STUDENTS' ABILITY IN UNDERSTANDING ADVERSTISEMENT TEXT IN IMPROVING READING SKILL AT SENIOR HIGH SCHOOL

THESIS

Submitted by:

SARAH RIZKI HARAHAP

NIM. 140203166

Student of Faculty of Education and Teacher Training

Department of English Language Education

FACULTY OF EDUCATION AND TEACHER TRAINING

AR-RANIRY STATE ISLAMIC UNIVERSITY

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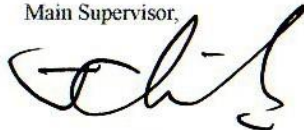Of the Requirement for Sarjana Degree (S-1)

On Teacher Education

By:

SARAH RIZKI HARAHAP

The Student of English Language Education Department
Faculty of Education and Teacher Training
Reg. No. 140203166

Approved by:

Main Supervisor,

Khairil Razali, S. Pd.I.,MA.,MS
Nip: 197610072 2006 04 1 004

Co. Supervisor,

Azizah, M. Pd
Nip: 19760109 2007 01 2 021

It has been defended in *sidang Munaqasyah* in form of the council of Examiners for Working Paper and has been accepted in Partial Fulfillment of the Requirements for *Sarjana* Degree S-1 on Teacher Education

On:

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Darussalam - Banda Aceh

Chair Person,

Khairil Razali, S. Pd.I., MA., MS

Secretary,

Chairul Iqbal Aziz, S.Pd

Member,

Azizah, M.Pd

Member,

Yuhdi Nasma, M. TESOL,

Certified by :
The Dean of Faculty of Education and Teacher Training
Ar-Raniry State Islamic University

Dr. Muslim Razali, SH., M.Ag
NIP. 195903091919803 1001

ABSTRACT

In reading skill has several texts. The researcher focused on the part of reading text which is advertisement text. Researcher has chosen advertisement text because of advertisement text is contextual and learners are easily to find this type of text in their environment. Researcher found there is the problem with students cannot understand about advertisement text, but actually this text commonly finds in their daily life. The researcher wanted to know whether by using advertisement text can improve their reading skill and to what extent they can improve their understanding on advertisement text. The respondent of this research was the second year students of SMAN 12 Banda Aceh and the English teacher recommended class XI IPA 2 and consist of 25 students. This research was conducted by using quantitative design and the instrument of this research is test and questionnaire. The result of this study is the pre-test score was 36,7 and the post-test score was 70, it can be concluded the mean score post-test was higher than pre-test. Then, the students class XI IPA 2 gave positive responses toward advertisement text, it is proven by the students' answer of questionnaire. It can be seen in the tables of questionnaire analysis that most of them understood about advertisement text after the researcher gave the treatment for them.

Key words: Reading Skill, Advertisement Text

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

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Finally, the writer realizes this thesis is still far from perfection. Therefore, constructive criticisms and suggestions are needed for the sake of future improvement.

Banda Aceh, December 24th, 2018

Sarah Rizki Harahap

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CHAPTER I

INTRODUCTION

A. Background of Study

Reading is a lifelong skill to be used both at school and throughout life. According to, reading is a basic life skill. It is a cornerstone for a child's success in school and indeed, throughout life (Anderson, 1985). Without the ability to read well, opportunities for personal fulfilment and job success inevitably will be lost. Despite its importance, reading is one of the most challenging areas in the education system. (Snow, 1998).

Furthermore, reading is a complex process, to learn and to teach, so there must be a technique which can help them to read effectively and interestingly. Teaching comprehension strategies explicitly was seen as a possible approach to tackle the problems faced by the students. Teachers can improve students' comprehension through instruction of reading strategies. Predicting, making connections, visualizing, inferring, questioning, and summarizing are strategies shown by research to improve reading comprehension (Block, 2005). In reading skill also has several texts that students have to understand. Usually learners get the text of reading in their class. Teacher teaches them and introduce them about the text base on their context or environment.

The researcher focused on the part of reading text which is Advertisement Text. Researcher has chosen advertisement text because of advertisement text is contextual and learners are easily to find this type of text in their environment. The function of advertising is the professional execution of commercial communications. For example, it is to promote consumer awareness, interest and desire, to place a brand in consumers' memories, or to change consumers' attitudes and images in various ways. As a result, it glamorizes the product and its users, and induces purchase and consumption.

There are kind of advertisement depend on the context such Advertisement in newspaper; in magazine; on the internet; and in journals. When the readers' have gotten the attention, the advertisement will tell the readers what the product and service will do for them, how the product and service will improve their lives and provide them with benefits they can see, hear, touch, smell, taste, count, and feel, emotionally. Researcher found there is the problem with students cannot understand about advertisement text, but actually this text commonly finds in their daily life such as newspaper, magazine, television, and radio. Many researchers have conducted the research about reading skills. Related to this study, the writer chooses some literatures about previous researches which are relevant to the teaching of reading advertisement text.

Hodzic in 2013, conducted "Advertisement in English in a non-English Speaking Country (A Study on the Use of English in Swedish Magazine

Advertisements)". English is used in Swedish advertisements to a great extent. 51% of the total advertisements had some kind of English, which is a fairly high number, considering that these were Swedish magazines targeted at people from Sweden. English was used in many different ways. In addition, a small surprise, considering the results of the recent studies of English in Swedish advertisements, was that 40.52% of the advertisements had English in them. One assumption before engaging in this work was that the number would be higher. This intuition was based on unsystematic observations while reading magazines. However, it seems likely that English will be used more and more in Swedish magazine advertisements in the future based on the fact that English is a global language.

While a research by Akcay, Ozgur, & Yager in 2017 conducted "Using Newspapers and Advertisement as a Focus for Science Teaching and Learning". As these activities demonstrate, advertisements provide a good resource for modeling newspaper in science classroom. Creating a learning environment that leads to discovery of new knowledge requires a deep understanding of the science learning process as embodies in constructivist perspectives. This understanding can be achieved through personal experiences and undertaking searches for evidence for understanding and the relative validity of suggested explanations. Daily newspapers and popular magazines can be used as sources of information, questions, new topics, issues, and problems for school science teaching and learning. The reports in the newspapers and magazines require certain knowledge and abilities to interpret as they

are used. It is desirable to encourage argument among students in a science classes about the claims and use of products. Reports in the popular press can also be used to illustrate the applications of science, particularly in relation to content that relates to local issues.

B. Research Question

After the researcher learned about the topic, researcher found the problem of the research, they are:

1. Do the students' ability in understanding on advertisement text improve students' reading skill?

2. To what extent students improve their understanding on advertisement text?

C. Research Objective

Based on the problem stated above the researcher drew the purpose of research to know whether the students' ability in understanding advertisement text improve reading skill and to know to what extent students improve their understanding advertisement text.

D. Research Significances

The researcher is expected to have some significances in both theory and practice:

1. Theoretical Significances

Theoretically, this research is helpful to make the students more active and improve their reading skill through the advertisement text that implemented by English teacher to motivate students to participate in the classroom and can apply it in their daily life.

2. Practical Significances

- For students

The researcher hopes that this study can make the students more understand the advertisement text and through the understanding it they can improve reading skill and can apply their knowledge in their daily life.

- For English teachers

She hopes that this study can motivate the students because advertisement text is very interesting to learn and this is suitable media for the teachers to apply in reading class and this study can be useful for teachers and students.

- For readers

She hopes for the readers who are read this study can gain the knowledge and know whether the students' ability in understanding advertisement text can improve reading skill and also to know the extent of student understanding advertisement text.

E. Terminology

In this research, the researcher has to define the terms about this research are:

1. Advertisement Text

The researcher has already read about advertisement text and the researcher means about advertisement text is advertisement or announcement in print. The objective is to announce, or promote something such as the product, service, and event that appeals to many people and also to interact the reader to buy this product. People can find the advertisement text in magazine, newspaper, poster and brochure. There are types of advertisement text: product, service, and event. It is very interesting for students to learn because they can learn about the main ideas, language features, and for entertainment too. They can apply it in their life.

2. Reading Skill

In this research reading skill that the researcher means that how the students ability in understanding while they read the text. How they know the context and the main idea of each texts and also they know how to express to others what did they read. This reading skill that should be in for the students and they can express it in their environment. One of the advantages is the students can improve their knowledge by reading a text without the teacher's help because they can interpret by themselves. Reading can be seen as an active process of comprehending where the students need to be taught strategies to read more efficiently

CHAPTER II

LITERATURE REVIEW

This chapter reviewed the important theories on the reading ability and advertisement text which covers the general concept of reading strategy, models of reading and types of advertisement.

