

**“IMPROVING STUDENTS’ WRITING SKILL THROUGH
ENGLISH TERMS ON TV ADVERTISEMENT”
(A Classroom Action Research in the Tenth Grade Students of SMK
Mitra Karya in the Academic Year of 2016/2017)**

A RESEARCH PAPER

Submitted to the English Education Study Program Language and Arts
Department of STKIP Siliwangi Bandung in Partial Fulfillment the Requirements
for the *Sarjana Pendidikan* Degree



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(STKIP) SILIWANGI BANDUNG
2017**

APPROVAL SHEET

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STATEMENT

I hereby certify that this research paper entitled “**Improving Students’ Writing Skill through English Terms on TV Advertisement (A Classroom Action Research in the Tenth Grade Students of SMK Mitra Karya in the Academic Year of 2016/2017)**” is completely my own work, except where due references are made in the text and that contains no material which has been submitted for the awards of any other Degree or Diploma in any University or Institution. I am fully aware that I have cited some statements and ideas from many sources, and all the citations are properly acknowledged. If any claims related to this paper persist in the future, I will be fully responsible for clarification.

Bandung, April 2017

The Researcher

ABSTRACT

Writing skill is an important skill because it will be applied in many aspects of life. Writing is the most difficult language skill students face a lot of problems. The researcher will focus on advertisement text. This research was answered a single question “How English terms on TV advertisement can improve the students’ writing skill?”. The objective of this research is to improve the students’ writing skill through English Terms on TV advertisement in the tenth grade students at SMK Mitra Karya. The researcher used qualitative method and the research design in this research is Classroom Action Research. The subject of the research is the Tenth grade students (X TSM 3) of SMK MitraKarya in the academic year of 2016/2017. There were 30 students on the class. The researcher use statistical technique to find the mean score. The result of this research showed from the data. The result of the average score of pre-test was 61,25. After the implementation of English Terms on TV advertisement in every cycle, the students’ writing score were getting better. In cycle 1 the average score was 72. In cycle 2, the average score was 79.5. Based on the data, 28 students from 30 students were success and the SKM (Standart of minimum score) could be achieve. In conclusion, teaching writing through English terms on TV advertisement can improve the students’ writing skill.

Key words: *Writing skill, English Terms, TV Advertisement.*

PREFACE

In the name of Allah, the Most Gracious and the Most Merciful, *Alhamdulillahirobbil'alalamiin* by the Grace of Allah SWT, the researcher has finished her paper which entitled “**Improving Students’ Writing Skill through English Terms on TV Advertisement (A Classroom Action Research in the Tenth Grade Students of SMK Mitra Karya in the Academic Year of 2016/2017)**”. This paper is written to meet the requirement of English Education Study Program of STKIP Siliwangi Bandung to obtaining the Sarjana Pendidikan Degree.

The researcher realizes that this writing is still far from being perfect. Therefore, the researcher expects some constructives suggestions, comments, and criticisms for the betterment of this paper.

Bandung, April 2017

The Researcher

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Alhamdulillahirrobbil'aalamiin, praise to Allah SWT who has enabled me to finish this research paper. Peace and salutations are always for Rasulullah SAW. During completing the paper the researcher obtained many help, suggestions, and motivations from many people. For that reason, the researcher would like to express her gratitude to:

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4. Aseptiana Parmawati, S.Pd.,M.Pd, the second supervisor, who has given her comments, advices, motivations, and guidances in completing this paper.
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6. The principal of SMK Mitra Karya for welcoming the researcher to conduct her field research at this school.
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8. The class X TSM 3 students of SMK Mitra Karya in the academic year 2016/2017 for their cooperation when working with them.

Bandung, April 2017

The Researcher

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MOTTO

**“I’AM ALWAYS DOING THAT WHICH I CANNOT
DO, IN ORDER THAT I MAY LEARN HOW TO DO
IT”**

- Pablo Picasso -

DEDICATION

This paper is dedicate to :

My beloved mother and father that always support and motivate me in every condition. Thank you for being the best mother and father in my life. A thousand kisses are not enough to show how deep I love you.

CHAPTER I

INTRODUCTION

This chapter reviews the general outlines of present study. It begins with background of the research, research problem, objective of the research, limitation of the problem, benefits, definition of key terms, and organization of the paper.

A. Background of the Research

Language is a significant means for human. That is used by human to communicate, to interact and to negotiate on with another about their interest. Language is not only a means of communication, but also a medium of thinking process for human to understand the imaginative or objective things. (Beedham, 2005: 56)

The scope of English teaching in Indonesia based on the curriculum cover four skills, i.e. reading, listening, speaking, and writing, and mastery of English both as receptive and productive skills. It is also one of the four language skills.

Saeed (2003: 3) states that semantics is defined as the study of meaning. Semantics brings in symbols using and symbol systems outside language.

According to Harmer (1989: 79) Writing is a basic language skill, just as important as speaking, listening, and reading. Students need to know how to write letters, how to put written letter, how to put written reports together, how to reply to advertisements – and increasingly, how to write using electronic media. They need to know some of writing's special conventions (punctuation, paragraph construction, etc.) just as they need to know how to pronounce spoken English appropriately.

The definition tells us that writing is one of the four basic language skills that is very important to learn by the students so that they can have the skill related to writing. Some of the skills that the students expect to obtain related to writing such as:

- a. Writing letters
- b. Know how to put written letter and put written reports together
- c. Reply to advertisements
- d. Write using electronic media

Beside those skills above, the students also will expect to know some of writing's special conventions like punctuation, paragraph construction, etc, just as they need to know how to pronounce spoken English appropriately.

Since writing needs long process to produce good written English, the researcher should go through some process from planning until producing final version. Drafting may be done for many times in order to result readable product. Brown (2001) states that “before writing

becomes a product, it can be given an unlimited number of revisions". During writing process, students will find the difficulties when they will begin to write something, since in a good writing, students have to know the construction of sentences. In addition, the researcher must think carefully before writing something to make sure that the readers can understand the content of the text.

In supporting the statement above, Harmer (2004; 33) added that writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities. Therefore, writing is very important for students because students are not only writing in the lesson of writing but also it is also required in four skill since writing has been included in four skill.

Among four language skills in English, writing is considered as the most challenging skill to be mastered. Unlike speaking, writing has complex aspects to be considered in order to produce readable text. Writing concerns on some aspects such as how to generate and organize ideas. In addition, writing concern on spelling punctuation, word choice, audience, and so on (Richard and Renandya, 2010). According to Hermer (2005: 38) when writing, students frequently have more time to think than they do in oral activity.

In conclusion, writing is a complex process which requires some stages involving putting ideas and thoughts into written form and

revising a number of writing from the given feedback. The aspects of writing are also essential in producing qualified product. Writing is also more complex than speaking skill. A good written text is when everyone who reads the text can understand its meaning.

2. The Aspects of Writing

Writing is finding ideas or questions, thinking how to expect them, and thinking to organize them into good statements and paragraph (Nunan, 2003). In conveying the message, there are some aspects of writing that should be considered in order to make readers can clearly understand the message delivered.

According to Brown (2001) presents six aspects of writing which are usually used to evaluate students' writing performance. 1) content, which involves thesis statement, related ideas, developments of ideas through personal experience, illustration, facts, opinions, use of description, cause/effect, comparison/contrast, consistent focus; 2) organization, which involves effectiveness of introduction, logical sequence of ideas, conclusion, appropriate length; 3) discourse, which involves topic sentences, paragraph unity, transitions, discourse markers, cohesion, theoretical conventions, reference, fluency, economy, variation; 4) syntax; 5) vocabulary; 6) mechanics, which involves spelling, punctuation, citation of reference, neatness and appearance.

3. The Importance of Writing

The researcher thinks that writing is very important and gives advantages for anyone who learns it, especially for the students at school. Through writing activity, the students can express their ideas and thought. It will also train their thinking skill to use proper words and language so that paragraphs can be formed.

According to Keys *et al.* Graham and Perin (2007: 9) in the school setting, writing plays two distinct but complementary roles. First, it is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence. Second, writing is a means of extending and deepening students' knowledge; it acts as a tool for learning subject matter.

Based on the definition above, there are two main roles of writing that is learned by the students at school:

- a. It is as a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence. It also means that writing is a skill that the students should learn to be able to write well through given steps such as: planning, evaluating, and revising text, some of the skills including how to

make a report and how to express the students' opinion, ideas, or thoughts which are based on the evidences.

- b. Writing is a means of extending and deepening students' knowledge; it acts as a tool for learning subject matter. It also means that through writing the students will be able to extend and deepen their knowledge because when they do the writing activity, they will have to think about the topic they are writing and also they will have to be creative in developing the paragraph.

4. The Process of Writing

In learning writing, the students will have to do the process of writing that will lead them to the better writing skill. The process is a must for them to do, through the process, the students can have the time and think more about what should they write.

According to Spivey (2006):

Most teachers in grades as early as kindergarten use a writing process. This process involves several steps to guide children from the beginning of writing to creating a finished piece. Teachers use these steps to provide structure and continuity in all forms of writing.

Langan (2005: 23-24) divide writing process in to four types, they are:

- a. Pre-writing

In pre-writing there are five types technique that will help you to think about develop a topic and words on paper. This technique help you to write in the forst time you start to write something.

b. Writing a first Draft

In this time, be prepared to put in additional thoughts and details that did not emerge during prewriting. You can write and don't worry about the grammar, punctuation or spelling.

c. Revising

Revising means rewrite a paper, building on what has already been done, in order to make your idea clearly. Revising is as much stage in the writing process as prewriting, outlining and doing the first draft. In revising, you can arrange your writing to put things in the right place. Finally, after you do all the things, you can write in paper. There are three stages to revising process: revising content, revising sentences and editing.

d. Editing

After you have revised your paper for content and style, you are ready to check errors in grammar, punctuation and spelling. Don't forget to eliminate sentence and skill mistake. Your writing is better after you finish this step.

5. Teaching Writing

According to Harmer (2001: 91) the reason for teaching writing to students of English as a foreign language include reinforcement,

language development, learning style and most importantly writing as a skill in its own right.

According to Shih in Brown (2001: 132), there are some points of process approach to teaching writing. First, writing should focus more on the process rather than the product. Second, teacher should help their students in understanding composing process. Third, teacher helps students to build 'repertoire' of strategies for the process of writing—prewriting, drafting and rewriting. Fourth, teacher should allocate enough time to their students to write and revise. Fifth, teacher should put central importance on the revision process. Sixth, teacher gives feedback in both composing process and final version. Seventh, process approach encourages feedback from the teacher and peers. Last, there should be individual meeting between teacher and students especially in the composing process.

6. Definition of Good Writing

Good writing, if the researcher can fulfill the elements of the writing perfectly. According to Haris in Agus (2011: 13) some elements in good

writing are content, form, style, and mechanic. Good writing must express good character namely:

a. Content

Writing must convey the main idea or an attentive reader should be able to grasp the writer purpose. The substance of the writer: the ideas expressed.

b. Form

Writing should content logical or associative connection and transition which clearly express the relationship of the idea described. The organization of the content.

c. Grammar

Writing should adhere to the rules of grammar related to the tenses with sequence if time, the employment of grammatical forms and synthetic pattern.

d. Style

Writing should engage its reader through original insight and precise.

e. Mechanics

Writing must use good spelling, punctuation, and tidy and clean writing.

B. Semantics

Traditionally, semantic is defined as the study of meaning. Language, some of linguists stated that language is a system of formed uses to make meaning. Semantic brings in symbol using and symbol system outside language (Robins, 1964: 20). Meaning is an attribute not only of language but also all of signs and symbol systems. According to Saeed (1997: 3) defined semantics as the study of meaning communicated through language.

According to Riemer (2010: 3) states that meaning is the hearth of language. Meaning is what language is for: to have a language without meaning would be like having lungs without air,

1. Definition of Lexical Meaning

According to Kreidler (1998: 50) lexical meaning is a lexeme has a minimal unit that can take part I referring or predicating. According to Chaer (2010: 289) lexical meaning also usually is said as the meaning in dictionary.

Lexical meaning is a meaning that contained in lexeme although without any context. For example: horse lexeme has a meaning lexical 'an animal that has four feet and usually can be ridden. From that example, it can be said that lexical meaning is the real meaning,

the meaning that suitable with the result of observation, or the meaning that just the way it is.

2. Definition of Contextual Meaning

Context theory is a theory of how environmental design and planning of new development should relate to its context. According to Chaer (2010: 290) contextual meaning is the meaning of a word in one context and it is connected with the condition such as the place, time, and environment of the user language. The context itself is the situation which is formed by setting, activities, and relation. According to Parera in Chaer (2010: 292) context occurs of the time, place, and situation when it is done.

C. TV Advertisement

According to encyclopedia of knowledge (1991: Volume 1) advertisement is a message printed in the newspaper or magazine, broadcasted on radio or television, sent to individuals through the mails, or disseminated in some other fashion-that attempts to persuade readers or listeners to buy a particular product, favor a particular organization or agree with the particular idea.

According to Honrby (2001: 150) advertisement is defined as a notice, picture or film which tells people about a product, job or service. Advertise, as verb of advertisement means to tell the public about a

product or service in order to encourage people to buy or to use it, and presented in two media; printed media and electronic media.

Advertising messages are usually paid for by sponsors and viewed via various traditional media; including mass media such as newspaper, magazines, television commercial, radio advertisement, outdoor advertisement or direct mail; or new media such as websites and text messages.

TV began as an advertising medium has the program usually carried direct sponsorship, the show had the sponsor's name in its and advertised the product. The word "television" first appeared in the June 1907 issue of Scientific America. Before then, experiments in image transmission had been called "visual wireless", "visual radio", and "electric vision". Also crucial in television's and radio's development were Guglielmo Marconi and Lee de Forest.

