	HN	2	2	2	1
9	HT	2	1	2	1
10	HP	2	1	2	2
11	HH	3	2	3	2
12	HH	2	2	1	2
13	JF	2	2	3	1
14	KF	3	2	2	2
15	KP	2	2	3	2
16	LY	3	2	2	1
17	MP	2	1	3	3
18	MU	2	2	3	1

19	MF	2	1	2	1
20	MH	3	3	2	3
21	ME	2	2	1	3
22	NP	3	2	2	3
23	NL	1	2	2	1
24	NL	3	2	3	2
25	OJ	1	2	3	1
26	RE	3	2	2	3
27	RW	3	2	2	1
28	RJ	2	2	3	3
29	SJ	1	2	3	1
30	SP	2	1	1	1
31	SC	3	2	3	2
32	TR	2	3	2	1
33	WA	3	2	1	1
Total Score		**73**	**63**	**72**	**55**
Percentage		**53,55%**	**42,45%**	**54,31%**	**41,40%**
Mean		**48,75%**			
Criteria		**Quite Active**			

Note:

4   = Very Active   2 = Quite Active

3   = Active   1 = Passive

Appendix 7

Observation Sheet of Students' Activities in Learning Process

(Cycle 2)

School   : SMA GAJAH MADA MEDAN

Academic Year   : 2017/2018

Class/Semester   : XI- II

Sub ject   : English (Advertisement)

Cycle   : Cycle 2

No	Students' Name	Aspects			
		Interest	Attention	Participation	Presentation
1	AL	4	4	3	4
2	BHW	4	4	3	4
3	DY	4	4	4	3
4	DI	4	3	4	3
5	DC	3	4	4	3
6	DM Y	4	4	3	3
7	FM	4	3	3	4
8	HN	3	4	4	3
9	HT	4	3	4	3
10	HP	3	3	4	3
11	HH	4	4	3	2
12	HH	3	4	3	4
13	JF	4	3	3	4
14	KF	4	4	3	3
15	KP	4	3	3	4
16	LY	4	4	3	4
17	MP	3	3	4	3
18	MU	4	4	3	4
19	MF	4	3	4	3

20	MH	4	4	3	4
21	ME	3	3	4	3
22	NP	4	4	3	4
23	NL	4	3	3	2
24	NL	4	4	4	2
25	OJ	3	5	3	3
26	RE	4	4	4	2
27	RW	4	3	4	3
28	RJ	3	5	3	4
29	SJ	4	3	3	2
30	SP	3	4	3	3
31	SC	4	4	3	3
32	TR	4	4	3	4
33	WA	3	3	2	3
Total Score		**122**	**120**	**110**	**106**
Percentage		**91,68%**	**89,81%**	**83,33%**	**80,30%**
Mean		**85,80%**			
Criteria		**Very Active**			

Note:

4   = Very Active   2 = Quite Active

4   = Active   1 = Passive

Appendix 8

Observation Sheet of Teacher's Performance in Learning Process

(Cycle 1)

School   : SMA GAJAH MADA MEDAN

Academic Year   : 2017/2018

Class/Semester   : XI-II

Subject   : English (Advertisement)

Cycle   : Cycle 1

No	Students' Name	Activities														
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	AL	3	2	3	2	2	2	3	2	2	1	2	3	4	3	3
2	BHW	3	3	2	2	1	3	2	2	2	2	2	2	2	2	3
3	DY	2	2	2	2	3	3	2	3	2	1	3	2	2	3	3
4	DI	4	3	4	2	2	3	4	2	2	2	2	1	1	3	3
5	DC	3	3	2	1	2	4	2	3	3	3	3	2	1	3	2
6	DM Y	2	3	2	2	2	2	2	1	1	2	1	2	2	2	1
7	FM	3	3	3	3	3	2	3	1	1	1	1	2	2	1	3
8	HN	2	2	2	2	3	3	2	2	2	2	2	2	2	2	1
9	HT	3	3	3	2	3	2	3	2	2	1	1	1	2	2	4
10	HP	3	3	1	2	2	3	1	2	2	2	2	1	2	1	3

No	Code															
11	HH	3	1	3	3	3	2	3	3	3	2	3	2	3	2	4
12	HH	4	3	3	1	2	2	3	2	2	2	3	2	1	4	1
13	JF	3	3	3	3	2	2	3	2	2	1	2	2	3	3	2
14	KF	2	2	3	2	3	2	3	3	3	2	3	2	2	3	2
15	KP	4	1	3	3	2	1	3	2	2	4	3	2	3	2	3
16	LY	2	2	2	2	3	2	2	3	3	1	3	2	2	2	3
17	MP	3	2	3	3	2	2	1	2	2	3	3	1	3	2	2
18	MU	3	3	3	3	2	1	3	2	2	1	3	2	3	3	2
19	MF	2	3	2	2	2	2	1	2	2	1	2	1	2	2	3
20	MH	2	2	4	2	3	3	4	3	3	3	1	3	2	3	2
21	ME	1	2	3	1	3	2	3	2	2	3	2	2	2	3	2
22	NP	2	1	4	2	2	3	4	3	3	3	3	2	1	4	2
23	NL	3	2	3	2	3	3	1	1	1	1	1	3	2	2	3
24	NL	3	3	1	3	2	3	1	3	3	2	2	2	3	2	2
25	OJ	2	3	2	3	2	2	2	1	1	1	1	2	3	2	2
26	RE	3	2	3	2	3	1	3	3	3	3	3	2	2	3	4
27	RW	3	3	3	2	1	2	3	3	3	2	2	2	2	2	2
28	RJ	3	3	2	3	2	2	3	2	2	3	3	2	3	2	2
29	SJ	3	3	2	3	2	3	2	2	1	1	1	2	3	3	3
30	SP	3	3	3	2	1	2	1	2	2	2	1	1	2	1	2
31	SC	2	3	2	3	2	4	2	3	3	3	2	2	3	3	3
32	TR	1	2	2	2	2	2	2	2	1	1	1	1	3	3	1
33	WA	2	1	2	1	2	1	2	2	2	3	1	2	4	2	3
Total Score		**87**	**80**	**85**	**73**	**74**	**76**	**79**	**73**	**70**	**65**	**68**	**62**	**77**	**80**	**81**
Percentage		**65,91%**	**60,61%**	**65,88%**	**55,30%**	**56,06%**	**57,58%**	**59,85%**	**54,65%**	**53,78%**	**49,24%**	**51,52%**	**46,97%**	**58,33%**	**60,61%**	**61,36%**
Mean		**58,60%**														
Criteria		**Quite Good**														