A. Reading Skill

According to Linse (2000) reading is a set of skills that include making sense and getting significance meaning from printed work. Patel and Jain (2008) also state that reading is purposed to comprehend the significance of printed words into writing symbols. It is an active process which consist of word acknowledgement and comprehension skill. Pang et al (2003) add that the word acknowledgement is the way toward seeing how written symbols correspond to one's spoken language while comprehension is way to understand words, sentences and associated content. In addition, Manzo (1995) states that the act of reading ought to be made in two parts: the process and the product. Reading skill is a highly strategic process during which readers are constantly constructing meaning using a variety of strategies, such as activating background knowledge, monitoring and clarifying, making predictions, drawing inferences, asking questions and summarizing. Strategies are used in combination to solve problems, to think about text and to check

understanding. Consequently, teaching comprehension strategies should focus on thinking (Harvey, 2000). Reading skill has purposes, types of reading, and models of reading that explain below.

B. Reading purpose

Reading skill has purposes, (Grabe and Stoller, 1991):

a) Reading to search for simple information

This is a common reading ability. It is used so often in reading tasks that it is probably best seen as a type of reading ability.

b) Reading to skim

It is a common part of many reading tasks and a useful skill in its own right. It involves, a combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

c) Reading to learn from the texts

Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension (primarily due to reading and reflection strategies to help remember information).

d) Reading to integrate information

Reading to integrate information. These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal

C. Types of Reading

There are two types of reading. They are extensive and intensive reading. To get maximum benefit from their reading, students need to be involved in both of them (Harmer, 2001).

a) Extensive reading

Extensive reading means reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding (Greell, 1981). It is reading activity which teacher encourages students to choose for themselves what they like to read and to do for their pleasure and general language improvement.

b) Intensive Reading

Intensive Reading, sometimes called "Narrow Reading", may involve students reading selections by the same author or several texts about the same topic. When this occurs, content and grammatical structures repeat themselves and students get many opportunities to understand the meanings of the text. The success of "Narrow Reading" on

improving reading comprehension is based on the premise that the more familiar the reader is with the text.

D. Models of Reading

Many researchers and teachers attempt to create a general understanding of the reading comprehension process by means of reasonable framework. General models of reading serve useful purposes, most commonly by providing a metaphorical interpretation of many process involved in reading comprehension. Here some metaphorical models of reading (Grabe andStoller, 2002).

a) Bottom-up models

Bottom-up models suggest that all reading follows a mechanical pattern in which the reader creates a piece-by-piece translation of the information in the text, with little interference from the reader's own background knowledge.

b) Top-down models

Top-down models characterize the reader as someone who has a set of expectation about text information and enough sample information from the text to confirm or reject the information.

E. Strategy of Reading

In reading, there exist four major categories of strategies: skimming, scanning, careful-reading and predicting. These are considered at the same time as the sub-skills of reading(Phan, 2006). There are several strategies for improving reading comprehension, they are:

a) Skimming

Skimming is a common technique in reading comprehension. It is a method of rapidly moving the eyes over text with the purpose of getting only the main ideas and a general overview of the content. In other words, skimming is to read more in less time and to help the learner to cover a vast amount of material very quickly. In sum, when skimming, learners go through the text quickly in order to gist of it and have an idea of the writer's intention.

b) Scanning

Scanning is a speed-reading technique and a useful reading activity in which learners need specific information without dealing with the whole text. This means, they do not read all the text word by word, but rather they extract specific information (names, dates, statistics) without reading all the passage. In short, when scanning, learners try to locate particular information by moving their eyes over the text rapidly, and then get the required information to complete a certain task.

c) Careful reading

This reading strategy requires from the reader to obtain detailed information from the entire text. Moreover, the reader is expected to read slowly, and to re-read the text for the sake of connecting and comparing information with his prior knowledge. In the same line of thought.

d) Predicting

Predicting is a very useful sub-skill that the reader may use it in which he makes predictions relying on his previous knowledge, and then extracts the meaning of the text even if there exist unfamiliar words in the text so that, he gets the meaning from the whole passage. Learners use information from graphics, text, picture and experiences to anticipate what will be read, viewed, heard and to actively adjust to comprehension while reading,

F. Advertisement Text

1. Definition of Advertisement

Advertising is the means of informing as well as influencing the general public to buy a product or services through visual or oral messages. A product or service is advertised to create awareness in the minds of potential buyers through various advertising mediums such as Newspaper, Magazines, Television, Radio, Posters, Hoardings, Billboard and in recent time internet and web advertising. It is a promotional activity

for marketing a commodity. According to Baker (2014) as media literacy educators work to engage students in conversations and study about commercial marketing, we have to encompass more advertising in more mediums (radio, TV, film, internet, newspapers, magazines, social media).

G. Advertising Media

Advertising media can be broadly classified into two major categories: Print media and Electronic media. Print media encompasses mediums such as Newspaper, posters, magazine, journals, packaging and others, whereas electronic media also referred to as broadcast media deals with radio and television in particular. Outdoor advertising medium or Out of Home (OOH) in the form of poster, billboard, kiosks, gantry, hoardings, which are mainly printed formats for outdoor purpose. Recent advertising mediums includes internet, digital, web and online advertising.(Singh and Sharma, 2009).

As like another kinds of text, advertisement also has some types, they are: (Rege, 1990)

1. Types of print media

    a. Newspaper

        Newspaper forms an important medium of advertising and the one of part of our daily life. It carries with them a mood of urgency because it is read not as a form of entertainment but also the happenings of local regional, national, international significance. It satisfies the curiosity of the reader to know what is taking place around them and how directly or indirectly it affects them (Rege,1990).

    b. Magazines

        Magazines are considered as the most specialized of all media, which were read and preserved over a longer period of time as compared to newspapers. A newspaper generally published daily, weekly, or fortnightly, contains current political news, social or economic (Rege,1990).

2. Outdoor advertising media

        Outdoor visual media are the oldest form of advertising media and remains as the most common media even today. Outdoor advertising consists of a display of advertisement which includes printed as well as

painted shop signage, posters, hoardings, billboard, bus shelters, neon light signs, mobile display van, spectaculars, painted bulletin, window displays, point of sale material etc. They have been given this name, because they are out of home or outdoors. Outdoor advertising boards are located in busy places where it can be seen by the commuters who passes-by (Rege,1990).

a. Poster

The oldest of the outdoor media, known technically as poster which is generally in printed form, has been designed since roman times. It is one of the most common and popular forms of outdoor advertising. Though they are not regarded as one of the primary media, but acts as reminders or supporting media for a reputation already achieved with the help of other media (Rege, 1990).

3. Electronic media

Electronic or broadcast media consists of radio, television, motion pictures, and video and in recent time internet and web. The radio is audio in nature, appealing only to the sense of sound (ears). It is more effective in rural areas, as compared to urban areas.

H. Teaching Strategy

Baker(2014) recommends that teachers start first with print ads, taken from magazines or newspapers. (After students excel at these, you can move on to non-print ads.) ads are "informational texts" and there are many ways to approach learning about them. The media literacy approach recommends that teachers challenge the students to think about:

a) how an advertisement was constructed;

b) for what audience;

c) using which techniques; and

d) who benefits from the message and its placement.

And (Baker, 2014) recommended to the students to determine the important points while they read the ads. They are:

a) read every word on the page (even words in small font)

b) make a list of all of the images

c) consider the layout, color, picture, and font

While according to Vize (2012) who give the strategies to teach the students how to reading advertisement. The goal of these lessons is to teach children meta cognitive awareness, awareness of their own thought processes. Ask students to remain aware of these processes as they encounter advertisements. Ask them to consider whether and how this lesson affected their environment.