D. English Term in Advertisement

Sejati (2015: 32) English term is a word, phrase, clause or sentence that is easy to remember for advertising a product. A nice slogan must be short, clear, unique, and easy to remember. According to Kirkpatrick in Romli (2012: 19), such as the pun, the play of words, rhythm, balance and parallelism and alliterations.

According to Hornby (2000: 150) advertisement is defined as a notice, picture or film which tells people about a product, or service. Advertise, as verb of advertisement, means to tell the public about product or a service in order to encourage people to buy or to use it.

Presently, most of TV stations use English as a language in which they transform the messages to the audience. It appears in some of TV advertisements, frequently, use English in their text message of the ads. English terms used on TV advertisements are as an expression of the advertiser that has a meaning. There is a message that covered on it. English terms usually used as slogan of the company or a product. Slogan refers to the theme of the companies advertising to send the easy remembering message a view words. Many slogan help to communicate in the essence of the product position. The broadcast media are more appropriate for the transmission of slogans that are most other media (Rossiter: 1996).

According to Kirkpetrick (1964: 350)

Slogan is a word, phrase, clause or sentence that is easy to remember for advertising a product. A nice slogan must be short, clear, unique, and easy to remember. Such as the pun, the play of words, rhythm, balance and parallelism and alliterations, help to make slogans easy to say and easy to remember.

There are many favorable slogans in advertising. Many slogans helps to communicate in the essence of the product position. The broadcast media are more appropriate for the transmission of slogans that are most other

media. Thus used even more often on television and radio than in print. According to Kirkpatrick (1964: 467) said that the slogan needs to be simple, clear, obvious, catchy and colorful. They should be built on a big-sale idea, on self-interest, on buyer-benefit, because their substance is more important than their style. A slogan can prove to be more powerful than a logo. It has to be short, striking, easy to remember and different from other advertisements. When looking at advertisement of the newspapers and magazines, the following subgroups appear in the syntax of advertisement slogans.

E. Previous Study

To support and to prove the originality of the research use some relevant previous study. There are three previous studies that discuss through English terms in advertisement on tv in teaching writing.

- 1). According to Romlih (2015), in his paper “The Students’ Comprehension of English Terms in Advertisement” He said “based on the analysis data this finding suggested that most of the student comprehend to English Terms in advertisement”.

2). According to Ristiani (2013), in his paper “Improving Students’ Ability in Writing Text through Electronic Journaling on TV” she said “The result based on analysis of data proved that electronic journaling is more effective as the teaching strategy in teaching writing.

CHAPTER II

LITERATURE REVIEW

This chapter present the literature review. The review comprises the nature of writing, the aspect of writing, the importance of writing, the process of writing, teaching writing, definition of good writing, semantics, advertisement, English terms in Advertisement, slogan, and previous study.

A. Writing

1. The Nature of Writing

Writing is one of productive skills that should be mastered in language learning. According to Nunan (2003) writing is finding out ideas or opinions then it is transferred into statements and paragraphs. In addition, he states that writing is about process and product. Process means the researcher make plans/drafts, then edit, revision, and publish. Another definition of writing is stated by Richard and Willy (2002: 203) “writing is the most difficult skill for second language learner to master”. The difficulty is not only in generating and organizing ideas, but also in translating idea into real texts.

According to Harmer (1989: 79) Writing is a basic language skill, just as important as speaking, listening, and reading. Students need to know how to write letters, how to put written letter, how to put written reports together, how to reply to advertisements – and increasingly, how to write using electronic media. They need to know some of writing's special conventions (punctuation, paragraph construction, etc.) just as they need to know how to pronounce spoken English appropriately.

The definition tells us that writing is one of the four basic language skills that is very important to learn by the students so that they can have the skill related to writing. Some of the skills that the students expect to obtain related to writing such as:

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becomes a product, it can be given an unlimited number of revisions". During writing process, students will find the difficulties when they will begin to write something, since in a good writing, students have to know the construction of sentences. In addition, the researcher must think carefully before writing something to make sure that the readers can understand the content of the text.

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Among four language skills in English, writing is considered as the most challenging skill to be mastered. Unlike speaking, writing has complex aspects to be considered in order to produce readable text. Writing concerns on some aspects such as how to generate and organize ideas. In addition, writing concern on spelling punctuation, word choice, audience, and so on (Richard and Renandya, 2010). According to Hermer (2005: 38) when writing, students frequently have more time to think than they do in oral activity.

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Based on the definition above, there are two main roles of writing that is learned by the students at school:

- c. It is as a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence. It also means that writing is a skill that the students should learn to be able to write well through given steps such as: planning, evaluating, and revising text, some of the skills including how to

make a report and how to express the students' opinion, ideas, or thoughts which are based on the evidences.

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In learning writing, the students will have to do the process of writing that will lead them to the better writing skill. The process is a must for them to do, through the process, the students can have the time and think more about what should they write.

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In this time, be prepared to put in additional thoughts and details that did not emerge during prewriting. You can write and don't worry about the grammar, punctuation or spelling.

g. Revising

Revising means rewrite a paper, building on what has already been done, in order to make your idea clearly. Revising is as much stage in the writing process as prewriting, outlining and doing the first draft. In revising, you can arrange your writing to put things in the right place. Finally, after you do all the things, you can write in paper. There are three stages to revising process: revising content, revising sentences and editing.

h. Editing

After you have revised your paper for content and style, you are ready to check errors in grammar, punctuation and spelling. Don't forget to eliminate sentence and skill mistake. Your writing is better after you finish this step.

10. Teaching Writing

According to Harmer (2001: 91) the reason for teaching writing to students of English as a foreign language include reinforcement,

language development, learning style and most importantly writing as a skill in its own right.

According to Shih in Brown (2001: 132), there are some points of process approach to teaching writing. First, writing should focus more on the process rather than the product. Second, teacher should help their students in understanding composing process. Third, teacher helps students to build 'repertoire' of strategies for the process of writing—prewriting, drafting and rewriting. Fourth, teacher should allocate enough time to their students to write and revise. Fifth, teacher should put central importance on the revision process. Sixth, teacher gives feedback in both composing process and final version. Seventh, process approach encourages feedback from the teacher and peers. Last, there should be individual meeting between teacher and students especially in the composing process.

11. Definition of Good Writing

Good writing, if the researcher can fulfill the elements of the writing perfectly. According to Haris in Agus (2011: 13) some elements in good

writing are content, form, style, and mechanic. Good writing must express good character namely:

f. Content

Writing must convey the main idea or an attentive reader should be able to grasp the writer purpose. The substance of the writer: the ideas expressed.

g. Form

Writing should content logical or associative connection and transition which clearly express the relationship of the idea described. The organization of the content.

h. Grammar

Writing should adhere to the rules of grammar related to the tenses with sequence if time, the employment of grammatical forms and synthetic pattern.

i. Style

Writing should engage its reader through original insight and precise.

j. Mechanics

Writing must use good spelling, punctuation, and tidy and clean writing.

C. Semantics

Traditionally, semantic is defined as the study of meaning. Language, some of linguists stated that language is a system of formed uses to make meaning. Semantic brings in symbol using and symbol system outside language (Robins, 1964: 20). Meaning is an attribute not only of language but also all of signs and symbol systems. According to Saeed (1997: 3) defined semantics as the study of meaning communicated through language.

According to Riemer (2010: 3) states that meaning is the hearth of language. Meaning is what language is for: to have a language without meaning would be like having lungs without air,

3. Definition of Lexical Meaning

According to Kreidler (1998: 50) lexical meaning is a lexeme has a minimal unit that can take part I referring or predicating. According to Chaer (2010: 289) lexical meaning also usually is said as the meaning in dictionary.

Lexical meaning is a meaning that contained in lexeme although without any context. For example: horse lexeme has a meaning lexical 'an animal that has four feet and usually can be ridden. From that example, it can be said that lexical meaning is the real meaning,

the meaning that suitable with the result of observation, or the meaning that just the way it is.

4. Definition of Contextual Meaning

Context theory is a theory of how environmental design and planning of new development should relate to its context. According to Chaer (2010: 290) contextual meaning is the meaning of a word in one context and it is connected with the condition such as the place, time, and environment of the user language. The context itself is the situation which is formed by setting, activities, and relation. According to Parera in Chaer (2010: 292) context occurs of the time, place, and situation when it is done.

C. TV Advertisement

According to encyclopedia of knowledge (1991: Volume 1) advertisement is a message printed in the newspaper or magazine, broadcasted on radio or television, sent to individuals through the mails, or disseminated in some other fashion-that attempts to persuade readers or listeners to buy a particular product, favor a particular organization or agree with the particular idea.

According to Honrby (2001: 150) advertisement is defined as a notice, picture or film which tells people about a product, job or service. Advertise, as verb of advertisement means to tell the public about a

product or service in order to encourage people to buy or to use it, and presented in two media; printed media and electronic media.

Advertising messages are usually paid for by sponsors and viewed via various traditional media; including mass media such as newspaper, magazines, television commercial, radio advertisement, outdoor advertisement or direct mail; or new media such as websites and text messages.

TV began as an advertising medium has the program usually carried direct sponsorship, the show had the sponsor's name in its and advertised the product. The word "television" first appeared in the June 1907 issue of Scientific America. Before then, experiments in image transmission had been called "visual wireless", "visual radio", and "electric vision". Also crucial in television's and radio's development were Guglielmo Marconi and Lee de Forest.

F. English Term in Advertisement

Sejati (2015: 32) English term is a word, phrase, clause or sentence that is easy to remember for advertising a product. A nice slogan must be short, clear, unique, and easy to remember. According to Kirkpatrick in Romli (2012: 19), such as the pun, the play of words, rhythm, balance and parallelism and alliterations.

According to Hornby (2000: 150) advertisement is defined as a notice, picture or film which tells people about a product, or service. Advertise, as verb of advertisement, means to tell the public about product or a service in order to encourage people to buy or to use it.

Presently, most of TV stations use English as a language in which they transform the messages to the audience. It appears in some of TV advertisements, frequently, use English in their text message of the ads. English terms used on TV advertisements are as an expression of the advertiser that has a meaning. There is a message that covered on it. English terms usually used as slogan of the company or a product. Slogan refers to the theme of the companies advertising to send the easy remembering message a view words. Many slogan help to communicate in the essence of the product position. The broadcast media are more appropriate for the transmission of slogans that are most other media (Rossiter: 1996).

According to Kirkpetrick (1964: 350)

Slogan is a word, phrase, clause or sentence that is easy to remember for advertising a product. A nice slogan must be short, clear, unique, and easy to remember. Such as the pun, the play of words, rhythm, balance and parallelism and alliterations, help to make slogans easy to say and easy to remember.

There are many favorable slogans in advertising. Many slogans helps to communicate in the essence of the product position. The broadcast media are more appropriate for the transmission of slogans that are most other

media. Thus used even more often on television and radio than in print. According to Kirkpatrick (1964: 467) said that the slogan needs to be simple, clear, obvious, catchy and colorful. They should be built on a big-sale idea, on self-interest, on buyer-benefit, because their substance is more important than their style. A slogan can prove to be more powerful than a logo. It has to be short, striking, easy to remember and different from other advertisements. When looking at advertisement of the newspapers and magazines, the following subgroups appear in the syntax of advertisement slogans.

G. Previous Study

To support and to prove the originality of the research use some relevant previous study. There are three previous studies that discuss through English terms in advertisement on tv in teaching writing.

- 1). According to Romlih (2015), in his paper “The Students’ Comprehension of English Terms in Advertisement” He said “based on the analysis data this finding suggested that most of the student comprehend to English Terms in advertisement”.

2). According to Ristiani (2013), in his paper “Improving Students’ Ability in Writing Text through Electronic Journaling on TV” she said “The result based on analysis of data proved that electronic journaling is more effective as the teaching strategy in teaching writing.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents setting and subject of the research, research design, research procedure, and data collection technique.

A. Setting and Subject of the Research

The research was conducted in the eleventh grade students at SMK Mitra Karya. The school is located at Jl Proklamasi No. 73, Desa Karyasari Kec. Rengasdengklok. Kab. Karawang. This research takes place during one semester about three months from February until April 2017. The subject of the research is the students from tenth grade high school. There are 30 students on the class (X Teknik Sepeda Motor 3). There are four steps in this research: preparation, implementation, analysis of the data, and research report.

The details of each activity are as follows:

Table 3.1. Time Schedule

No	Activities	Agt '16	Sep '16	Okt '16	Nov '16	Des '16	Jan '17	Feb '17	Mar '17	Apr '17	Mei '17	June '17
1	Writing the Proposal	√										
2	Proposal Seminar		√									
3	Conducting the Research							√	√	√		
4	Progress Report									√		
5	Collecting the Data						√	√	√	√		
6	Analysing the Data									√	√	
7	Writing the Last Report										√	
8	Final Seminar											√

B. Research Design

This research used Collaborative Classroom Action Research. This research composed for two or more cycles then it observed and evaluated to identify all facts including the success and the failure of the action. It means that the action should be stopped or continued and revised to the next cycle based on the selected criteria of success.

The research procedure will be started with problem identification, planning, implementation, observation and reflection.