Note:

4 = Very good   2 = Enough Good

3 = Good   1 = Bad

Note of Activities:

A : Aperception

B : Material Explanation

C : Explanation of Learning Method

D : Technique of Dividing Groups

E : Clasroom Mastery

F : The use of Media

G : The Voice

H : Management of Discussion

I : Guidance of Group

J : Giving Question or Quiz

K : Ability to Evaluate

L : Giving Reward to Individual and Group

M : Determining the Scores of Individual and Group

N : Concluding Learning Material

O : Closing the Learning

Appendix 9

Observation Sheet of Teacher's Performance in Learning Activities

(Cycle 2)

School   : SMA GAJAH MADA MEDAN

Academic Year   : 2017/2018

Class/Semester   : XI- II

Subject   : English (Advertisement)

Cycle   : Cycle 2

No	Students' Name	Activities														
		A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**
1	AL	4	4	3	4	4	3	4	3	3	3	3	3	3	4	4
2	BHW	4	4	3	4	4	4	4	3	4	2	4	4	4	3	4
3	DY	4	4	4	4	3	4	3	4	3	3	3	3	3	4	3
4	DI	4	3	4	3	3	3	3	4	4	2	3	4	4	4	4
5	DC	3	4	4	4	3	4	3	4	4	3	2	4	4	3	4
6	DM Y	4	4	3	4	3	3	3	3	4	4	2	2	2	4	2
7	FM	4	3	3	3	4	4	4	3	4	4	4	2	2	3	3
8	HN	3	4	4	4	3	4	3	4	3	3	3	4	4	4	3
9	HT	4	3	4	3	3	4	3	4	4	3	3	4	4	4	3
10	HP	3	3	4	4	3	4	3	4	4	3	2	2	2	3	3

No	Name															
11	HH	4	4	3	3	2	4	2	3	4	3	3	3	3	4	3
12	HH	3	4	3	3	4	3	4	3	3	4	2	4	2	4	4
13	JF	4	3	3	3	4	4	4	3	3	3	4	4	4	2	3
14	KF	4	4	3	3	3	4	3	3	2	4	3	4	4	3	3
15	KP	4	3	3	3	4	3	4	3	2	4	2	3	3	4	2
16	LY	4	4	3	3	4	4	4	3	2	3	3	4	4	3	4
17	MP	3	3	4	4	3	3	3	4	2	4	2	2	2	3	4
18	MU	4	3	3	3	4	3	4	3	3	4	2	3	3	3	3
19	MF	4	3	4	4	3	4	3	4	4	4	2	2	2	4	3
20	MH	4	4	3	3	3	4	4	3	4	3	3	3	4	2	4
21	ME	3	3	3	4	4	4	3	4	4	4	3	3	4	4	3
22	NP	4	4	4	3	3	3	4	3	4	4	3	4	4	2	4
23	NL	3	3	4	3	4	4	2	3	3	3	4	2	2	4	3
24	NL	4	3	4	4	3	4	2	4	4	3	3	2	2	3	3
25	OJ	3	4	3	4	4	3	3	3	4	3	3	3	3	2	3
26	RE	4	4	2	3	4	4	2	4	4	3	4	4	4	4	4
27	RW	4	4	4	4	4	3	3	4	3	3	3	3	3	2	4
28	RJ	3	4	3	3	4	4	4	3	3	2	3	4	4	3	4
29	SJ	4	3	4	4	3	2	3	3	3	2	4	3	3	3	4
30	SP	3	4	3	3	4	2	3	3	3	2	3	2	3	3	3
31	SC	4	4	4	4	4	3	3	3	3	3	4	3	4	3	4
32	TR	3	3	3	2	4	2	4	3	2	4	4	2	2	4	4
33	WA	3	3	3	3	3	3	3	2	2	3	4	3	3	4	4
Total Score		120	117	112	113	115	114	107	120	108	105	100	102	104	109	113
Percentage		90,91%	88,64%	84,85%	85,61%	87,12%	86,36%	80,06%	85,33%	81,82%	79,55%	80,76%	77,27%	78,79%	82,58%	85,61%
Mean		85,30%														
Criteria		Very Good														

Note:

4 = Very good   2 = Enough Good

3 = Good   1 = Bad

Note of Activities:

A : Aperception

B : Material Explanation

C : Explanation of Learning Method

D : Technique of Dividing Groups

E : Clasroom Mastery

F : The use of Media

G : The Voice

H : Management of Discussion

I : Guidance of Group

J : Giving Question or Quiz

K : Ability to Evaluate

L : Giving Reward to Individual and Group

M : Determining the Scores of Individual and Group

N : Concluding Learning Material

O : Closing the Learning