I. Material for Teaching Advertisement Text

    a) Definition

           Advertisement Text is a text consist of a public announcement commonly found in a newspaper, television, or internet advertising. Sometimes it is about a product, services, or an event for sale.

    b) Function of Advertisement Text

           Function of Advertisement Text is to inform, to persuade, and to promote the products, services, events to a target audience.

    c) Generic Structure of Advertisement Text

           Advertisement Text has structure as below:

        1. Title

        2. Contain

        3. Contact Person/ Address

    d) Language Features

        1. Adverb of Place

        2. Adverb of Time

        3. Simple Present Tense

        4. Passive Voice

    e) Procedure for teaching in the class

        1. Give the materials

        2. Create Advertisement Text by individual

        3. Provide the group work

4. Create Advertisement Text in the group

5. Present in front of class with Window Gallery ways.

f) Example of Advertisement Text

Table. 2.1 Advertisement About Event

Table. 2.2 Advertisement About Service
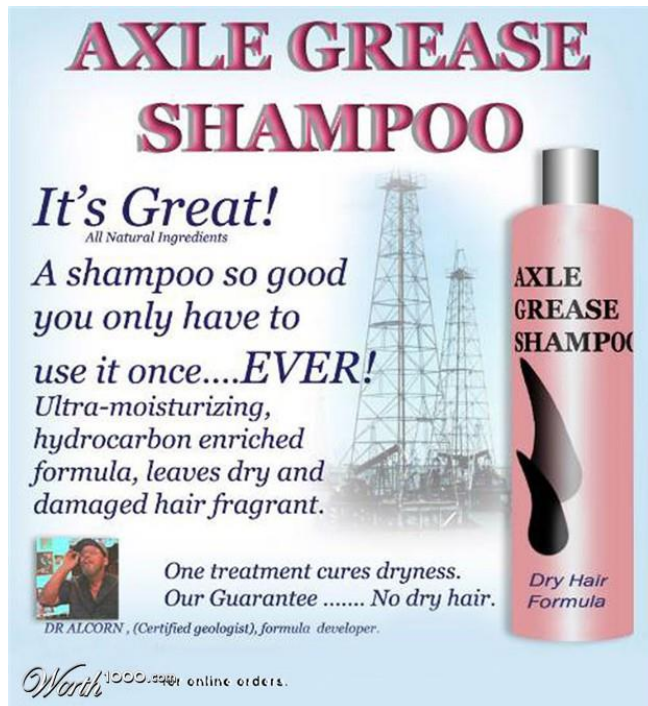
Table. 2.3 Advertisement About Product

J. Advertisement and Students

According to Blades (2014) children experience advertising in many forms – on TV, YouTube, apps, radio, billboards, magazines, newspapers, movies, the internet, social media and more. Advertising works on children. For example, the more TV a child watches, the more toys or favorite stuffs that child is likely to want and ask for.

Why it is important for children to learn that advertisements are trying to make us buy something. Ads are trying to influence the way we think or change our mind about something. Advertisers always aim to make their products look good, perhaps even better than they really are.

Advertising affects children in different ways. How children react to advertising can depend on several things, including their age, what they know or have experienced, and how much opportunity they have had to question and talk about what they see in the media.

1. Students' Thinking on Advertisement

   a) understand that advertisements are trying to sell them something

   b) can remember advertising messages

   c) can recognize some advertising techniques like advertisements overstating how good products are

   d) cannot always defend themselves by questioning what advertisements are doing

   e) can usually understand the purpose of advertising, and can use advertised information to decide what they want

   f) might not understand how advertising makes things more expensive

   g) might not recognize tricky product placement strategies.

   To limit the effects of advertising to the children, the most important thing we can do is talk about advertisements and encourage children to think

about what they are trying to do. It is a good idea to focus on the advertisements that our child sees most often. For example, we can get our child thinking and developing a questioning attitude towards advertisers' claims by asking them to think about what's being advertised. Such as, what's the product in this advertisement? What is it for? Who is it for? and more.

Over 14 years, children can understand how the marketplace works and can be skeptical about advertisers' claims. We can limit the effects **of** advertising on teenagers by talking about the way advertisements work to sell ideas as well as products. For example, some advertisements link products with the 'perfect' life the people in the ads seem to have.

Older children can also start thinking about the subtle impacts of advertising. For example, we could encourage our child to think about how advertisements influence ideas about the environment or habitual.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the research methodology of the study they are: the research design, the population and sample, the procedures of collecting the data, the hypothesis of the research, and the data analysis.

A. Research Design

According to Leedy (1993) quantitative research is research method dealing with numbers and anything that is measurable in a systematic way of investigation of phenomena and their relationships. It is used to answer questions on relationships within measurable variables with an intention to explain, predict and control a phenomenon. Cresswell (2014) adds that quantitative methods involve the processes of collecting, analyzing, interpreting, and writing the results of a study. Specific methods exist in both survey and experimental research that relate to identifying a sample and population, specifying the type of design, collecting and analyzing data, presenting the results, making an interpretation, and writing the research in a manner consistent with a survey or experimental study. Quantitative research is a formal, objective, and systematic process which numerical data are used to obtain information. Experimental research is describing the process that a researcher undergoes of controlling certain variables and manipulating others

to observe if the results of experiment reflect that the manipulations directly caused the particular outcome.

B. Population and Sample

Before the sample was collected, the researcher had to determine the population. The population of this research is the whole second year students of SMAN 12 Banda Aceh and total number of the second year is 175 students. The second year students are divide into 4 classes and there are IPA and IPS majors. Each classes consist of 25 students. For the sample, the researcher had selected the respondents by using purposive technique because advertisement text is the topic for the second year of senior high school students and this topic also available in syllabus K13 and K13 revised. Before doing an experiment in this school, the researcher had come to this school and got some information from the teacher about the students who have the problem in reading. The teacher recommended the researcher to choose class XI IPA 2 which consist of 25 students.

C. Procedures of Collecting Data

The researcher has observed the school that has the problem based on the research. Then, she finds out an English teacher who is ready to give some information about the students. After that, the researcher has prepared the

material about advertisement text and also the pre-test and post-test for the students. The complete explanation about the activity in the class below:

1. **Test**

The instrument in this research is test. The researcher gave the students test pre-test and post-test. The test issued to know the student's ability in understanding advertisement text in improving reading skill.

a) **Pre-Test**

The researcher gave the students the pre-test about advertisement text before the treatment. The researcher wants to know the prior knowledge of students about advertisement text before teaching them. This test consists of 10 questions and spends time about 15 minutes.There are 10 multiple choice questions and each questions are score 10 for the correct answer and 0 for the wrong one, so the highest score is 100.

b) **Experimental Teaching**

In experimental teaching, the researcher came to the class for 4 meetings and the first meeting the researcher gave the pre-test, the second meeting she taught the students about advertisement text, the third meeting she   reviewed about the lesson and did some activities and the last, the researcher gave the students post-test and questionnaire.

1) **Meeting I**

The researcher came to the class, greeted the students and prayed together before starting the lesson. The researcher checked the attended list of students then she introduced herself and started to explain the goal of this class and she gave the students pre-test about advertisement text. Before the class ended, the researcher introduced to the students about advertisement text.

2) **Meeting II**

The researcher came to the class, greeted the students and prayed together before starting the lesson. The researcher checked the attended list and began to taught the students about advertisement text. Firstly, the researcher gave to the students the stimulus about advertisement text and to connected them to the materials. Then she showed to the students the kind of advertisement, they are products, services, and events. The students started to learn and the researcher gave them several advertisement texts from newspaper, magazine and internet about product, event, and service. She stuck the materials on the wall and asked the students to read the paragraphs one by one and explained it. She also gave the opportunity for students to asked the questions to make sure whether they understand the materials or not. At the

end, the students collected their tasks to the researcher and discussed them together.

3) **Meeting III**

The researcher came to the class, greeted the students and prayed together before starting the lesson. The researcher checked the attended list and discussed about previous materials. For this meeting she asked the students to provided 4 groups and she provided the themes of advertisement such as, service, product, and event, they can choose it and discussed it with their members of the group. The researcher gave the instruction for this project; she gave 15 minutes to create the advertisement text then stuck the advertisement on the wall and choose one of the members of each groups to be a shop keeper and sale or promote their stuff to the visitors. Another members as visitors and walking in the direction of the clock after that leave a message or question. The last session voted the best group and the best shop keeper.

4) **Meeting IV**

In the last meeting, the researcher gave the students post-test related to what they have learned. Then, the researcher gave the questionnaire based on the problems have written above. After all of the questionnaires have collected, she said thank you so much for their participation.

c) **Post-Test**

This test also consists of 10 questions and spent time about 15 minutes. The researcher gave the students the test after the treatment of the students have learned. Through this test the researcher can find out the results whether the students improve their understanding of advertisement text after she taught them.