Research procedure will be presented in figure 3.2 and 3.3

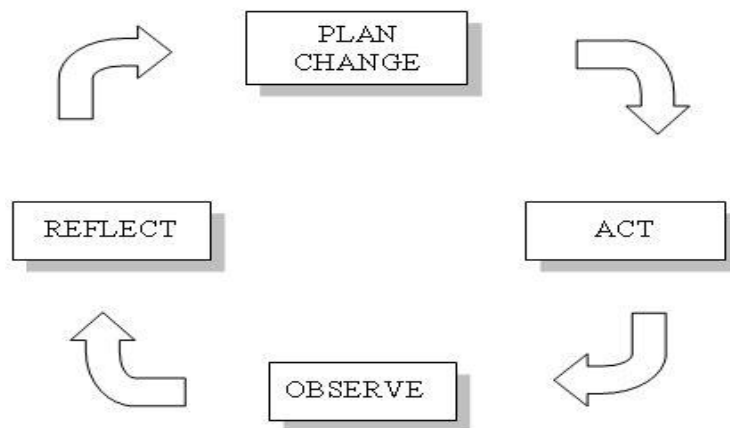


Figure 3.2 Model of CAR Kemmis & Mc Taggart, 1988

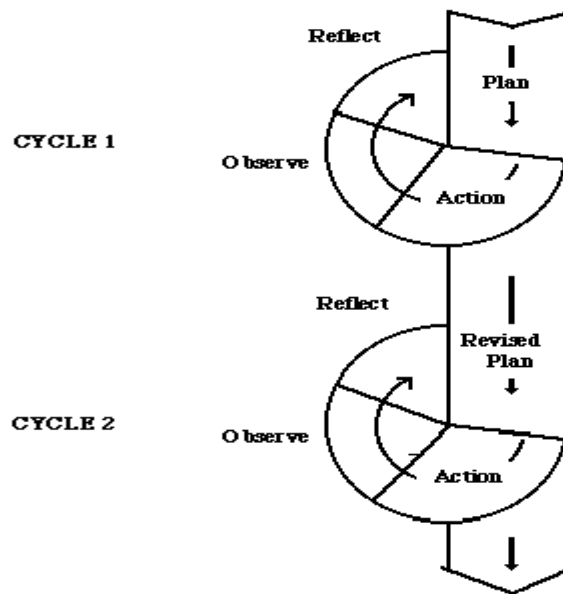


Figure 3.3 Model of CAR Hopkins, 1985

The concept used in this classroom action research is cyclical process adapted from Stephen Kemmis has develop a simple model of cyclical of

the typical action research process each cycle has four steps, they are, planning, acting, observing, and reflecting.

1. Planning

We prepare the material that we will teach, making lesson plan, syllabus and making evaluation that will examine.

2. Acting

We teach the students based on our plan, the material and the method we are going to teach and give the evaluation as the result.

3. Observing

We observe the result of the acting is it satisfied or not.

4. Reflecting

We analyze the weaknesses of the students.

From the explanation above, it can conclude that an action research is this study means the systematic study of attempt to improve the teaching and learning process in order that students' writing skill through English terms on TV advertisement.

C. Research Procedure

This research was composed for two cycles then it was observed and evaluated to identify all facts including the success and the failure of the

action. It mean that the action should be stopped or continued and revised to the next cycle based on the selected criteria of success.

1. Problem Identification

At the first step before conducting classroom action research, the researcher conducted a preliminary observation which was done during the teaching learning process. The pre-test was conducted on February , 2017 . The researcher found the factual problem that the students' writing skill was low.

In general, writing skill covered some aspects of organization, content, grammar, punctuation, and vocabulary.. Related to those problems, the researcher wants to improve the students' writing skill through English terms on Tv advertisement.

2. Planning of Action

After finding the causes of poor writing skill, the planning stages are formulated as follows:

- a. Designing lesson plan
- b. Selecting material and media
- c. Deciding criteria of success

Table 3.2 The schedule of Classroom Action Research (CAR)

No.	Date	Stages	Topic	Activities
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1.	Feb 21, 2017	Pre-test Activity	Introduction and greeting	To investigate the factual problems: the low of writing skill as the preliminary observation.
CYCLE 1				
2.	Feb 28, 2017	- Meeting 1	Talking about advertisement, the example and kinds of advertisement	Identify of the advertisement, and kinds of advertisement
3.	Mar 7, 2017	- Meeting 2	Talking about the meaning of slogan tv advertisement	Implementation of written text of slogan tv advertisement
4.	Mar 14, 2017	Post-Test 1 Activity	Written test	To gain the result of the writing skill after the treatment of the action in cycle 1. In order to investigate whether the action had met the criteria of success or not.
CYCLE 2				
5.	Mar 21, 2017	- Meeting 1	Slogan and contextual meaning	Identify and comprehend an English terms, slogan and contextual meaning on tv advertisement.

6.	Mar 28, 2017	- Meeting 2	Talking about the example of automobile and electronic advertisement	Implementation of written text of automobile and electronic on tv advertisement on.
7.	Mar 31, 2017	Post-test 2 Activity	Written test	To gain the result of the writing skill after the treatment of the action in cycle 1. In order to investigate whether the action had met the criteria of success or not.

3. Reflection

In this part, the researcher evaluated the effect of the implementation teaching writing skill through English terms in automobile advertisement on tv. Reflection was a means judge whether the implementation of the action was success or failed.

The reflection was done based on the data which were gained after the observation and test. If the result of the data finding had met the criteria of success, the action was stopped. In the other hand, if the result of data finding did not meet the criteria of success, the action was continued to the next cycle until met the criteria of success.

D. Data Collection Technique

The researcher used the kinds of technique in order to find the theory of writing, the strategic of writing, and the definition of English terms in automobile advertisement.

Table 3.3 Techniques of Collecting Data

No	Technique	Target	Purpose	Data
1.	Observation	a. Students b. Teaching and Learning activity c. Teacher	To watch and record action	Field note teacher's diary
2.	Interview	Students	To know the participants feeling in face-to-face interaction	Interview
3.	Questionnaire	Students	To get response in non face-to-face interaction	Questionnaire Scoring
4.	Test	Students	To get information about the current and previous mark, judgment and situation.	Writing scores

E. Data Analysis Technique

This study will be successful if there is an improvement of students' writing skill. One of indicator of the improvement is the increase of writing scores.

In this case, before applying the action, the researcher will give pre-test to the students. In the end of the action, the students will be given post-test in order to know the improvement of writing ability.

The type of data in this research is qualitative data. The form of writing score which is gained from the result of pre-test or post-test. The score will be analyzed with comparing the mean of each test to find out the improvement of students' achievement in writing.

In scoring the students' work, there are five elements to score, they are Content, organization, grammar, vocabulary, and mechanic. Furthermore, to obtain more valid score, the students' works were scored using inter-rater. It means that the students' works are scored by both us and the collaborator.

To get score each student the researcher uses analytic scoring proposed by Heaton (1989: 135) the aspect in the scoring are listed in table

3.4

Table 3.4 Formulas to Get Score of Students

No.	Analytic Scoring	Score
1.	Content	

2.	Organization	
3.	Grammar	
4.	Vocabulary	
5.	Mechanic	

In every aspect has been basic criteria of scoring, the following criteria, that are:

Table 3.5 Aspect of Content

Score	Information	Explanation
30 – 27	Excellent	Main ideas stated clearly and accurately, change of opinion very clear
26 – 22	Good	Main ideas stated fairly clearly and accurately, change of opinion relatively clear
21 – 17	Average	Main ideas somewhat unclear and inaccurate, change opinion somewhat weak
16 – 13	Poor	Main ideas not clear or accurate, change of opinion weak

Table 3.6 Aspect of Organization

Score	Information	Explanation
20 – 18	Excellent	well organized and perfectly coherent
17 – 14	Good	Fairly well organized and generally coherent
13 – 10	Average	Loosely organized but main ideas clear, logical but incomplete sequencing
9 – 7	Poor	Ideas disconnected, lacks logical sequencing

Table 3.7 Aspect of Vocabulary

Score	Information	Explanation
20 – 18	Excellent	Very effective choice of words and use of idiom and word form
17 – 14	Good	Affective choice of words and use of idiom and word form
13 – 10	Average	Adequate choice of words but some misuse of vocabulary, idiom and forms
9 – 7	Poor	Limited range, confused use of words, idiom and word forms

Table 3.8 Aspect of Grammar

Score	Information	Explanation
25 – 22	Excellent	No error, full control of complex structure
21 – 19	Good	Almost no error, good control of structure
18 – 11	Average	Some error, fair control of structure
10 – 5	Poor	Many error, poor control of structure

Table 3.9 Aspect of Mechanics

Score	Information	Explanation
5	Excellent	Mastery of spelling and punctuation
4	Good	Few error in spelling and punctuation
3	Average	Fair number of spelling and punctuation error
2	Poor	Frequent error in spelling and punctuation

The researcher collects the data from the score of pre-test and post-test in writing text advertisement. The researcher gives the pre-test to know students' writing skill in advertisement text through English term or slogan. After the researcher get score from pre-test, the researcher apply slogan in doing writing text advertisement. Then, the researcher gives post-test to the students. After analyzing the scores of the written text, the researcher use statistical technique to find the mean score. The formula to find the mean is follows:

$$M = \frac{\sum X}{N}$$

M = Mean Score

$\sum X$ = Total Score

N = Total Students

If the mean score increase, the students' writing skill is considered improving.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter covers the result of the study and discussion toward the result of the study.

A. Results

1. Preliminary Observation (Reconnaissance)

Before the researcher did the research, the researcher met the Head Master of SMK Mitra Karya for asking permission to do the research. After meeting the headmaster and got the permission, the researcher met with the English teacher in X TSM 3 to share about the target of teaching and learning process and determine allocating time that is needed to do a research. This stage was done to get information about the real condition of the class including the teacher technique used in the process of teaching and learning, the students' problems and their performances in writing. The researcher analyzed to get a suitable teaching process for students.

After preliminary observation and got the basic problems, the researcher designed a lesson plan by discussing with the English teacher. The lesson plan was arranged and develops based on the syllabus in the second semester of the first year students of senior high school.

The lesson plan consist of course identity, instructional objectives, indicators, material, and instructional material. The researcher designed her teaching media, teaching instrument, and teaching method.

2. Pre-test

a. Planning

The researcher prepared the teaching instrument, and attendance list.

The instrument sheet, such as material about English terms on TV advertisement, and designed to get information about the current and previous problems of the students' writing skill.

b. Acting

The first meeting was held on February 21, 2017. It started from 7.00 am until 8.30 am. At the first time the researcher entered the class.

The students had low motivations, and the situation was not conducive. The researcher greets the students and checks the students' attendance. Then the researcher introduced herself and explain the objective of the course in this meeting. After that the researcher gave a test (Pre-test) to the students. The researcher distributes the answer sheet.

c. Observing

In this stage the researcher observed that their writing skill. From the observation which she got, there are several students unable to

write. This result the students is less enthusiasm even the class atmosphere became clamor.

The result of pre-test were the score from the first corrector could be reported that the highest score was 70, the lowest score was 50, and the average score was 60. The complete data can be seen on the Table 4.1 below.

Table 4.1
Pre-test scores from the first corrector

No	Explanations	Score
1.	The Highest Score	70
2.	The Lowest Score	50
Average Score		60

The score from the second corrector could be reported that the highest score was 70, the lowest score was 55, and the average score was 62.5. The complete data can be seen on the Table 4.2 below.

Table 4.2
Pre-test score from the second corrector

No	Explanations	Score
1.	The Highest Score	70
2.	The Lowest Score	55
Average Score		62.5

There were five writing elements that were analyzed: content, organization, grammar, vocabulary, and mechanics. The results of the analysis can be seen on the table 4.3 and 4.4

Table 4.3

Pre-test scores of writing element from the first corrector

No	Writing Element	Score
1.	Content	62.5
2.	Organization	58.5
3.	Grammar	54.5
4.	Vocabulary	60
5.	Mechanics	63.5
Average Score		59.7

Table 4.4

Pre-test scores of writing element from the second corrector

No	Explanations	Score
1	Content	62.5
2	Organization	61
3	Grammar	58
4	Vocabulary	61
5	Mechanics	63
Average Score		61.1

The average score from two correctors could be reported that the highest score was 70, the lowest score was 52.50, and the average score was 61.25. The complete data can be seen on the Table 4.5

Table 4.5
Pre-test average scores from the two correctors

No	Explanations	First Corrector	Second Corrector	Score
1	The highest score	70	70	70
2	The lowest score	50	55	52.50
Average Score				61.25

There were five writing elements that were analyzed: Content, organization, grammar, vocabulary, and mechanics. The result of the analysis can be seen on the Table 4.6

Table 4.6
Pre-test average of Writing elements Score from two correctors

No	Explanations	First Corrector	Second Corrector	Score
1	Content	62,50	62,50	62,50
2	Organization	58,50	61,00	59,75
3	Grammar	54,00	58,00	56,00
4	Vocabulary	60,00	61,00	60,50
5	Mechanics	63,50	63,00	63,25
Average Score				60,40

d. Reflecting

Based on the observation sheet from the analysis of pre-test, the data showed that the mean of pre-test from two correctors was 61.25. It can be said most of students at the eleventh grade of SMK Mitra Karya had difficulty in writing skill. It showed that the result that there were 30 students did not pass the *KKM*. Most of the students had problems in vocabulary, content, organization, grammar, mechanics of aspects of writing, and have not enough encourage to write. The condition of the class is rather less in control, probably because of the new situation and they deal with the instructor who is less familiar. The action was needed to improve students' writing skill. The action research was conducted in two cycles. Every cycle was followed the procedures of action research such as planning, acting, observing, and reflecting.

3. The Cycle 1

This cycle covers' planning, acting, observing and reflecting. In this phase, there were three meetings. That was conducted on February 28 - March 14, 2017.

a. Planning

The researcher determines the standard competence, basic competence, indicator, aim of teaching and learning process and assessment. In this phase, the researcher prepared: the lesson plan, instructional material, teaching media, and research instrument. The

researcher prepared the material about English terms on TV advertisement text and several pictures of examples of English terms on TV advertisements. Then, she prepared several instruction to make group work in the class. Every group was not of the same the picture.

b. Acting

1) Meeting 1

The first meeting was held on Tuesday, February 28th 2017. It started from 7.00 am until 8.30 am. The researcher entered the class to say greeting “*Good morning students! How are you?*”

Afer she took the attendance list, explaining the objectiveness of the course, and review the last meeting. Then the researcher gave a stimulus to the students. The stimulus was such a picture of example of slogan of advertisement. The students observed what the picture is. After that the researcher explained how to write well covering such as the aspects of writing, and the importance of writing. The researcher gave explanation about TV advertisement and simple slogan of advertisement. The researcher divided them into several group (5 students for each group). The students were asked to answer the question about the material. Seen reaction of students not yet giving enthusiastic response to write. Of 30 students only nine students that seems is active. Most of the students make mistakes in grammar.