2. **Questionnaire**

The questionnaire aims to investigate the students' understanding of advertisement text. The researcher used semi open-ended question that allow someone or respondents to give a free-form answer. Semi open ended is the combination between the open-ended and close-ended. Semi open-ended question is very suitable with this research. The researcher gave the students 10 questions based on the problem of the research and make sure the respondents have to filled their answers.

D. Hypothesis of the Research

In relation to the purpose of the study, the researcher formulates the following hypotheses:

Ha : The students can understand advertisement text at the second year of SMAN 12 Banda Aceh.

Ho : The students cannot understand advertisement text at the second year of SMAN 12 Banda Aceh.

E. Data Analysis

In quantitative research, the data analysis technique was directed to answer research question. Data analysis is needed to know the result of a research. In this research, researcher analyzed the data by using test. Data analysis means that the process of inspecting, transforming, and modeling data with the goal of discovering useful information and the process for obtaining the raw data

1. Test

In order to analyze the test result, the researcher used statistical formula. The function is to find the range of the data, the interval class, the space of interval class, to make a table of frequency distribution and to find the mean of the table.

a. To find the range of the data

Range is the difference between the highest and the lowest scores. The range of pre-test and post-test scores would be determined by using some formula below:(Sudjana, 2002).

$R = H-L$

Where:

R   : the range of the score

H   : the higher score

L   : the lowest score

b. The number of Interval Class

The number of interval class can be determined by using following formula:

$I = 1 + (3,3) \log n$

Where:

I   : the amount of interval class

n   : the amount of sample

c. To find out the space of interval

The range of interval class can be calculated by using the following

formula:

$$P = \frac{R}{1}$$

Where:

P : Interval space

R : the range of scores

I   : the amount of interval class

d. To make a table of frequency distribution

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

Where:

Fi   : refers to frequency

Xi   : refers to the middle score

Fixi   : the amount of multiplication between the frequencies and the

               middle scores of interval class

e. To find the mean of the table

In this case, the writer calculated the mean of students' score. The score was calculated by using some formulas: (Sudjana, Metode Statistika, 2002)

Where:

Fi   : refers to frequency

Xi   : refers to the middle score interval class

FiXi   : the amount of multiplication between the frequencies and the middle scores of interval class

2. Questionnaire

The analysis was based on the percentage of respondents' response. To count the percentage of frequency of the answer, the researcher used the following formula: (Sudjana, 2002).

$$P = \frac{f}{n} \times 100\%$$

In which:

P   : Questionnaire Percentage

F   : Frequency

N   : Total of Respondent

100   : Constant Value

CHAPTER IV

RESULT AND DISCUSSION

This chapter discusses the analysis of students' pre-test, post-test and questionnaire related to their understanding advertisement text in improving reading skill. It also presents the analysis of the result of the study.

A. The Result of the Test

During the teaching experiment the researcher gave two tests, pre-test and post-test. The sample of this research is students in the second grade of SMAN 12 Banda Aceh. The researcher took one class that was XIIPA 2 class and the total number of students is 25 but only 23 students who attended the class so she took 23 students as her respondents.

Before giving the test, the researcher explained them the instructions of the test, choose the one of the best answer and the multiple choice questions consist of 10 questions. The researcher gave about 15 minutes for taking the test.The researcher gave pre-test at the first session. The score of the pre-test is important because they show us their ability in understanding advertisement text before the researcher giving the treatment for 2 meetings. After the researcher has done the experimental teaching at SMAN 12 Banda Aceh, researcher found whether advertisement text can improve their reading skill. The researcher has given two kinds of test. The researcher gave pre-test related

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to the advertisement text and gave post-test after the researcher gave the treatment for the students.

1. **The Result of Pre-test and Post-test**

The following table shows the result of the students 'ability in understanding advertisement text in answering the test.

Table 4.1. The Raw Scores of Pre-test

No.	Name	Score
1.	AGP	30
2.	AA	10
3.	FAR	40
4.	FH	50
5.	FD	20
6	FA	20
7	FDP	40
8.	JA	20
9.	LH	30
10.	MPZ	40
11.	MZZ	40
12.	MFDY	40
13.	MH	50
14.	MSI	30
15.	MF	30
16.	MW	50
17.	MF	30
18	RF	60
19	RY	60
20.	RH	30
21.	RM	30
22.	SAP	40
23.	ZA	20

According to the table above, the result of pre-test is then arranged from the lowestto the highest score. The result of pre-test score is as follow:

10	20	20	20	20	30	30	30	30
30	30	30	40	40	40	40	40	40
50	50	50	60	60				

From the table above, we could see the highest score is 60 and the lowest score is 10. There searcher determines the range of pre-test presented above by using the formula:

$R = H - L$

$R = 60 - 10$

$R = 50$

After finding the range score, the researcher finds out the amount of interval and the result is:

$I = 1 + 3,3 \log n$

$= 1 + 3,3 \log 23$

$= 1 + 3,3 \, (1,361)$

$= 1 + 4,4913$

$= 5,4913$

$= 5,5$

Thus, the number of interval is 5,5. By knowing the number of interval, the researcher finds the class interval score by using the following formula:

$$P = \frac{R}{I}$$

$$= \frac{50}{5,5}$$

$$= 9,1$$

Table 4.2. The calculation score of pre-test

X	Xi	Fi	XiFi
10 – 18	14	1	14
19 – 27	23	4	92
28 – 36	32	7	224
37 – 45	41	6	246
46 – 54	50	3	150
55 – 63	59	2	118
		23	**844**

Based on the frequency of the students' above, the researcher has to find the mean's score. It can be calculated by using the following formula:

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

$$= \frac{844}{23}$$

$$= 36,7$$

Table 4.3. The raw scores of Post-test

No.	Name	Score
1.	AGP	70
2.	AA	30
3.	FAR	80
4.	FH	80
5.	FD	80
6	FA	70
7	FDP	60
8.	JA	70
9.	LH	70
10.	MPZ	70
11.	MZZ	80
12.	MFDY	80
13.	MH	80
14.	MSI	80
15.	MF	60
16.	MW	40
17.	MF	70
18	RF	80
19	RY	80
20.	RH	60
21.	RM	60
22.	SAP	80
23.	ZA	70

According to the table above, the result of post-test is then arranged from the

lowest to the highest score. The result of pre-test score is as follow:

30	40	60	60	60	60	70	70	70	70

70	70	70	80	80	80	80	80	80	80

80	80	80

From the table above, we could see the highest score is 80 and the lowest score is 30. The researcher determines the range of pre-test presented above by using the formula:

$R = H - L$

$R = 80 - 30$

$R = 50$

After finding the range score, the researcher finds out the amount of interval and the result is:

$I = 1 + 3{,}3 \log n$

$= 1 + 3{,}3 \log 23$

$= 1 + 3{,}3 \, (1{,}361)$

$= 1 + 4{,}4913$

$= 5{,}4913 = 5{,}5$

Thus, the number of interval is 5,5. By knowing the number of interval, the researcher finds the class interval score by using the following formula:

$$P = \frac{R}{I}$$

$$= \frac{50}{5{,}5}$$

$$= 9{,}1$$

Table. 4.4 The calculation score of Post-test

X	Xi	Fi	XiFi
30 – 38	35	1	35
39 – 47	43	1	43
57 – 65	61	4	244
66 – 74	70	7	490
75 – 83	79	10	790
		23	**1.602**

Based on the frequency of the students' above, the researcher has to find the mean's score. It can be calculated by using the following formula:

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

$$= \frac{1.602}{23}$$

$$= 70$$

After calculating the score, the researcher got the average score 70. It means that the students' ability in understanding advertisement text were increased.

After getting the result both of the tests, pre-test and post-test, the researcher analyzed both of type of the tests. The analyzing can be seen at the following formula.

$$S = \frac{\sqrt{n \sum xi - (\sum xi)2}}{n(n - 1)}$$

N   = The total number of respondents

Xi   = Median

S   = Standard deviation

dk   = Degree of quality

t   = Student distribution

Table. 4.5 Class Interval

Class Interval	Fi	Xi	Xi^2
30 – 38	1	35	1.225
39 – 47	1	43	1.849
57 – 65	4	61	3.721
66 – 74	7	70	4.900
75 – 83	10	79	6.241
	23	**288**	**17.936**

$$\sigma = s = \frac{\sqrt{23(17.936) - (288)^2}}{23(23-1)}$$

$$= \frac{\sqrt{412.528 - 82.944}}{23(22)}$$

$$= \frac{\sqrt{329.584}}{506}$$

$$= \sqrt{651,3}$$

$$= 25,5$$

Based on the statistical analysis above, the result of standard deviation was 25,5. Then the researcher had to find "t" score. It can be calculated by using the following formula:

$$t = \frac{X - \mu}{S - \sqrt{\mu}}$$

$$= \frac{70 - 36,7}{25,5 / \sqrt{23}}$$

$$= \frac{33,3}{25,5/48}$$

$$= \frac{33,3}{0,53}$$

$$t = 62,8$$

Based on the statistical analysis above, the result of "t" calculate is 62,8. Then, to find the value of "t" at distribution list of students hence it is important to

know "dk" (degree of equality) and α (possibility failed to research) with the following formula:

dk = n−1

= 23− 1

If = α = 0,05

So, tp= 1−$\frac{1}{2}$ (0,05)

= 1−0,025

= 0,975

The calculation result shows that t calculate is 63. To find the member of t table, it can be seen at the t distribution table at the significant result, the Ha (alterative hypothesis) is accepted.

2. **The Examining Hypothesis**

After giving some tests and getting the results of the test, the researcher analyzes both of type of tests. The analysis is carried out in order to know the whether the students understand the advertisement text. The result of the test could be classified into 5 categories, namely excellent, very good, enough and failure.

Table 4.6 The Classification of Test Score

Score	Value	Category
86-100	A	Excellent
72-85	B	Very Good
60-71	C	Good
50-59	D	Enough
0-49	E	Failure

Based on the table, it can be seen from the pre-test score there was 2 students have C (good) score, 3 students have D (enough), the rest was 18 students have E (failure) score and there is no student has A (excellent) and B (very good) score. Based on the table, from the post-test score, there are 10 students have B (very good) score, 11 students have C (good) score, 2 students have E (failure) score and there is no student has A and D score. This is a prove that students can improve their reading skill by understanding advertisement text. As the researcher wrote above that on pre-test has 18 students have E (failure) and on post-test only 2 students have E (failure).

Additionally, the first hypothesis was accepted. It is effective to use advertisement text in improving students' reading skill. It was proved by statistical analysis system between pre-test and post-test. The researcher found the average score of both test was different. The pre-test score was 36,7 and the post-test score was 70. Thus, it can be concluded that the post-test score was higher that the pre-test score, it was proved by the result of post-test. In conclusion, students' understanding advertisement text can improve their reading skill.

B. The Analysis of Questionnaires

The questionnaires consisted of 10 questions and used open ended questions. it was designed to help the researcher getting more information about to what extent of students' understanding advertisement text and their opinion about learning process toward advertisement text. To analyze the questionnaire, the researcher used the percentage system with the following formula:

$$P = \frac{f}{n} \times 100\%$$

In which:

P : Questionnaire Percentage

F : Frequency

N : Total of Respondent

100 % : Constant Value

The data analysis of questionnaire, shown of the following table:

Table. 4.7 Students' knowledge about advertisement text

No	Questions	Options	F	%
1	What types of advertisement text that you interesting in?	a. Services	2	8,7 %
		b. Product	11	47,8%
		c. Event	10	43,5%
		d.	0	0%
		Total	**23**	**100%**
2	What do you do the ways to know the topic on ad text?	a. Usually I see the picture	17	74%
		b. Read the whole text	2	8,7 %
		c. Only read the title	4	17,3 %
		d.	0	0%
		Total	**23**	**100%**
3	If you will buy the product, what the most important thing do you have to determine?	a. cp/address, prize, composition	7	30,5 %
		b. prize, composition, color	3	13%
		c. Appearance, prize, cp/address	13	56,5 %
		d.	0	0%
		Total	**23**	**100%**
4	What do you know about the language features in ad text	a. present tense, adverb, past tense	5	21,8 %
		b. past tense, passive voice, Adverb	4	17,3 %
		c. present tense, adverb passive voice	14	60,9 %
		d.	0	0%
		Total	**23**	**100%**
5	What do you know about sequence of generic structure on ad text?	a. Contain,title,cp/address	0	0%
		b. title, contain,cp/address	21	91,3
		c. Title and contain	2	8,7
		d.	0	0%
		Total	**23**	**100%**

The table above shows that for the question number 1, the higher was 11 (47,8 %) students said the type of advertisement that interesting was product. While 10 students choose event as the types of advertisement text that interesting and only 2 (8,7 %) students choose services. For question number 2 there are17 (74 %) students said that the way to know the topic of advertisement text was by seeing the picture, while 4 (17,3 %) students choose only read the title, but only 2 (8,7 %) students choose read the whole text the picture on advertisement. The question number 3 there were 13 (56,5 %) students said the most important thing if we will buy the product is appearance, prize, and contact person/address and only 3 (13 %) students choose prize, color, and cp/address. For question number 4 chosen by 14 (60,9 %) students said the language features on advertisement text is present tense, adverb and passive voice while only 4 (17,3 %) students choose past tense, passive voice, adverb. The question number 5 chosen by 21 (91,3 %) students said that the sequence of generic structure on advertisement text is title, contain and contact person/address but only 2 (8,7 %) students stated title and content.

It can be concluded services is the best chosen by the students, based on the data above the ways to know the topic on advertisement text is only see the picture. Then the average students choose appearance, prize, and cp/dress as the appropriate chosen if will buy the products, while the language features that the students choose is present tense, adverb, and passive voice and thelast for this part is based on the data it can be conclude title, contain, and cp/address

Table 4. 8. Students' opinion about advertisement text

No	Questions	Options	F	%
6	What is your opinion about learning ad text?	a. Learning ad text is hard	4	17,4 %
		b. Learning ad text is easy	11	47,8 %
		c. It's not too difficult and not easy	8	34,8 %
		d.	0	0%
		Total	**23**	**100%**
7	What is your opinion about finding the main idea of ad text?	a. It's very hard to find the mind Idea	2	8,7 %
		b. It's very easy to find the mind Idea	11	47,8 %
		c. Sometimes, but depend on the Vocabulary	10	43,5 %
		d.	0	0%
		Total	**23**	**100%**
8	While you read the ad text, what is your opinion aboutyour understanding on ad text?	a. Ad text is very hard to understand	1	4,4 %
		b. Ad text is very easy to understand	18	78,3 %
		c. Depend on its contain	4	17,3 %
		d.	0	0
		Total	**23**	**100%**
9	To what extent of the ad text can be useful for your daily life?	a. It's very useful, when I found the ad text in my environment	11	47,8 %
		b. Absolutely not useful because I don't like it	8	34,8 %
		c. I am very hard to find the ad in my Environment	4	17,4 %

d.		0	0%
Total		**23**	**100%**

The question number 6, the higher chosen is there were 11 (47,8 %) students said that, their opinion about learning advertisement is learning advertisement text is very easy to learn while 8 students said learning advertisement text is not too difficult and not too easy and only 4 (17,4%) students said learning advertisement text is very hard. For the question number 7 there were 11 (47,8 %) students told that their opinion about finding main idea is very easy to find, while 10 students told it depend on the vocabulary, but only 2 (8,7 %) students stated that it is very hard to find the main idea on advertisement text. The question number 8, there were 18 (78,3 %) students said their opinion about their understanding while they read advertisement text, it is very easy to understand and the lower chosen were only 4 students told it depend on the contain in it and only 1 student told advertisement text is very hard to understand. For the question number 9, there were 11 (47,8 %) students said to what extent of the advertisement text can be useful for their daily life, so they choose the option of advertisement text is very useful for their daily life, they can apply it in their environment while the lowest chosen by the students there were 4 (17,4 %) students told they are very hard to find the advertisement text in their environment.

In sum of this part, the average students said, learning advertisement text is very easy, they also stated that they are very easy to find the main idea on advertisement text. Students opinion about their understanding on advertisement text,

they told it is very easy to understand, while they stated advertisement text is very useful, when they found it in their environment.