After the learning teaching process, the researcher ends the class in meeting 1 and say goodbye.

2) Meeting 2

The second meeting was held on Tuesday, March 7th 2017. It started from 7.00 am until 8.30 am. The researcher entered the class saying several greetings like *“Good morning students! How are you?” “How the hot today is!”*

After that, she took to explain the objective of the course, and review the material in last meeting. In this second meeting the students’ motivation was good. The researcher gave an explanation about automobile advertisement and electronic advertisement, the researcher explained the meaning of English term/slogan contextually and lexically and the technique of making a good sentence in making slogan with easy explanation in order that they can understand.

The students were asked to answer the question about the material. The researcher asked the students to make groups of discussion. The researcher asked the students to write the result of the discussion. Seen the students’ activities in group work, most of them were uncomfortable with their group.

At the last time (15 minutes before finishing) the researcher told students about the material in the next meeting. Then she close the class by saying goodbye.

3) Meeting 3

The third meeting was held on March 14, 2017. The researcher entered the class to say several greetings like “*Good morning students! How’s life?*” “*Are you ready for the test today?*”

After that, she took the attendance list, she explain the objective of the course. In this meeting the learning process in the class was post-test 1. The researcher brought the Post-test 1. The researcher asked the students to make a slogan text, and explains the meaning the slogan by their own word based on the picture.

At last time (15 minutes before finished) the researcher distributed the answer sheet.

c. Observing

The observation was done in the same time as that of the implementing. From the observation she got, there were several students who still got difficulties in understanding some English terms on TV advertisement. So the students were writing scores which were still under of criteria success.

The results of post-test of cycle 1 were the score from the first corrector could be reported that the highest score was 82, the lowest

score was 66, and the average score was 74. The complete data can be seen on the Table 4.7 below.

Table 4.7
Post-test Average Score of Cycle 1 from the First Correctors

No	Explanations	Score
1	The highest score	82
2	The lowest score	66
3	The average score	74

The score from the second corrector could be reported that the highest score was 80 the lowest score was 60, and the average score was 70. The complete data can be seen on the Table 4.8 below.

Table 4.8
Post-test average Scores of Cycle 1 of writing element from the Second Corrector

No	Explanations	Score
1	The highest score	80
2	The lowest score	60
Average Score		70

There were five writing elements that were analyzed: Content, organization, grammar, vocabulary, and mechanics. The results of the analysis can be seen on the table 4.9 and 4.10 below.

Table 4.9

Post-test average scores of Cycle 1 of writing element from the first corrector

No	Explanations	Score
1	Content	73.5
2	Organization	72.5
3	Grammar	69
4	Vocabulary	73
5	Mechanics	72
Average Score		72

Table 4.10

Post-test average scores of Cycle 1 of writing element from the Second corrector

No	Explanations	Score
1	Content	71
2	Organization	71
3	Grammar	70
4	Vocabulary	72
5	Mechanics	71
Average Score		71

The average score from two correctors could be reported that the highest score was 81, the lowest score was 63, and the average score was 72. The complete data can be seen on the Table 4.11 below

Table 4.11

Post-test average scores of cycle 1 from the two correctors

No	Explanations	First Corrector	Second Corrector	Score
----	--------------	-----------------	------------------	-------

1	The highest score	82	80	81
2	The lowest score	66	60	63
Average Score				72

There were five writing elements that were analyzed: Content, organization, grammar, vocabulary, and mechanics. The results of the analysis can be seen on the table 4.12 below.

Table 4.12
Post-Test Average Score of writing elements of Cycle 1

No	Explanations	First Corrector	Second Corrector	Score
1	Content	73.5	71	72.25
2	Organization	72.5	71	71.75
3	Grammar	69	70	69.5
4	Vocabulary	73	72	72.5
5	Mechanics	72	71	71.5
Average Score				71.5

d. Reflecting

The researcher was conducting reflecting in the last meeting in cycle 1. Based on the observation sheet from the analysis of teaching and learning process of writing through English terms on TV advertisement, the data showed that the mean score of post-test of cycle 1 from two correctors was 72, there were 6 students who passed the *KKM*. It was found that most of the students still had low scores in writing particular slogan and explaining. They had problem

in master grammar. Although some of the students could get improved their score, was the criteria of success had not been achieved yet. The use of group work was not maximum in this cycle. The students made too much a joke with their friends in group. The conclusion is that implementation of cycle 1 still needs to be revised in cycle 2.

4. The Cycle 2

This cycle covers' planning, acting, observing and reflecting. In this phase, there were three meetings. That was conducted on March 21 - March 31, 2017.

a. Revised Planning

The researcher determined standard competence, basic competence, indicator, aim of teaching and learning process, and assessment.

The implementation in cycle 1 had not given any significant change to the writing skill of students at SMK Mitra Karya. The result of test in cycle 1 was not satisfying yet, some revision was made. The planning of implementation in cycle 2 was similar to that of cycle 1. The differences were the research was not used group work (5 students each group) but the researcher used individual work.

b. Acting

1) Meeting 1

The first meeting was held on Tuesday, March 21st 2017. It started from 7.00 am until 8.30 am. The researcher entered the class and said several greetings like “*Good morning students! How are you?*”

After that, she took the attendance list, explaining the objective of the course, and reviewed the material in the last meeting. The researcher explained again the material including how to write well in the slogan for advertisement and interpret the slogan lexically and contextually. In this meeting, the researcher discussed the automobile advertisement. The researcher asked the students about the difficulty in this task. Then the researcher explained again to all student about the difficulty.

2) Meeting 2

The first meeting was held on Tuesday, March 28th 2017. It started from 7.00 am until 8.30 am. The researcher entered the class to say several greetings like “*Hello, Good morning students! How are you?*” “*How about your day?*”

After that, she took the attendance list, explaining the objective of the course, and review the material in last meeting.

In this meeting, the researcher discussed the electronic advertisement. The researcher asked the students about the

difficulty in this task. Then the researcher explained again to all of the students the difficulties. The researcher gave a task the students. They answered the task individually. The students had a fun feeling and enjoyed it in the class. Most of the students were active and worked cooperatively with their teacher.

3) Meeting 3

The third meeting was held on Friday March 31st 2017. It started from 9.40 am until 11.10 am.

The researcher explained a bit the materials. The researcher brought the Post-test 2. The researcher asked the students to make a slogan text, and explained the meaning of the slogan in their own word based on the picture.

At last time (15 minutes before finished) the researcher distributed the answer sheet.

c. Observing

The observation was focused on the activities made by the students during teaching and learning process. The students could improve their writing skill.

The result of post-test 2 were the scores from the first corrector could be reported that the highest score was 90, the lowest score was 73, and the average score was 81.5. The complete data can be seen on the Table 4.13 below.

Table 4.13
Post-test average score of cycle 2 from first correctors

No	Explanations	Score
1	The highest score	90
2	The lowest score	73
Average Score		81.5

The score from the second corrector could be reported that the highest score was 85, the lowest score was 70, and the average score was 77.5. The complete data can be seen on the Table 4.14 below.

Table 4.14
Post-Test Average Score of Cycle 2 from Second Correctors

No	Explanations	Score
1	The highest score	85
2	The lowest score	70
Average Score		77.5

There were five writing elements that were analyzed: Content, organization, grammar, vocabulary, and mechanics. The results of the analysis can be seen on the table 4.15 and 4.16 below.

Table 4.15
Post-test average score of writing elements of cycle 2 from first correctors

No	Explanations	Score
1	Content	79
2	Organization	77.5
3	Grammar	77
4	Vocabulary	78
5	Mechanics	80
Average Score		78.3

Table 4.16
Post-Test Average Score of Writing Elements of Cycle 2 from Second
Correctors

No	Explanations	Score
1	Content	77
2	Organization	76
3	Grammar	75
4	Vocabulary	77
5	Mechanics	78
Average Score		76.6

The average score from two correctors could be reported that the highest score was 87.5, the lowest score was 71.5, and the average score was 79.5. The complete data can be seen on the Table 4.17 below.

Table 4.17
Post-Test Average Scores of Cycle 2 from the Two Correctors

No	Explanations	First Corrector	Second Corrector	Score
1	The highest score	90	85	87.5
2	The lowest score	73	70	71.5
Average Score				79.5

There were five writing elements that were analyzed: Content, organization, grammar, vocabulary, and mechanics. The results of the analysis can be seen on the table 4.18 below.

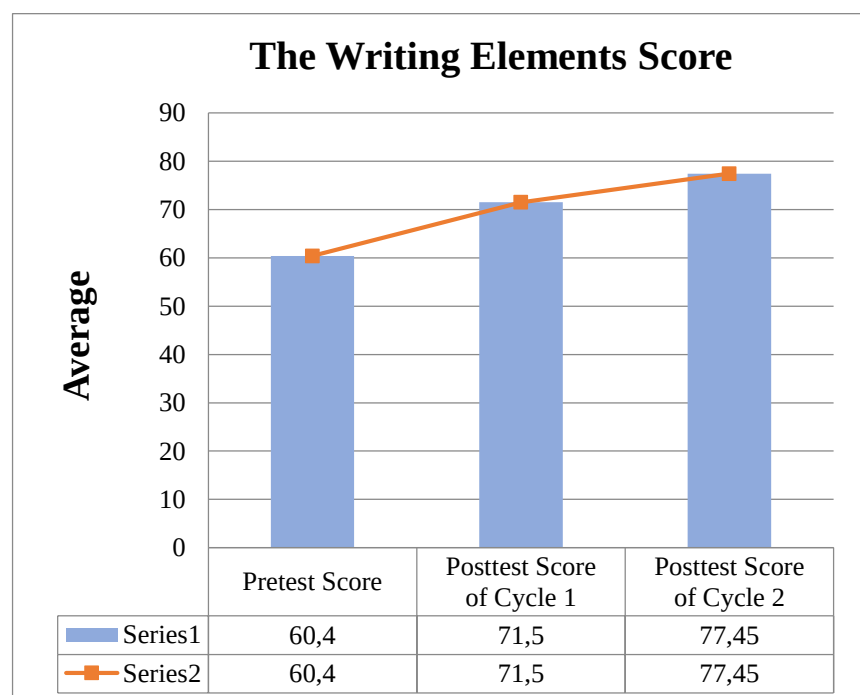
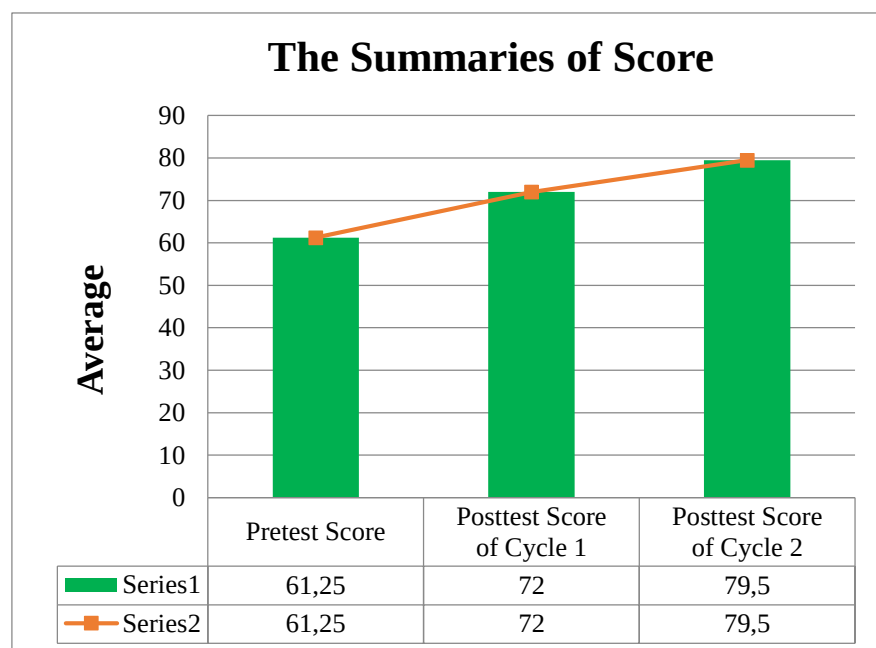
Table 4.18
Post-test Average Scores of Writing Elements of Cycle 2

No	Explanations	First Corrector	Second Corrector	Score
1	Content	79	77	78
2	Organization	77.5	76	76.75
3	Grammar	77	75	76
4	Vocabulary	78	77	77.5
5	Mechanics	80	78	79
Average Score				77.45

d. Reflecting

Based on the observation sheet from the analysis of teaching and learning process in writing English terms on TV advertisement. The data showed that the average score from two correctors was 79.5 and the average score of writing elements was 77.45. Their enthusiasm was high when the researcher chose the simple picture to write the

slogan and explained it. Developing motivation among the class built the spirit and can help to reduce treatment of the writing skill. In cycle 2, two students could not achieved SKM (standard of minimum score). So, the 28 students were success and the criteria of successful could be achieved. The summaries of score could be seen on the graphic below.



B. Discussion

It contains the explanation of the data analysis based on the research problem.

1. The result of the implementation of English Terms on TV advertisement

These activities of the class, the researcher could see the progress of writing skill from the students. The improvement processed in teaching writing through English terms on TV advertisement. The result of the implementation of English terms from this research is that the English term can improve the skill of writing particularly for writing advertisement text of students on SMK Mitra Karya. The students were made creative and feel happy with made slogan text.