Table 4. 9. Students' frequency to read advertisement text

No	Questions	Option	F	%
10	How often do you read the advertisement text?	a. Everyday	10	43,5 %
		b. Never	2	8,7 %
		c. Sometimes	11	47,8 %
		d.	0	0%
		Total	**23**	**100%**

The last question is there were 11 (47,8 %) students said the frequency they read advertisement text is sometimes, while 10 students choose they read advertisement text every day and only 2 (8,7 %) students told they never read it. For sum up the frequency they read advertisement text is sometimes.

Based on the tables above, it can be concluded most of students said about advertisement text truly and they said the positive opinion about advertisement text. It can be concluded that 60% of them can understand advertisement text.

C. Discussion

In this thesis there were two research questions provided. The explanation for each research questions are as follow: First question is, "Do the students' ability in understanding on advertisement text improve students' reading skill?" it can be explained based on the result of the data, the

researcher gave some treatment to the experimental class students by students'
understanding advertisement text to improve reading skill. Based on the data
analysis, the pre-test score was 36,7 and the post-test was 70. It can be
concluded that the alternative hypothesis (Ha) of this study is accepted and the
null hypothesis (Ho) is rejected. It means that the score of post-test was higher
than the pre-test. Therefore, students' understanding advertisement text can
improve their reading skill.

The second question is "to what extent students can understand advertisement
text?". Based on the result of the questionnaires distributed to the class, most of the
students showed positive response toward advertisement text improving reading skill.
They know about the material of advertisement text. There are several result from the
samedata as the expert, they are, the students stated the types of ads text that the
students more interesting are product and service. It can be inferred to (Blades, 2014)
encourage the students thinking and developing about what's being advertised,
whether they know about the kind of ads, this is the same as the researcher thinks that
the students have to know the kind of ads. Then, the ways to know the topic on ads
most of the students choose only see the picture while (Baker, 2014) recommended to
the students to determine several points, they are look at the image on the page (on ads
text) and read every words on the page, it means read the whole text, but only 2
students who choose point 2. According to (Vize, 2012) the sequence of generic
structure on ads text is title, contain, and contact person/address, and the average of
students choose the same thing as the expert. Then they also stated learning
advertisement text is very easy and it is very useful for their daily life as (Blades,

2014) said we as the adult could encourage our child to think about how advertisements influence ideas about the environment or habitual.

It can be concluded; for the second research question most of student's class XI IPA 2 give the good responses and most of them can understand the advertisement text so by teaching reading skill using advertisement text can improve their reading skill.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides the conclusions and suggestions of the study.

A. Conclusion

After concluding research and getting the results of the statistical data analysis, the researcher draws two conclusions. They are as follow:

1. Students' understanding advertisement text can improve their reading skill at the second year SMAN 12 Banda Aceh. It can be seen from the results of the test which shows that mean score of the post test is higher than pre-test, which post-test was 70 and pre-test was 36,7. It can be concluded that the alternative hypothesis (Ha) of this study is accepted and the null hypothesis (Ho) is rejected. This indicates that students' understanding advertisement text can improve their reading skill.

2. The students of the second year SMAN 12 Banda Aceh at XI IPA 2 class gave positive responses toward the advertisement text. They felt enjoy and interesting in learning advertisement text. It is proven by the students' answer of post-test and questionnaire. It can be seen in the tables of questionnaire analysis that most of them know about advertisement text after the researcher gave the treatment for them.

B. Suggestion

The following suggestions are addressed to the teacher, the students and the other writers.

1. For the teachers

   Considering that apply of advertisement text could improve students' reading skill, it is suggested that English teacher should teach types of reading, advertisement text in the English class as the material.

2. For the students

   The students are suggested to improve their reading skill especially in understanding advertisement text can improve their reading skill.

3. For the other researchers

   The researchers who are interested in conducting the research related to this study are suggested to continue the study about advertisement text.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 8858/UN.08/FTK/KP.07.6/09/2018
TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
		b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
		5.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		6.	Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
		7.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
		8.	Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
		9.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
		10.	Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
		11.	Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan	:	Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 15 Januari 2018

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-1059/UN.08/FTK/KP.07.6/01/2018 tanggal 22 Januari 2018

Menunjuk Saudara:
1. Qudwatin Nisak M.Isa, S.Ag., M.Ed., M.Pd   Sebagai Pembimbing Pertama
2. Azizah, M.Pd   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	Ade Ira Wahyuni
NIM	:	140203169
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Cultural Content in an English Textbook Used by Junior High School

KEDUA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;
KETIGA	:	Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019
KEEMPAT	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 10 September 2018
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

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         Di -
            Tempat

Dekan   Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Sarah Rizki Harahap
N I M	: 140 203 166
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: IX
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Jl. Tgk. Chiek, No.30, Ilie, Ulee Kareng, Aceh Besar

Untuk mengumpulkan data pada:

SMA 12 Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Student's Ability in Understanding Advertisement Text in Improving Reading Skiil at Senior High School

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

Said Farzah Ali

Kode 8574

PEMERINTAH ACEH
DINAS PENDIDIKAN
Jalan Tgk. H. Mohd Daud Beureueh Nomor 22 Banda Aceh Kode Pos 23121
Telepon (0651) 22620, Faks (0651) 323386
Website : disdik.acehprov.go.id, Email : disdik@acehprov.go.id

Nomor	: 070 / B.1 /10293 /2018	Banda Aceh, 12 November 2018
Sifat	: Biasa	Yang Terhormat,
Hal	: Izin Pengumpulan Data	Kepala SMA Negeri 12 Banda Aceh
		di -
		Tempat

Sehubungan dengan surat Kepala Bagian Tata Usaha Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-11239/Un.08/TU-FTK/TL.00/10/2018 tanggal, 26 Oktober 2018 hal: "Mohon Bantuan dan Keizinan Pengumpulan Data Skripsi", dengan ini kami memberikan izin kepada:

Nama	: Sarah Rizki Harahap
NIM	: 140 203 166
Program Studi	: Pendidikan Bahasa Inggris
Judul	: "STUDENT'S ABILITY IN UNDERSTANDING ADVERTISEMENT TEXT IN IMPROVING READING SKIIL AT SENIOR HIGH SCHOOL"

Namun untuk maksud tersebut kami sampaikan beberapa hal sebagai berikut :

1. Mengingat kegiatan ini akan melibatkan para siswa, diharapkan agar dalam pelaksanaannya tidak mengganggu proses belajar mengajar;

2. Harus mentaati semua ketentuan peraturan Perundang-undangan, norma-norma atau Adat Istiadat yang berlaku;

3. Demi kelancaran kegiatan tersebut, hendaknya dilakukan koordinasi terlebih dahulu antara Mahasiswi yang bersangkutan dan Kepala Sekolah;

4. Melaporkan dan menyerahkan hasil Pengumpulan Data kepada pejabat yang menerbitkan surat izin Pengumpulan Data.

Demikian kami sampaikan, atas kerjasamanya kami haturkan terimakasih.

a.n. KEPALA DINAS PENDIDIKAN,
KEPALA BIDANG PEMBINAAN SMA DAN PKLK

ZULKIFLI, S.Pd, M.Pd
PEMBINA Tk.I
NIP. 19700210 199801 1 001

Tembusan :
1. Kepala Bagian Tata Usaha Fakultas Tarbiyah dan Keguruan
   Universitas Islam Negeri Ar-Raniry Banda Aceh;
2. Mahasiswa yang bersangkutan;
3. Arsip

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah	: SMA Negeri 12 Banda Aceh
Mata Pelaajaran	: Bahasa Inggris Peminatan
Kelas/Semester	: XI/ Semester Ganjil
Materi	: Advertisment Text
Alokasi Waktu	: 45 Menit

A. Kompetensi Inti (KI)

Kompetensi Sikap Spiritual yaitu,'Menghayati dan mengamalkan ajaran agama yang diamatinya.'

Kompetensi Sikap Sosial yaitu, 'Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai) santun, responsive, dan proefektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

Kedua kompetensi tersebut dicapai melalui pembelajaran tidak langsung (indirect teaching), yaitu keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi peserta didik.

KI3.

Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin taunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanuasiaan,

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.

KI4.

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 Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.4 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk iklan dengan memberi dan meminta informasi terkait promosibarang/jasa/kegiatan sesuai dengan konteks penggunaannya.	3.4.1 Mengidentifikasi fungsi sosial teks iklan untuk menjaga hubungan interpersonal dengan guru, teman, dan orang lain. 342.2 Menganalisis struktur teks dari iklan untuk menjaga hubungan interpersonal dengan guru, teman, dan orang lain. 3.4.3 Mengidentifikasi teks iklan berdasarkan topik yang telah disepakati dengan memperhatikan fungsi sosial fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.4 Iklan 4.4.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan iklan terkait promosi barang/jasa/kegiatan 4.4.2 menyusun teks khusus dalam bentuk iklan terkait promosi barang/jasa/kegiatan, lisan dan tulisdengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.4.1 Membuat teks iklan berdasarkan topik yang telah disepakati dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Materi Pembelajaran

Fakta

Iklan merupakan suatu jenis teks yang bertujuan untuk membujuk pembaca untuk menerima ajakan atau membeli suatu produk atau jasa.

Konsep

Advertisement Text is a text consist of a public announcement commonly found in a newspaper, television, or internet advertising. Sometimes it is about a product, services, or an event for sale.

Function of Advertisement Text

Function of Advertisement Text is to inform, to persuade, and to promote the products, services, events to a target audience.

Generic Structure of Advertisement Text

Advertisement Text has structure as below:

4. Title

5. Contain

6. Contact Person/ Address

Language Features

5. Adverb of Place, example: In Changwon Korea,

6. Adverb of Time: At Friday 8 pm

7. Simple Present Tense: Now is your time to shine

8. Active Voice: Ani gives the book to her friend.

Procedure for teaching in the class

6. Give material

7. Create Advertisement Text by individual

8. Provide the group work

9. Create Advertisement Text in the group

10. Present in front of class with *Window Gallery* ways.

<u>**Fungsi Sosial**</u>

Menjalin dan menjaga hubungan interpersonal dengan guru, teman, dan orang lain.

<u>**Struktur Teks**</u>

- Memulai

- Menanggapi (diharapkan/di luar dugaan)

Unsur Kebahasaan

- Menggunakan Adverb of Time untuk menunjukkan waktu
- Menggunakan Adverb of Place untuk menunjukkan tempat
- Menggunakan simple present tense

Topik

Membuat atau mempromosikan products, services, dan events yang dapat menumbuhkan perilaku yang termuat di KI.

D. Kegiatan Pembelajaran

1. Pertemuan Pertama (2JP)

   Indikator Pencapaian Kompetensi (IPK)

3.4.1 Mengidentifikasi fungsi sosial teks iklan untuk menjaga hubungan interpersonal dengan guru, teman, dan orang lain.

3.4.2 Menganalisis struktur teks dari iklan untuk menjaga hubungan interpersonal dengan guru, teman, dan orang lain.

3.4.3 Mengidentifikasi iklan berdasarkan topik yang telah disepakati dengan memperhatikan fungsi sosial fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.4.1 Membuat iklan berdasarkan topik yang telah disepakati dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Kegiatan Pendahuluan

(Background Knowledge of The Field/BKOTF)

▪ Salam, Berdoa, Presensi

Pendidik	Peserta Didik	Alokasi Waktu

• Pendidik memberikan sebuah game singkat untuk peserta didik	Peseta didik menikmati game yang telah diberikan	2 m
• Pendidik memberikan stimulus berupa contoh-contoh promosi iklan	Peserta didik memperhatikan contoh promosi iklan yang ditunjukkan oleh guru.	3 m
Guru memberikan sejumlah pertanyaan mendasar tentang koran seperti : 1. What/Who is this? 2. Where do you often find this thing? 3. Do you have Engkish newspaper at home?	Peserta didik menjawab pertanyaan stimulus dari guru dengan memperhatikan koran.	2 m
Guru memberikan sejumlah pertanyaan spesifik yang bertuju tentang iklan seperti : 1. What is this? (sambil menunjukkan iklan yang ada dikoran) 2. What kind of advertisement do you know? 3. What the function of advertisement for you?	▪ Peserta didik menjawab pertayaan dari guru tentang iklan yang telah ditunjukkan ▪ Peserta didik mencoba menjawab pertanyaan spesifik tentang iklan dari guru berdasarkan pengetahuan mendasar.	3 m
		10 m

- Menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari siswa;
- Menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan; dan
- Menyampaikan lingkup dan teknik penilaian yang akan dilakukan.

Kegiatan Inti

(Modelling of The Text/MOTT)

Pendidik	Peserta Didik	Alokasi Waktu
• Pendidik memperlihatkan contoh teks iklan penjelasannya dengan menempelkan di papan tulis	• Peserta didik memperhatikan teks iklanyang diperlihatkan oleh guru	3 m
• Guru memberikan sejumlah pertanyaan mendasar tentang iklan seperti : 1. What is the thing in this example? 2. Have you ever read about this text? 3. What kind of promotiondo you often read or find? 4. What are the benefits if you know the advertisement text in your daily life? 5. Have tou ever bought the product?	• Peserta didik menjawab pertanyaan stimulus dari guru dengan memperhatikan teks iklanserta karakteristik dari teks tersebut.	
• Guru menunjukkan sebuah teks iklan dengan memberikan tujuan atau fungsi sosial dari text, Generic structure serta language feature yang terkandung didalam iklan.	• Peserta didik memperhatikan dan memahami contoh teks iklanserta fungsi sosial, generic stucture dan language feature. • Peserta didik mencoba	8 m

	mempertanyakan hal-hal yang berkenaan dengan iklan • Masing-masing peserta didik mengerjakan soal yang telah diberikan oleh guru secara individu	
• Guru membagikan soal yang berkenaan dengan iklanyang telah dipelajari untuk menilai fungsi sosial dan structure text.		
		11 m

(Joint Construction Of The Text/JCOTT)

Pendidik	Peserta Didik	Alokasi Waktu
Pendidik membagi siswa kedalam 4 kelompok yang masing-masing terdiri 5 orang siswa dan mengintruksikan siswa untuk duduk dalam kelompok. Guru memberikan instruksi kepada setiap kelompok untuk membuat iklan yang berkenaan dengan promosi barang, jasa, dan acara.	Peserta diidk duduk dalam kelompok dan memilih topik apa yang akan mereka promosikan.	2 m
Guru membagikan kertas berwarna kepada setiap kelompok dan mempersilahkan untuk membuat sebuah teks iklan.	Peserta didik membuat iklan berdasarkan topik yang telah mereka sepakati pada kertas berwarna yang telah dibagikan	6 m

Guru meminta satu siswa disetiap kelompok untukmenempel kan hasil kerja di dinding kelas (WINDOWS GALLERY) dan meminta siswa secara berkelompok mengunjungi kelompok lain searah jarum jam (clockwise) dan memberikan pendapat tentang iklan yang telah diperlihatkan (1 saty 3 stray). Kemudian guru meminta siswa untuk memvoting iklan yang paling menarik dan shop keeper yang paling bagus.	Siswa menempelkan hasil kerja di dinding kelas (WINDOWS GALLERY) dan memvoting yang terbaik.	10 m
		18 m

Kegiatan Penutup

Pendidik	Peserta Didik	Alokasi Waktu
Pendidik memfasilitasi siswa dalam menemukan kesimpulan pembelajaran dan mereview indikator yang akan dicapai pada hari itu dan menutup pembelajaran.	Peserta didik akan mendapatkan kesimpulan berdasarkan pelajaran yang telah dipelajari	5 m
		5 m

E. Teknik Penilaian

- Penilaian sikap : Observasi

Rubrik penilaian sikap jujur, santun, bekerja sama, disiplin, dan bertanggung jawab dapat disusun sebagai berikut

1. Sikap jujur dan santun

Kriteria	skor	Indikator
Sangat Baik (SB)		Selalu jujur dan santun dalam bersikap dan bertutur kata kepada guru dan teman
Baik (B)		Sering jujur dan santun dalam bersikap dan bertutur kata kepada guru dan teman
Cukup (C)		Kadang-kadang jujur dan santun dalam bersikap dan bertutur kata kepada guru dan teman
Kurang (K)		Tidak pernah jujur dan santun dalam bersikap dan bertutur kata kepada guru dan teman

- Penilaian pengetahuan : Tes lisan dan Penugasan

2. Rubrik tes lisan

	K-50	C-60	70-B	80-SB
1. Fluency				
2. Accuracy				
3. Pronunciation				
4. Intonation				

3. Penugasan

No	Aspek yang dinilai	Skor Maksimum	Skor Perolehan peserta Didik
1	Kerja sesuai petunjuk		
2	Kerapian kerja		
3	Hasil kerja		
4	Ketepatan menjawab pertanyaan		
	Jumlah Skor		

- Penilaian keterampilan   : Produk

F. Media/Alat, Bahan dan Sumber Belajar

1. Media/Alat   : Picture, newspaper

2. Bahan   : Karton, Spidol, Kertas berwarna, Perekat

3. Sumber Belajar   : Internet dan Sumber lainnya.Mengetahui

Kepala Sekolah   Banda Aceh, 03 November 2018

                                          Guru Mata Pelajaran

_____   _____
NIP   NIP

Questionnaire of Understanding Advertisement Text in Improving Reading skill at SMAN 12 Banda Aceh

Name : Lailatol Husna

Class : XI HIPA²

Phone : 0852623533056

Directions: Please answer each questions by circle or you may add your own opinion that can best indicate what you really do while reading in Advertisement Text.