There was increasing the average score from cycle 1, and cycle 2 the researcher took their score from the exercises (post-test) that they have done. It was indicated that teaching writing through English terms on TV advertisement the students reached better and better in writing skill. From the second meeting at cycle 2, the students had improve to writing skill with the proof 93% from 30 students was had got score upon SKM (Standart Ketuntasan Minimum) the score of SKM is 75.

2. The Result of Questionnaire

The questionnaires sheet consisted of 10 questions. The questions are developed in order to know students interest in the implementation of improving the students' writing skill through English terms on TV advertisement. This was distributed to the students in the third meeting of cycle 2. The complete data can be seen on the Table 4.10 below.

Table 4.19
The Result of Questionnaire

No	Question	Percentage	
		Yes	No
1.	Do you enjoy study English?	80 %	20 %
2.	Do you enjoy writing?	66,6 %	33,4 %
3.	Do you like an English writing activity?	50 %	50 %
4.	Writing skills are simple for me.	16,7 %	83,3 %
5.	The material about advertisement is very useful to improve my writing skill	66,6 %	33,4 %
6.	The contents in material are clear and challenging for students to study	63,3 %	36,7 %
7.	My teacher suggested me about writing techniques and information	76,6 %	23,4 %
8.	I can improve writing skill through English terms on TV advertisement	70 %	30 %
9.	I like to share knowledge and opinion with friends by using writing work	63,3 %	36,7 %
10.	I agree that process writing is essential and useful	80 %	20 %

CHAPTER V

CONCLUSIONS AND SUGGETIONS

This chapter presents the conclusions and suggestions are follow:

A. Conclusions

After analyzing some data collecting about improving the students' writing skill through English Terms on TV Advertisement, from cycle 1 to cycle 2. The average score of pre-test from two correctors is 61,25, and the average score of writing elements is 60,40. The cycle 1, the average score from two correctors is 72 and the average score of writing elements is 71,5. The cycle 2, the average score from two correctors is 79,5 and the average score of writing elements is 77,45. From the result is concluded that English terms on TV advertisement could be to improve the students in writing skill and could be applied in teaching English writing skill for the students at SMK Mitra Karya. The students' responds were good. It is according the questionnaires and interview guideline that English terms was really interesting and helped them in practice writing English well.

B. Suggestions

Based on the research results and discussion, the following suggestions addressed to the teacher, the students and the future researcher are presented:

1. For the Students

- a. The students should be active in participating during learning activity, especially that have related to the writing aspect.
- b. The students should help their friends when they cannot make an English terms

2. For The Teacher

- a. Considering that English terms on tv advertisement could improve students achievement in writing. It is recommended that English teacher implement such method in the English class.
- b. The teacher should make condusive and make fun in the class to support the class activity
- c. The teacher should make innovation in learning process, especially English writing by using varians method.

3. For the Future Researcher

- a. This paper would inform other researcher who want to conduct research on this paper could increasing students' English writing skill.

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APPENDICES

(STKIP) SILIWANGI BANDUNG
TERAKREDITASI

SK/BAN-PT/Akred/S/X/2015
No. 377/SK/BAN-PT/Akred/S1/VII/2015
No. 387/SK/BAN-PT/Akred/S/X/2014
No. 377/SK/BAN-PT/Akred/S/IX/2014
S/EO/2014

JENJANG S2
PLS (S2) No. 033/BAN-PT/Ak-IX/S2/I/2012
Pend. Matematika (S2) No. 243/BAN-PT/Ak-IX/M/XII/2013
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Telp. (022) 6658680, Fax. (022) 6629913
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SURAT KEPUTUSAN
Nomor: 383 /STKIP/S/IX/2016
Tentang

**PENGESAHAN DOSEN PEMBIMBING SKRIPSI
PROGRAM S-1 STKIP SILIWANGI BANDUNG**

SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN (STKIP) SILIWANGI BANDUNG

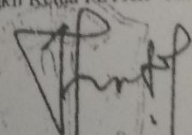
- bang :
1. Bahwa rencana penelitian yang diajukan oleh :
Nama : Tia Monika
NIM : 13220056
Jurusan/Program Studi : Pendidikan Bahasa Inggris
Telah memenuhi persyaratan akademik untuk diajukan judul Skripsi Program Strata Satu.
 2. Bahwa untuk kelancaran penyusunan skripsi tersebut perlu mendapat bimbingan dari dosen sesuai dengan disiplin ilmunya.
- rhentikan :
- Hasil musyawarah Ketua STKIP dengan pimpinan jurusan di lingkungan STKIP Siliwangi Bandung.

MEMUTUSKAN

- pkkan :
- : Mengesahkan Judul Skripsi
Nama : Tia Monika
NIM : 13220056
Judul : Improving Students' Writing Skill through English Terms on TV Advertisement
 - : Mengangkat Dosen Pembimbing Skripsi
Pembimbing I : Dr. H. Odo Fadloeli, M.A.
Pembimbing II : Aseptiana Parmawati, S.Pd., M.Pd.
 - : Pembimbing bertugas melakukan bimbingan dalam penyusunan skripsi mulai dari penelitian dan penulisan sampai saat disidangkan.
 - : Kepada Pembimbing diberikan honorarium sesuai dengan ketentuan yang berlaku.
 - : Surat Keputusan ini berlaku sejak tanggal ditetapkan sampai dengan mahasiswa yang bersangkutan lulus dalam ujian sidang.
 - : Apabila ada kekeliruan dalam penetapan, surat keputusan ini akan ditinjau kembali.

AN Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan nakan sebagaimana mestinya.

Ditetapkan di : Cimahi
Pada Tanggal : 19 September 2016
Wakil Ketua STKIP Siliwangi,


Dr. Hj. Enis Eli Rohaeti, M.Pd.
NIP. 196812091993032002

an :
1. Koordinator Kopertis Wilayah IV Jawa Barat
1. Ketua Jurusan/PS di lingkungan STKIP Siliwangi

SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN (STKIP) SILIWANGI BANDUNG

Steep Pendidikan Perguruan Tinggi
Nomor: 063/I/O/1987

Akreditasi Institusi Perguruan Tinggi "B"
Nomor: 0553/SK/BAN-PT/Akred/PT/V/2016

Pascasarjana: Pendidikan Luar Sekolah, Pendidikan Matematika
Sarjana: Pendidikan Luar Sekolah, PB, Inggris, PBS, Indonesia, Pendidikan Matematika, PG-PAUD
Jl. Terusan Jenderal Sudirman, Cimahi 40526 Telp. (022) 6658680, 6629735 Fax (022) 6629913
email: stkipiliwangi4341@yahoo.co.id, website: stkipiliwangi.ac.id

: 066/S1/Februari-P-Bahasa Inggris/STKIP-Siliwangi/2017

: *Permohonan izin Riset.*

: Kepala Kantor Kesatuan Bangsa dan Politik Kab./Kota Karawang

: di

: Tempat

: (Jl. A YANI No. 3 KARAWANG)

Ketua Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) Siliwangi
Bandung, dengan ini mengajukan izin Pelaksanaan Riset untuk :

Nama : Tia Monika
Nomor Pokok : 13220056
Program Studi Pendidikan : Bahasa Inggris

Bermaksud mengadakan Riset/penelitian di: SMK Mitrakarya Kel./Desa Karyasari
Kec. Rengasdengklok Kota/Kab. Karawang.

Tmt. Maret s/d. April 2017

Untuk bahan penulisan Skripsi Strata Satu (S.1) STKIP Siliwangi Bandung.

**JUDUL SKRIPSI: *Improving Students' Writing Skill through English Terms on
TV Advertisement.***

atas perhatian dan izin Bapak/Ibu kami ucapkan terima kasih.

Cimahi, 25 Februari 2017

A.n. Ketua,

Ketua Prodi Pendidikan Bahasa Inggris



Suprijadi, S.Pd., M.Pd
NIDN: 0816107169

Tembusan :

1. Kadisdikpora Kota/Kab.
2. Camat Kecamatan
3. Kepala Kel./Desa
4. Kepala Sekolah

**SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN
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 Magister Pendidikan Matematika, Terakreditasi No. 243/BAK-PT/BAK-PP/2013

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 Pendidikan Bahasa Inggris, Terakreditasi No. 507/BAK-PT/BAK-PP/2015
 Pendidikan Bahasa dan Sastra Indonesia, Terakreditasi No. 507/BAK-PT/BAK-PP/2015
 Pendidikan Pendidikan Matematika, Terakreditasi No. 507/BAK-PT/BAK-PP/2015
 Pendidikan Guru Pendidikan, Terakreditasi No. 507/BAK-PT/BAK-PP/2015

**KARTU KEGIATAN
BIMBINGAN PENELITIAN DAN PENULISAN SKRIPSI
PROGRAM STRATA SATU (S-1)**

Nama Mahasiswa : TIA MONIKA
 : 13220056
 Program Studi : Pendidikan Bahasa Inggris
 : Dsn Pisangsambo Desa Pisangsambo RT 02 / RW 01
 : Kecamatan Tirtajaya Kab. Karawang
 :
 Pembimbing I : Dr. H. Odo Fadloeli, M.A
 Pembimbing II : Aseptiana Parmawati, S.Pd., M.Pd.

No.	Tanggal	Waktu	Tempat	Tahap Kegiatan yang dibicarakan	Paraf
1	02-10-16	08.00	Kampus (B7)	Konsultasi Judul	
2	16-10-16	10.00	B3	Konsultasi Judul	
3	16-10-16	07.00	C3	Research Proposal	
4	16-10-16	10.00	C3	Chapter I	
5	30-10-16	07.00	C3	Chapter I	
6	30-10-16	10.00	Prodi	Revisi Chapter I	
7	23-11-16	12.00	B6	Chapter II	
8	16-01-17	12.00	B6	Revisi Chapter II	
9	25-01-17	10.00	B6	Chapter III & Revisi Chapter II	
10	03-02-17	15.00	C3	Chapter II	
11	10-02-07	09.00	C3	Chapter III	
12	24-02-07	11.00	C4	Revisi Chapter III	

APPENDIX 6

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMK MITRA KARYA

Mata Pelajaran : Bahasa Inggris

kelas/ Semester : X / 2

Materi Pokok : “Advertisement”

Alokasi Waktu : 2x45 menit

A. KOMPETENSI INTI (KI)

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Mengembangkan perilaku (jujur, disiplin, tanggungjawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan pro aktif) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

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

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di

sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi Internasional yang diwujudkan dalam semangat belajar
- 3.8 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional
- 4.11 Menangkap makna pemberitahuan (advertisement)
- 4.12 Menyusun teks tulis pemberitahuan (advertisement), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

Indikator Pencapaian Kompetensi

- a. Siswa mampu mengidentifikasi slogan dan teks advertisement yang disajikan
- b. Siswa mampu memahami makna yang ada dalam iklan
- c. Siswa mampu menemukan informasi tersurat dan tersirat dari advertisement
- d. Siswa mampu menyusun teks tulis sangat pendek dan sederhana tentang slogan iklan
- e. Siswa mampu menginterpretasikan makna dari slogan iklan

C. TUJUAN PEMBELAJARAN

Setelah mempelajari Bab 9, siswa diharapkan mampu:

- 1. Menunjukkan kesungguhan belajar bahasa Inggris tentang teks iklan (*advertisement*)
- 2. Menunjukkan perilaku jujur, percaya diri, dan tanggung jawab dalam

melaksanakan komunikasi tentang teks iklan (*advertisement*)

3. Mengidentifikasi fungsi sosial, truktur teks, dan unsur kebahasaan dari teks iklan (*advertisement*)
4. Merespon makna slogan iklan (*advertisement*)
5. Menyusun slogan iklan (*advertisement*)

D. MATERI PEMBELAJARAN

Fungsi Sosial

Memberikan informasi dengan atau tanpa perintah atau petunjuk yang harus diikuti, untuk memperlancar informasi antara guru, siswa, kepala sekolah, dan staf administrasi.

Struktur Teks

Ungkapan yang lazim digunakan dalam teks announcement di media massa maupun di internet, secara urut dan runtut.

Unsur Kebahasaan

kosa kata, tata bahasa, ucapan, rujukan kata, tekanan kata, intonasi, ejaan, dan tanda baca yang tepat, dengan pengucapan yang lancar dan penulisan dengan tulisan tangan atau cetak yang jelas dan rapi

Advertisement is notification that the purpose is to persuade and motivating people to buy or use the product or service that offered or informed.

Kinds of Advertisement:

- Automobile advertisement
- Invitation advertisement
- Sponsor Advertisement
- News advertisement

Generic Structure of advertisement:

- The name of the product
- The selling points of the product
- How to get the product
- Interesting design

Characteristic of advertisement:

1. The language is consist of
 - Using the correct or suitable word
 - Using the interesting and suggestive expression
 - The text should be directed to the goals/aims
2. The content should has:
 - Clear purpose/goal
 - Honestly
 - Brave
 - Not allude group or another product

E. METODE PEMBELAJARAN

1. Pendekatan : Scientific Approach
2. Metode : Discovery Learning

F. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

1. Media

- a. Power Point Presentation

2. Alat / bahan

- a. Laptop
- b. Projektor
- c. Papan tulis

3. Sumber pembelajaran

Kurikulum 2013, Buku Bahasa Inggris Kementrian Pendidikan dan Kebudayaan

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

Pertemuan 1

1. Kegiatan Pendahuluan (15 menit)

- a. Mengucapkan salam dan doa bersama
- b. Mengecek kehadiran siswa
- c. Memberi motivasi belajar

2. Kegiatan Inti (70 menit)

Tahap	Kegiatan Guru	Kegiatan Siswa
Pre-test	• Guru memberikan soal kepada siswa • Guru mengumpulkan lembar jawaban siswa.	Siswa mengerjakan soal yang diberikan oleh guru.

3. Kegiatan Penutup (5 menit)

- a. Memberi salam penutup

H. PENILAIAN

Aspek Pengetahuan (Writing Skill)

No	Name	Organization	Content	Grammar	Vocabulary	Mechanic	Total Score	Result
1.								
2.								

Karawang, 21
Februari 2017

Guru Mata Pelajaran
Peneliti,

Dadang Rudianto, S.Pd
Monika

Tia

NIM. 13220056

Magetahui,
Kepala Sekolah

Drs. Dian Khadar Mardiana
NIP. 196301101999031008

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMK MITRA KARYA
Mata Pelajaran : Bahasa Inggris
kelas/ Semester : X / 2
Materi Pokok : “Advertisement”
Alokasi Waktu : 2x45 menit

A. KOMPETENSI INTI (KI)

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Mengembangkan perilaku (jujur, disiplin, tanggungjawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan pro aktif) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

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

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

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- 3.8 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional
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- 4.12 Menyusun teks tulis pemberitahuan (advertisement), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

Indikator Pencapaian Kompetensi

- a. Siswa mampu mengidentifikasi slogan dan teks advertisement yang disajikan
- b. Siswa mampu memahami makna yang ada dalam iklan
- c. Siswa mampu menemukan informasi tersurat dan tersirat dari advertisement
- d. Siswa mampu menyusun teks tulis sangat pendek dan sederhana tentang slogan iklan
- e. Siswa mampu menginterpretasikan makna dari slogan iklan

I. TUJUAN PEMBELAJARAN

Setelah mempelajari Bab 9, siswa diharapkan mampu:

- 1. Menunjukkan kesungguhan belajar bahasa Inggris tentang teks iklan (*advertisement*)
- 2. Menunjukkan perilaku jujur, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi tentang teks iklan (*advertisement*)
- 3. Mengidentifikasi fungsi sosial, truktur teks, dan unsur kebahasaan dari teks

iklan (*advertisement*)

4. Merespon makna slogan iklan (*advertisement*)

5. Menyusun slogan iklan (*advertisement*)

J. MATERI PEMBELAJARAN

Fungsi Sosial

Memberikan informasi dengan atau tanpa perintah atau petunjuk yang harus diikuti, untuk memperlancar informasi antara guru, siswa, kepala sekolah, dan staf administrasi.

Struktur Teks

Ungkapan yang lazim digunakan dalam teks announcement di media massa maupun di internet, secara urut dan runtut.

Unsur Kebahasaan

kosa kata, tata bahasa, ucapan, rujukan kata, tekanan kata, intonasi, ejaan, dan tanda baca yang tepat, dengan pengucapan yang lancar dan penulisan dengan tulisan tangan atau cetak yang jelas dan rapi

Advertisement is notification that the purpose is to persuade and motivating people to buy or use the product or service that offered or informed.

Kinds of Advertisement:

- Automobile advertisement
- Invitation advertisement
- Sponsor Advertisement
- News advertisement

Generic Structure of advertisement:

- The name of the product

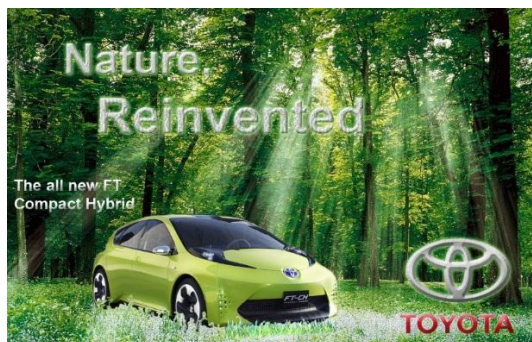
- The selling points of the product
- How to get the product
- Interesting design

Characteristic of advertisement:

3. The language is consist of
 - Using the correct or suitable word
 - Using the interesting and suggestive expression
 - The text should be directed to the goals/aims
4. The content should has:
 - Clear purpose/goal
 - Honestly
 - Brave
 - Not allude group or another product

Slogan is a short and striking or memorable phrase used in advertising.
Slogan is English terms that simple and catchy phrase accompanying a logo or brand.

Example:



Brand name : Toyota

Slogan : Nature Reinvented

Nature reinvented is the slogan of Toyota Advertisement, it means to inform people regarding Toyota's newest hybrid car, there are a lot of signs and

hidden codes that were used by advertisers to hook consumers in buying this particular product.

K. METODE PEMBELAJARAN

- 3. Pendekatan : Scientific Approach
- 4. Metode : Discovery Learning
- 5. Teknik : Think Pair Share

L. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

4. *Media*

- b. Power Point Presentation
- c. Picture & Video

5. *Alat / bahan*

- d. Laptop
- e. Projektor
- f. Papan tulis

6. *Sumber pembelajaran*

Kurikulum 2013, Buku Bahasa Inggris Kementrian Pendidikan dan Kebudayaan

M. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

CYCLE 1

Pertemuan 1

1. Kegiatan Pendahuluan (15 menit)

- a. Mengucapkan salam dan doa bersama
- b. Mengecek kehadiran siswa
- c. Memberi motivasi belajar
- d. Mereview materi pelajaran yang telah dipelajari sebelumnya

- e. Menyampaikan tujuan pembelajaran yang akan dicapai
- f. Menjelaskan cakupan materi dan uraian kegiatan pembelajaran sesuai silabus

2. Kegiatan Inti (65 menit)

Tahap	Kegiatan Guru	Kegiatan Siswa
1. Mengamati	Guru menampilkan gambar tentang sebuah teks iklan (advertisement)	Siswa mengamati gambar teks iklan dari apa yang ditampilkan oleh guru
2. Mempertanyakan	Guru bertanya tentang apa itu advertisement Guru memfasilitasi siswa ketika ada kesulitan	Siswa menjawab apa yang ditanyakan oleh guru. Siswa mempertanyakan seputar advertisement
3. Mengeksplorasi	Guru menyuruh siswa untuk membaca slogan iklan	Siswa membaca slogan iklan
4. Mengasosiasi	Guru menyuruh siswa secara individu untuk menganalisis slogan iklan serta maknanya dengan memperhatikan format penulisannya	Siswa secara berkelompok menganalisis slogan iklan serta maknanya dengan memperhatikan format penulisannya

5. Mengkomunikasikan	Guru menyuruh siswa untuk menyampaikan hasil analisis mereka	Siswa menyampaikan hasil analisis tentang mereka
----------------------	--	--

3. Kegiatan Penutup (10 menit)

- a. Siswa bersama guru menyimpulkan pembelajaran
- b. Menyiapkan pelajaran yang akan datang
- c. Memberi salam penutup

Pertemuan 2

1. Kegiatan Pendahuluan (15 menit)

- a. Mengucapkan salam dan doa bersama
- b. Mengecek kehadiran siswa
- c. Memberi motivasi belajar
- d. Menyampaikan tujuan pembelajaran yang akan dicapai
- e. Menjelaskan cakupan materi dan uraian kegiatan pembelajaran sesuai silabus

2. Kegiatan Inti (65 menit)

Tahap	Kegiatan Guru	Kegiatan Siswa
1. Mengamati	Guru menampilkan gambar tentang slogan iklan (advertisement)	Siswa mengamati gambar slogan iklan dari apa yang ditampilkan oleh guru

2. Mempertanyakan	Guru bertanya tentang apa itu slogan Guru memfasilitasi siswa ketika ada kesulitan	Siswa menjawab apa yang ditanyakan oleh guru. Siswa mempertanyakan seputar advertisement
3. Mengeksplorasi	Guru menyuruh siswa untuk membaca slogan iklan	Siswa membaca slogan iklan
4. Mengasosiasi	Guru menyuruh siswa secara individu untuk menganalisis slogan iklan serta maknanya dengan memperhatikan format penulisannya	Siswa secara berkelompok menganalisis slogan iklan serta maknanya dengan memperhatikan format penulisannya
5. Mengkomunikasikan	Guru menyuruh siswa untuk menyampaikan hasil analisis mereka Guru menyuruh siswa untuk membuat slogan iklan sederhana	Siswa menyampaikan hasil analisis tentang mereka Siswa membuat slogan iklan sederhana

6. Kegiatan Penutup (10 menit)

- a. Siswa bersama guru menyimpulkan pembelajaran
- b. Menyiapkan pelajaran yang akan datang

- c. Memberi salam penutup

Pertemuan 3

4. Kegiatan Pendahuluan (15 menit)

- d. Mengucapkan salam dan doa bersama
- e. Mengecek kehadiran siswa
- f. Memberi motivasi belajar

5. Kegiatan Inti (70 menit)

Tahap	Kegiatan Guru	Kegiatan Siswa
POST-TEST 1	• Guru memberikan soal kepada siswa • Guru mengumpulkan lembar jawaban siswa.	Siswa mengerjakan soal yang diberikan oleh guru.

6. Kegiatan Penutup (5 menit)

- b. Memberi salam penutup

N. PENILAIAN

a. Aspek Pengetahuan (Writing Skill)

No	Name	Organization	Content	Grammar	Vocabulary	Mechanic	Total Score	Result
1.								
2.								

Karawang, 14 Maret 2017

Guru Mata Pelajaran

Peneliti,

Dadang Rudianto, S.Pd

Tia Monika
NIM. 13220056

Magetahui,
Kepala Sekolah

Drs. Dian Khadar Mardiana
NIP. 196301101999031008

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMK MITRA KARYA
Mata Pelajaran : Bahasa Inggris
kelas/ Semester : X / 2
Materi Pokok : “Advertisement”
Alokasi Waktu : 2x45 menit

A. KOMPETENSI INTI (KI)

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Mengembangkan perilaku (jujur, disiplin, tanggungjawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan pro aktif) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

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

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

B. KOMPETENSI DASAR DAN INDIKATOR

Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi Internasional yang diwujudkan dalam semangat belajar
- 3.8 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional
- 4.11 Menangkap makna pemberitahuan (advertisement)
- 4.12 Menyusun teks tulis pemberitahuan (advertisement), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

Indikator Pencapaian Kompetensi

- a. Siswa mampu mengidentifikasi slogan dan teks advertisement yang disajikan
- b. Siswa mampu memahami makna yang ada dalam iklan
- c. Siswa mampu menemukan informasi tersurat dan tersirat dari advertisement
- d. Siswa mampu menyusun teks tulis sangat pendek dan sederhana tentang slogan iklan
- e. Siswa mampu menginterpretasikan makna dari slogan iklan

O. TUJUAN PEMBELAJARAN

Setelah mempelajari Bab 9, siswa diharapkan mampu:

- 1. Menunjukkan kesungguhan belajar bahasa Inggris tentang teks iklan (*advertisement*)
- 2. Menunjukkan perilaku jujur, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi tentang teks iklan (*advertisement*)
- 3. Mengidentifikasi fungsi sosial, truktur teks, dan unsur kebahasaan dari teks

iklan (*advertisement*)

4. Merespon makna slogan iklan (*advertisement*)

5. Menyusun slogan iklan (*advertisement*)

P. MATERI PEMBELAJARAN

Fungsi Sosial

Memberikan informasi dengan atau tanpa perintah atau petunjuk yang harus diikuti, untuk memperlancar informasi antara guru, siswa, kepala sekolah, dan staf administrasi.

Struktur Teks

Ungkapan yang lazim digunakan dalam teks announcement di media massa maupun di internet, secara urut dan runtut.

Unsur Kebahasaan

kosa kata, tata bahasa, ucapan, rujukan kata, tekanan kata, intonasi, ejaan, dan tanda baca yang tepat, dengan pengucapan yang lancar dan penulisan dengan tulisan tangan atau cetak yang jelas dan rapi

Advertisement is notification that the purpose is to persuade and motivating people to buy or use the product or service that offered or informed.

Kinds of Advertisement:

- Automobile advertisement
- Invitation advertisement
- Sponsor Advertisement
- News advertisement

Generic Structure of advertisement:

- The name of the product

- The selling points of the product
- How to get the product
- Interesting design

Characteristic of advertisement:

5. The language is consist of

- Using the correct or suitable word
- Using the interesting and suggestive expression
- The text should be directed to the goals/aims

6. The content should has:

- Clear purpose/goal
- Honestly
- Brave
- Not allude group or another product

Slogan is a short and striking or memorable phrase used in advertising.

Slogan is English terms that simple and catchy phrase accompanying a logo or brand.

Example 1



Brand name : Vios

Slogan : Beyond Expectation

Nature reinvented is the slogan of Toyota Advertisement, it means to inform people regarding Toyota's newest hybrid car, there are a lot of signs and hidden codes that were used by advertisers to hook consumers in buying this particular product.



Q. METODE PEMBELAJARAN

- 6. Pendekatan : Scientific Approach
- 7. Metode : Discovery Learning
- 8. Teknik : Think Pair Share

R. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

7. Media

- d. Power Point Presentation
- e. Picture & Video

8. Alat / bahan

- g. Laptop
- h. Projektor
- i. Papan tulis

9. Sumber pembelajaran

Kurikulum 2013, Buku Bahasa Inggris Kementrian Pendidikan dan Kebudayaan

S. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

CYCLE 2

Pertemuan 1

4. Kegiatan Pendahuluan (15 menit)

- g. Mengucapkan salam dan doa bersama
- h. Mengecek kehadiran siswa
- i. Memberi motivasi belajar
- j. Mereview materi pelajaran yang telah dipelajari sebelumnya
- k. Menyampaikan tujuan pembelajaran yang akan dicapai
- l. Menjelaskan cakupan materi dan uraian kegiatan pembelajaran sesuai silabus

5. Kegiatan Inti (65 menit)

Tahap	Kegiatan Guru	Kegiatan Siswa
6. Mengamati	Guru menampilkan gambar tentang sebuah teks iklan mobil	Siswa mengamati gambar teks iklan dari apa yang ditampilkan oleh guru
7. Mempertanyakan	Guru memfasilitasi siswa ketika ada kesulitan	Siswa mempertanyakan seputar slogan iklan mobil
8. Mengeksplorasi	Guru menyuruh siswa untuk	Siswa membaca slogan iklan

	membaca slogan iklan tersebut	
9. Mengasosiasi	Guru menyuruh siswa secara individu untuk menganalisis slogan iklan serta maknanya dengan memperhatikan format penulisannya	Siswa secara individu menganalisis slogan iklan serta maknanya dengan memperhatikan format penulisannya
10. Mengkomunikasikan	Guru menyuruh siswa untuk menyampaikan hasil analisis mereka	Siswa menyampaikan hasil analisis tentang mereka

6. Kegiatan Penutup (10 menit)

- d. Siswa bersama guru menyimpulkan pembelajaran
- e. Menyiapkan pelajaran yang akan datang
- f. Memberi salam penutup

Pertemuan 2

3. Kegiatan Pendahuluan (15 menit)

- f. Mengucapkan salam dan doa bersama
- g. Mengecek kehadiran siswa
- h. Memberi motivasi belajar

4. Kegiatan Inti (65 menit)

Tahap	Kegiatan Guru	Kegiatan Siswa
-------	---------------	----------------

7. Mengamati	Guru menampilkan gambar tentang slogan iklan elektronik	Siswa mengamati gambar slogan iklan dari apa yang ditampilkan oleh guru
11. Mempertanyakan	Guru memfasilitasi siswa ketika ada kesulitan	Siswa menjawab apa yang ditanyakan oleh guru. Siswa mempertanyakan seputar slogan iklan elektronik
12. Mengeksplorasi	Guru menyuruh siswa untuk membaca slogan iklan	Siswa membaca slogan iklan
13. Mengasosiasi	Guru menyuruh siswa secara individu untuk menganalisis slogan iklan serta maknanya dengan memperhatikan format penulisannya	Siswa secara individu menganalisis slogan iklan serta maknanya dengan memperhatikan format penulisannya
14. Mengkomunikasikan	Guru menyuruh siswa untuk menyampaikan hasil analisis mereka Guru menyuruh siswa untuk membuat slogan iklan sederhana	Siswa menyampaikan hasil analisis tentang mereka Siswa membuat slogan iklan sederhana

8. Kegiatan Penutup (10 menit)

- d. Siswa bersama guru menyimpulkan pembelajaran
- e. Menyiapkan pelajaran yang akan datang
- f. Memberi salam penutup

Pertemuan 3

7. Kegiatan Pendahuluan (15 menit)

- g. Mengucapkan salam dan doa bersama
- h. Mengecek kehadiran siswa
- i. Memberi motivasi belajar

8. Kegiatan Inti (70 menit)

Tahap	Kegiatan Guru	Kegiatan Siswa
POST-TEST 2	• Guru memberikan soal kepada siswa • Guru mengumpulkan lembar jawaban siswa.	Siswa mengerjakan soal yang diberikan oleh guru.

9. Kegiatan Penutup (5 menit)

- c. Memberi salam penutup

T. PENILAIAN

b. Aspek Pengetahuan (Writing Skill)

No	Name	Organization	Content	Grammar	Punctuation	Vocabulary	Total Score	Result
1.								
2.								

Karawang, 31 Maret

2017

Guru Mata Pelajaran

Peneliti,

Dadang Rudianto, S.Pd

Tia Monika
NIM. 13220056

Magetahui,
Kepala Sekolah

Drs. Dian Khadar Mardiana
NIP. 196301101999031008

APPENDIX 8

PRE-TEST

Name :

Class :

Date :

INSTRUCTION!

Answer these question based on the picture!



1. What do you think of the picture?

.....
.....
.....
.....

2. What the name of the product?

.....
.....
.....
.....

3. What is the slogan of the advertisement?

.....
.....

4. Please explain the meaning of the slogan based on your own word!

.....
.....

POST-TEST 1

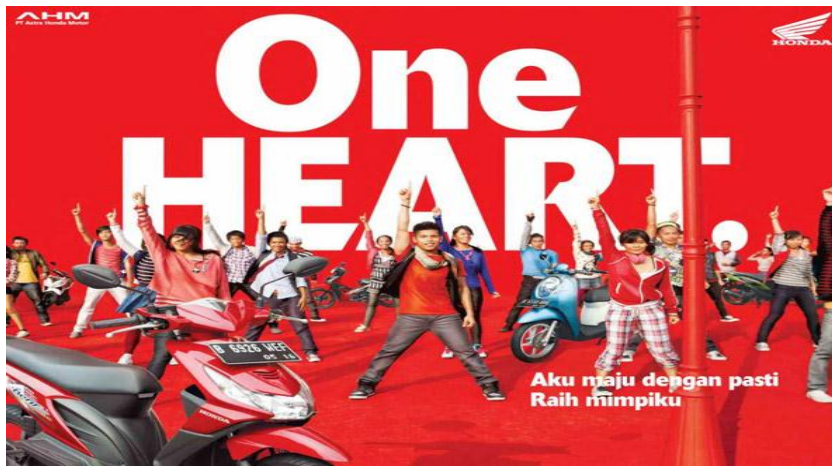
Name :

Class :

Date :

INSTRUCTION!

Answer these question based on the picture!



1. What the name of the product?

.....

2. What is the slogan?

.....

.....

3. Please explain the meaning of the slogan based on your own word!

.....

.....

.....

.....



4. Make a simple slogan for this product and then explain the slogan based on your own word!

.....

.....

.....

.....

.....

POST-TEST 2

Name :

Class :

Date :

INSTRUCTION!

Answer these question based on the picture!



1. What the name of the product?

.....

2. What is the slogan?

.....

.....

3. Please explain the meaning of the slogan based on your own word!

.....

.....

.....



- 4. Make a simple slogan for this product and then explain the slogan based on your own word!**

.....

.....

.....

.....

.....

APPENDIX 9

QUESTIONNAIRES

Instruction!

For each of the statement below, please indicate the extent of your agreement (Yes) or disagreement (No) by placing a circle.

1. Do you enjoy study English?
a. Yes b. No
2. Do you enjoy writing?
a. Yes b. No
3. Do you like an English writing activity?
a. Yes b. No
4. Writing skills are simple for me.
a. Yes b. No
5. The material about advertisement is very useful to improve my writing skill.
a. Yes b. No
6. The contents in materials are clear and challenging for students to study.
a. Yes b. No
7. My teacher suggested me about writing techniques and information.
a. Yes b. No
8. I can improve writing skill through slogan in advertisement.
a. Yes b. No
9. I like to share knowledge and opinion with friends by using writing work.
a. Yes b. No
10. I agree that process writing is essential and useful.
a. Yes b. No

APPENDIX 10**The Result Scores from the First Corrector**

No	Name	Pre-test	Post-test of Cycle 1	Post-test of Cycle 2	KKM	Pass/Fail
1	AS 1	64.6	77.4	80	75	Pass
2	AD	65	70	75	75	Pass
3	AK	50	66	74.2	75	Fail
4	AS 2	67.6	77.8	85	75	Pass
5	AS 3	57	68.6	76	75	Pass
6	BD	53.2	74.6	78	75	Pass
7	DA	56.6	70	76.2	75	Pass
8	DS	53.2	69.6	80.2	75	Pass
9	DR	57.2	70.6	76	75	Pass
10	DP	55.2	68.2	73	75	Fail
11	HG	56	66.6	78	75	Pass
12	HW	57	72.6	80.6	75	Pass
13	JD	60.2	60	78	75	Pass
14	LH	59.2	74.8	75	75	Pass
15	MS	60.2	72.2	76.8	75	Pass
16	ML	68	78	88	75	Pass
17	MI	62.2	75	79	75	Pass
18	MR	56	69.6	75.6	75	Pass
19	MY	54.6	74	77.2	75	Pass
20	NA	62.2	75	82	75	Pass
21	NF	59.6	70	80	75	Pass
22	RP	59.6	71.6	76	75	Pass
23	RR	56	71.4	79	75	Pass
24	RM	58.4	74.4	75	75	Pass
25	SF	53.2	71.6	76.6	75	Pass
26	SA	70	82.8	90	75	Pass
27	SR	64.4	80	85	75	Pass
28	TI	63.4	70	77.2	75	Pass
29	VR	68	75	80	75	Pass
30	YH	60.2	70	78.2	75	Pass
Total		1788	2167	2360.8		
The Average Score		59.6	72.25	78.693		

APPENDIX 11

The Result Scores from the Second Corrector

No	Name	Pre-test	Post-test of Cycle 1	Post-test of Cycle 2	KKM	Pass/Fail
1	AS 1	68	75	80	75	Pass
2	AD	64.2	70	75	75	Pass
3	AK	56	60	70	75	Fail
4	AS 2	70	75.6	80	75	Pass
5	AS 3	55	71.6	76.6	75	Pass
6	BD	55.4	70	75.6	75	Pass
7	DA	61	70	75	75	Pass
8	DS	59	65	80	75	Pass
9	DR	58	74.8	76.2	75	Pass
10	DP	55	67	70	75	Fail
11	HG	56.2	69	75	75	Pass
12	HW	57	70	81	75	Pass
13	JD	58	70	76.2	75	Pass
14	LH	63.4	70	75	75	Pass
15	MS	60.2	70	75	75	Pass
16	ML	66	78	80	75	Pass
17	MI	57.2	70	76.6	75	Pass
18	MR	60.4	70	75	75	Pass
19	MY	62.4	72	75.2	75	Pass
20	NA	63.2	73	80.6	75	Pass
21	NF	58.6	70	75	75	Pass
22	RP	61.2	68.4	78.4	75	Pass
23	RR	65	70	77.6	75	Pass
24	RM	62	73.6	75	75	Pass
25	SF	62.4	71.6	78	75	Pass
26	SA	70	80	85	75	Pass
27	SR	68.2	80	80	75	Pass
28	TI	62.4	70	75	75	Pass
29	VR	69.6	75	80	75	Pass
30	YH	60	70	78.2	75	Pass
Total		1845	2139.6	2310.2		
The Average Score		61.5	71.32	77.007		

PRE-TEST

Name : gnerudin
 Class : X TSM 3
 Date : 21 Feb 2017

INSTRUCTION!

Answer these question based on the picture!



1. What do you think of the picture?

Advertisement.

2. What the name of the product?

Pocari Sweat.

3. What is the slogan of the advertisement?

Go ion go fast pocari Sweat.

4. Please explain the meaning of the slogan based on your own word!

Pocari Sweat slogan is go ion go fast means so good has good taste when we drink it.

POST-TEST 1

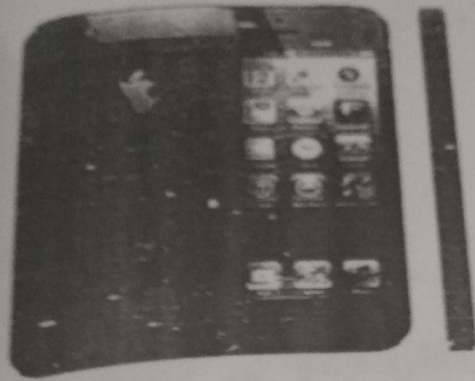
Name : Ahmad Kasasih
Class : X-Teng 3
Date : 14 Maret 2017

INSTRUCTION!

Answer these question based on the picture!



1. What the name of the product?
Honda
2. What is the slogan?
One heart
3. Please explain the meaning of the slogan based on your own word!
Slogan One heart is satu hati. Aku maju dengan pasti Raih mimpi.



4. Make a simple slogan for this product and then explain the slogan based on your own word!

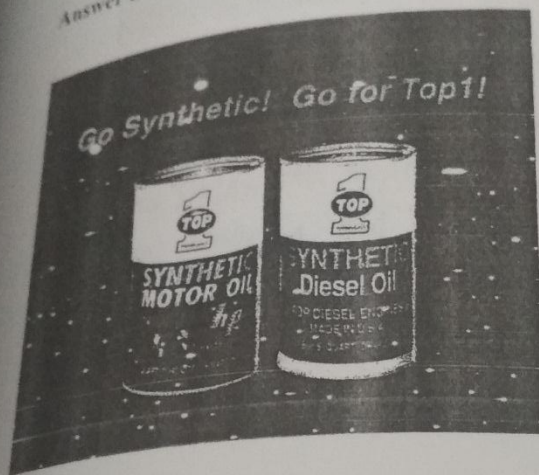
Dream Technology

This slogan is desight to handphone dream to everyone.

POST-TEST 2

Name : Safira Anggraeni
Class : X. TSM 3
Date : Maret 31, 2017

INSTRUCTION!
Answer these question based on the picture!



1. What the name of the product?

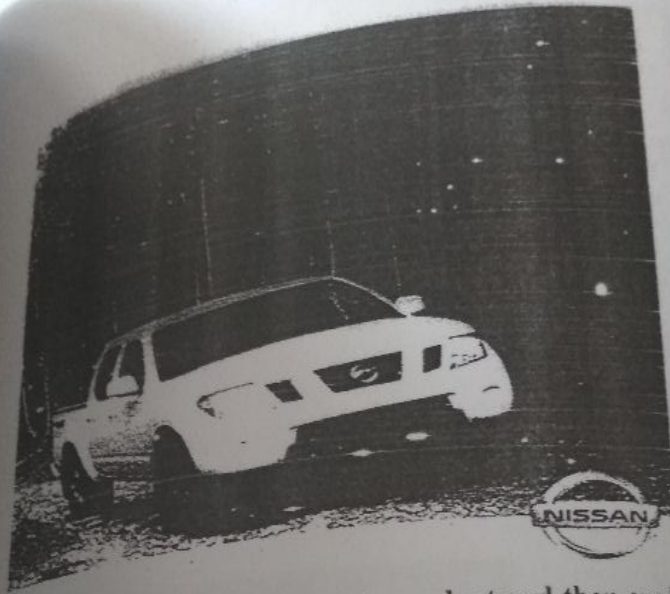
Top 1 Synthetic Motor oil and Top 1 Synthetic Diesel oil

2. What is the slogan?

Go Synthetic! Go for Top 1!

3. Please explain the meaning of the slogan based on your own word!

This slogan mean show if the potential consumer use this oil, they will get top position. So this oil bring the potential consumer motorcycle or car to the top position.



4. Make a simple slogan for this product and then explain the slogan based on your own word!

Slogan → Amazing Drive a Car

This slogan ~~am~~ means when we drive this car we can feel amazing and can feel interesting everywhere, safely and enjoying.

APPENDIX 13

The Result of Questionnaire

No	Question	Percentage	
		Yes	No
1.	Do you enjoy study English?	24	6
		80 %	20 %
2.	Do you enjoy writing?	20	10
		66,6 %	33,4 %
3.	Do you like an English writing activity?	15	15
		50 %	50 %
4.	Writing skills are simple for me.	5	25
		16,7 %	83,3 %
5.	The material about advertisement is very useful to improve my writing skill	20	10
		66,6 %	33,4 %
6.	The contents in material are clear and challenging for students to study	19	11
		63,3 %	36,7 %
7.	My teacher suggested me about writing techniques and information	23	7
		76,6 %	23,4 %
8.	I can improve writing skill through English terms on TV advertisement	21	9
		70 %	30 %
9.	I like to share knowledge and opinion with friends by using writing work	19	11
		63,3 %	36,7 %
10.	I agree that process writing is essential and useful	24	6
		80 %	20 %

APPENDIX 14

HASIL WAWANCARA DENGAN SISWA

Hari/Tanggal : 30 Maret 2017

Narasumber : Safira Anggraeni

No	Pertanyaan	Jawaban
1.	Apakah kamu suka bahasa Inggris?	Menurut saya, Bahasa Inggris itu mata pelajaran yang menyenangkan. Tidak terlalu sulit karena saya suka Bahasa Inggris
2.	Apakah kamu aktif dikelas ketika pelajaran Bahasa Inggris?	Sering. jika saya bisa saya akan menjawab dan berkomunikasi langsung dengan guru.
3.	Bagaimana pendapat kamu tentang materi Bahasa Inggris?	Materi bahasa inggris ada yang sulit, mudah, terkadang sangat menyenangkan. Tergantung guru dalam menyampaikan materi tersebut. Siswa akan merasa bosan ketika guru menjelaskan materinya dengan tidak mudah dimengerti oleh siswa
4.	Apakah kamu sering merasa bosan ketika belajar bahasa Inggris?	Saya suka bahasa inggris jadi tidak pernah bosan belajar bahasa inggris. Tapi saya pernah merasa bosan belajar bahasa inggris ketika materinya tidak dimengerti
5.	Dalam bahasa Inggris ada 4 komponen yaitu Listening, speaking, reading, dan writing.	Saya lebih suka writing. Karena saya suka menulis diary. Saya tidak suka speaking, karena ketika berbicara pronunciation saya tidak bagus karena sulit dalam

	Mana yang lebih kamu suka dan mana yang menurut kamu tidak suka?	pengucapannya. jadi malu ketika berbicara bahasa inggris.
6.	Kendala apa yang kamu miliki dalam bahasa inggris?	Pertama, kosa kata, saya kurang mempunyai banyak kosa kata. Kedua pengucapan, kata bahasa inggris cenderung sulit untuk di ucapkan
7.	Ketika kamu menghadapi kendala tersebut, apa yang akan kamu lakukan?	Saya akan meminta guru bahasa inggris untuk mengajari bagaimana cara pengucapan beberapa kata dalam bahasa inggris. Kemudian saya akan menghafal kosa kata
8.	Bagaimana fasilitas dalam belajar bahasa inggris?	Di sekolah kami ada laboratorium bahasa. Kami sering belajar di laborarium bahasa ketika belajar bahasa inggris khususnya listening. Kemudian guru juga sering membuat media pembelajaran di kelas agar memudahkan kami untuk memahami materi yang disampaikan.
9.	Menurut kamu, bagaimana pembelajaran bahasa Inggris dalam aspek writing melalui slogan yang telah dipelajari?	Menurut saya belajar bahasa Inggris dengan slogan ataupun English terms yang kami pelajari cukup menarik. Guru menyediakan media berupa gambar yang sesuai dengan jurusan kami yaitu teknik sepeda motor dapat membantu siswa dalam mengatasi kesulitan dalam bahasa inggris. Saya dan teman-teman dapat belajar banyak hal dalam menulis bahasa Inggris.
10.	Apakah kamu dapat meningkatkan kemampuan kamu dalam menuliss bahasa inggris?	Ya. Saya dapat meningkatkan kemampuan menulis bahasa inggris, terutama dalam kosa kata.

APPENDIX 15

HASIL WAWANCARA DENGAN SISWA

Hari/Tanggal : 30 Maret 2017

Narasumber : Virgiandani Ruhiyat

No	Pertanyaan	Jawaban
1.	Apakah kamu suka bahasa Inggris?	Saya tidak terlalu suka Bahasa Inggris
2.	Apakah kamu aktif dikelas ketika pelajaran Bahasa Inggris?	Sering. Tapi untuk mata pelajaran Bahasa Inggris saya tidak terlalu aktif.
3.	Bagaimana pendapat kamu tentang materi Bahasa Inggris?	Materi bahasa inggris itu sulit. Mungkin karena saya tidak menguasai Bahasa Inggris jadi sulit.
4.	Apakah kamu sering merasa bosan ketika belajar bahasa Inggris?	Terkadang. Sebenarnya belajar tergantung guru yang mengajarkannya. Jika guru tersebut membosankan maka sekalipun itu pelajaran yang saya sukai akan menjadi membosankan. Tapi sebaliknya, jika guru nya menyenangkan tidak membosankan maka pelajaran tersebut akan menyenangkan.
5.	Dalam bahasa Inggris ada 4 komponen yaitu Listening, speaking, reading, dan writing.	Saya lebih suka listening. Karena saya suka mendengarkan lagu. Saya suka sekali lagu barat.

	Mana yang lebih kamu suka dan mana yang menurut kamu tidak suka?	Aspek yang sangat sulit yaitu writing. Karena saya malas menulis.
6.	Kendala apa yang kamu miliki dalam bahasa inggris?	Pertama, kosa kata, saya tidak tahu banyak kata dalam bahasa inggris dan tidak tahu artinya dalam bahasa Indonesia.
7.	Ketika kamu menghadapi kendala tersebut, apa yang akan kamu lakukan?	Saya akan membuka kamus. Itupun jika saya mau. Atau bertanya kepada guru, teman yang mengetahui arti dari kata tersebut.
8.	Bagaimana fasilitas dalam belajar bahasa inggris?	Ketika belajar bahasa inggris guru membawa kami ke laboratorium bahasa. Disana ada fasilitas untuk aspek listening dan speaking juga.
9.	Menurut kamu, bagaimana pembelajaran bahasa Inggris dalam aspek writing melalui slogan yang telah dipelajari?	Awalnya saya pikir menulis dalam bahasa inggris sangat sulit sekali. Tetapi ketika Bu Tia mengajari kami dengan media gambar yang sesuai dengan jurusan kami itu sangat memudahkan kami dalam memahami bahasa inggris.
10.	Apakah kamu dapat meningkatkan kemampuan kamu dalam menuliss bahasa inggris?	Ya. Saya dapat meningkatkan sedikit kemampuan menulis bahasa inggris.

APPENDIX 16

Observation Sheet of Teacher Activities in Teaching Learning Process

Tempat : SMK MITRA KARYA
Kelas : X TSM 3
Cycle/Pertemuan : 1/Pertama
Hari/Tanggal : Tuesday, February 21, 2017

Berilah tanda check list (√) pada kolom sesuai dengan pengamatan anda.
SB=Sangat Baik/Very Good; B=Baik/Good; C=Cukup/Adequate;
K=Kurang/Insufficient.

No	The Item of Score	Score			
		SB	B	C	K
1.	Mengkondisikan situasi pembelajaran dan kesiapan siswa untuk mengikuti proses pembelajaran.				
2.	Siswa berpartisipasi aktif di kelas.				

3.	Siswa memberikan pertanyaan atau komentar terhadap penjelasan yang diberikan oleh guru.				
4.	Siswa memberikan pertanyaan atau komentar tentang gambar iklan yang di berikan.				
5.	Siswa mengemukakan ide mengenai gambar iklan.				
6.	Siswa berdiskusi dengan guru dan teman mengenai iklan dan slogan.				
7.	Guru menggunakan media/alat pembelajaran yang sesuai dengan indikator atau bahan ajar.				
8.	Guru memberikan kesempatan siswa untuk bertanya.				
9.	Guru memberikan motivasi belajar kepada siswa.				
10.	Guru memberikan evaluasi di akhir pembelajaran.				

Rengasdengklok, 21 Februari 2017

Guru Mata Pelajaran Bahasa Inggris

Dadang Rudianto, S.Pd

Observation Sheet of Teacher Activities
in Teaching Learning Process

Tempat : SMK MITRA KARYA

Kelas : X TSM 3

Cycle/Pertemuan : 1/Kedua

Hari/Tanggal : Tuesday, February 28, 2017

Berilah tanda check list (√) pada kolom sesuai dengan pengamatan anda.
SB=Sangat Baik/Very Good; B=Baik/Good; C=Cukup/Adequate;
K=Kurang/Insufficient.

No	The Item of Score	Score			
		SB	B	C	K
1.	Mengkondisikan situasi pembelajaran dan kesiapan siswa untuk mengikuti proses pembelajaran.				
2.	Siswa berpartisipasi aktif di kelas.				
3.	Siswa memberikan pertanyaan atau komentar terhadap penjelasan yang diberikan oleh guru.				

4.	Siswa memberikan pertanyaan atau komentar tentang gambar iklan yang di berikan.				
5.	Siswa mengemukakan ide mengenai gambar iklan.				
6.	Siswa berdiskusi dengan guru dan teman mengenai iklan dan slogan.				
7.	Guru menggunakan media/alat pembelajaran yang sesuai dengan indikator atau bahan ajar.				
8.	Guru memberikan kesempatan siswa untuk bertanya.				
9.	Guru memberikan motivasi belajar kepada siswa.				
10.	Guru memberikan evaluasi di akhir pembelajaran.				

Rengasdengklok, 28 Februari 2017

Guru Mata Pelajaran Bahasa Inggris

Dadang Rudianto, S.Pd

Observation Sheet of Teacher Activities
in Teaching Learning Process

Tempat : SMK MITRA KARYA

Kelas : X TSM 3

Cycle/Pertemuan : 2/Pertama

Hari/Tanggal : Tuesday, Maret 21, 2017

Berilah tanda check list (√) pada kolom sesuai dengan pengamatan anda.
SB=Sangat Baik/Very Good; B=Baik/Good; C=Cukup/Adequate;
K=Kurang/Insufficient.

No	The Item of Score	Score			
		SB	B	C	K
1.	Mengkondisikan situasi pembelajaran dan kesiapan siswa untuk mengikuti proses pembelajaran.				
2.	Siswa berpartisipasi aktif di kelas.				
3.	Siswa memberikan pertanyaan atau komentar terhadap penjelasan yang diberikan oleh guru.				

4.	Siswa memberikan pertanyaan atau komentar tentang gambar iklan yang di berikan.				
5.	Siswa mengemukakan ide mengenai gambar iklan.				
6.	Siswa berdiskusi dengan guru dan teman mengenai iklan dan slogan.				
7.	Guru menggunakan media/alat pembelajaran yang sesuai dengan indikator atau bahan ajar.				
8.	Guru memberikan kesempatan siswa untuk bertanya.				
9.	Guru memberikan motivasi belajar kepada siswa.				
10.	Guru memberikan evaluasi di akhir pembelajaran.				

Rengasdengklok, 21 Maret 2017

Guru Mata Pelajaran Bahasa Inggris

Dadang Rudianto, S.Pd

Observation Sheet of Teacher Activities
in Teaching Learning Process

Tempat : SMK MITRA KARYA

Kelas : X TSM 3

Cycle/Pertemuan : 2/Kedua

Hari/Tanggal : Tuesday, 28 Maret, 2017

Berilah tanda check list (√) pada kolom sesuai dengan pengamatan anda.
SB=Sangat Baik/Very Good; B=Baik/Good; C=Cukup/Adequate;
K=Kurang/Insufficient.

No	The Item of Score	Score			
		SB	B	C	K
1.	Mengkondisikan situasi pembelajaran dan kesiapan siswa untuk mengikuti proses pembelajaran.				
2.	Siswa berpartisipasi aktif di kelas.				
3.	Siswa memberikan pertanyaan atau komentar terhadap penjelasan yang diberikan oleh guru.				

4.	Siswa memberikan pertanyaan atau komentar tentang gambar iklan yang di berikan.				
5.	Siswa mengemukakan ide mengenai gambar iklan.				
6.	Siswa berdiskusi dengan guru dan teman mengenai iklan dan slogan.				
7.	Guru menggunakan media/alat pembelajaran yang sesuai dengan indikator atau bahan ajar.				
8.	Guru memberikan kesempatan siswa untuk bertanya.				
9.	Guru memberikan motivasi belajar kepada siswa.				
10.	Guru memberikan evaluasi di akhir pembelajaran.				

Rengasdengklok, 28 Maret 2017

Guru Mata Pelajaran Bahasa Inggris

Dadang Rudianto, S.Pd