1. What is your opinion about learning advertisement text?
a. Learning advertisement text is hard to understand
b. Learning advertisement text is easy to understand
c. It is not too difficult and not too easy but I understand little bit
d.
2. How often do you read ad text?
a. Everyday
b. Never
c. Sometimes
d.
3. What types of ad text that you interesting in?
a. Service
b. Product
c. Event
d.
4. What is your opinion about finding the main idea of ad text?
a. It's very hard to find out the main idea
b. It's very easy to find out the main idea
c. Sometimes, but depend on the vocabulary
d.
5. In understanding the contain of ad text, what kind of assist do you need?
a. Dictionary in print
b. Google translation
c. Teacher

d.
6. When you read the ad text, what is your opinion about your understanding on ad text?
a. Ad text is very hard to understand
b. Ad text is very easy to understand
c. Depend on the contain
d.
7. What do you do the ways to know the topic on ad text?
a. Usually I see the picture in ad text
b. Read the whole text
c. Only read the title
d.
8. If you will buy the product, what the most important thing do you have to determine?
a. Contact person/address, prize, composition
b. prize Composition, color,
c. Appearance, prize, contact person/address
d.
9. To what extent of the ad text can be useful for your daily life?
a. It's very useful when I found the ad text in my environment
b. Absolutely not useful because I don't like it
c. In my environment, I am very hard to find the ad text
d.
10. What do you know about the language features in ad text?
a. Simple present tense, adverb of time, and past tense
b. Past tense, passive voice, adverb of place
c. Simple present tense, Adverb, Passive voice
d.
11. What do you know about sequence of generic structure on ad text?
a. Contain, title, contact person/address
b. Title, contain, contact person/address
c. Title and contain
d. Title and contact person/address

Name : M. Zaki Zayyan

Class : XI / IPA 2

Phone Number : ✉ 0822 9073 1403 (Wa)
📞 @ kiki.zaki_02 (ig)

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

1. What is the purpose of the text?
   a. To tell us about English Course
   b. To advertise a English Course
   ✗ To promote about English Contest
   d. To describe a English Contest

2. What kind of promotion text above?
   a. Printed dvertisement
   b. On Television
   ✗ Newspaper
   d. Radio

3. Which one is TRUE!
   A. Registration will be opened June 15
   B. Registration will be closed June 13
   C. The poster about English course
   D. The contest will be running in four days

4. The Advertisement promote about several contests, except
   A. Speech contest
   B. Reading news contest
   C. Poetry contest
   D. Debate contest

5. "Win prizes" the closest meaning of underlined words…
   A. Win a prize
   B. Get an award
   C. There is no reward
   D. There are several prize

Read the following text to answer questions number 1 to 3.

WHERE THE FAMILIAR FEELS COMPLETELY NEW FOUR SEASON HOTEL SINGAPORE

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

THIRD NIGHT FREE

RATES STARTING FROM S$ 510+ PER ROOM PER NIGHT

CONTACT YOUR TRAVEL CONSULTANT, VISIT
WWW.FOURSEASONS.COM/SINGAPORE

OR CALL THE HOTEL DIRECTLY AT (65) 6734-1110

---

6. What kind of the text above?

    A. Announcement

    B. Advertisement

    C. Invitation

    D. Letter

    E. Job vacancy

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

    A. Newly refurbished interiors

    B. The city's standard for sophistication

    C. The two inspired restaurant and the new Alfresco

    D. Relaxing spa treatments and unwind

    E. Beautiful swimming pool

8. "Soothing and sleek streamlined with the latest technology ... "

The underlined word means ....

    A. Cool and fresh

    B. Hot and noisy

    C. Quiet and calm

    D. Dusty and crowded

    E. Clean and cheap

Read the following text to answer questions number 9 to 10.

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

Rp 430,000 per night

COOL HEAVEN, BATU HIGHLANDS, MALANG.

Reservation : (0341) 7689980

Email : coolheaven@yahoo.com

9. Which is free of charge in the hotel?

   A. Having food and drinks in the restaurant

   B. Having breakfast and horse riding lesson ✓

   C. Entering the apple garden

   D. Staying for nights

   E. Having dinner

10. Who is the fifty percent discount given to?

   A. All registered guests

   B. 14 year old children

   C. 11 year old children ✓

   D. Adult people

   E. Married woman

Name : Sischa Amelya Putri

Class : XI²

Phone : @sischaamelya__

The following text is question for 1 to 4

30% OFF ALL BEDS

SUPREME DELUXE QUEEN ENSEMBLE

SUPER STIMULUS PACKAGE SALE

HURRY - LIMITED TIME ONLY!

SAVE $330

WAS $1099 NOW $769

SAINSBURY QUEEN BED FRAME
Note: Mattress, Pillows & Bedspread not included.

SUPREME SINGLE ENSEMBLE FIRM DESIGN

SAVE $134

WAS $449 NOW $315

WAS $549 NOW $380

SAVE $169

PLUS MANY MORE GREAT SAVINGS IN-STORE

WE DELIVER ANYWHERE! LADY'S WELCOME.

OPEN 7 DAYS

PHONE 3281 8818

www.yourbedqld.com.au

Your Bed

1. What is kind of the text above?
   a. Announcement
   ✗ b. Advertisement
   c. Short message
   d. Caution

2. Which statement is not true based on the text?
   a. We can get pillows and bed spread if we buy sainsbury queen bed frame.
   b. We can save $169 for buying supreme single ensemble.
   c. We just pay $769 for supreme deluxe queen ensemble.
   ✗ d. The time is limited to get the sale product.

3. If we buy 4 supreme single ensemble, how much money that we can save?
   a. $549
   b. $380

c. $169 ✓
~~d.~~ $676

4. The sentence "Open 7 days" means....
~~a.~~ This shop is opened just in certain day ✓
b. This shop is opened everyday
c. This shop is closed in certain day
d. This shop is closed on Sunday

The following text is for questions 5 to 7.

Alfatih Course

Private TOEFL/TOEIC/Conversation Course.

Guaranteed mastering in 2 months

Call 0829999777555

Open a new class, Ms. Office, Start April 1.

Visit Alfatih Course

Jl. Niaga No. A/8 Sagulung Batam or www.alfatihcourse.com

5. How long do the students have to attend class to be guaranteed to master conversation?
a. One week
b. Two weeks
c. One month ✓
~~d.~~ Two months

6. What program does Alfatih Computer Course newly open?
~~a.~~ Ms. Office
b. Ms.Word ✓
c. AutoCAD
d. Adobe Flash

7. Which of the following statements is TRUE according to the advertisement above?
a. The new class for Computer Course will be started on April 25th
b. The course gives warranty in 3 months to master Conversation

c.   You can visit the website and call by phone to find further information
d.   The course gives guarantee mastering for Ms. Office program

The following text is for questions 8 to 10.

DIENG RESTO

Every Saturday from 18.00 to 21.30
Dieng Restaurant
A selection of our original recipe
Prepared in front of your eyes by our chef

- Included free Carica Drink
- Enjoy the live music by Antrax Band

For more info:
Call: 3389777 ext. 65111-65112
DIENG RESTAURANT WONOSOBO

---

8. What is the purpose of the advertisement above?
A. To promote Dieng Restaurant
B. To enjoy Antrax Band
C. To inform Dieng Restaurant
D. To describe Dieng Restaurant

9. Dieng Restaurant opens on ....
A. Everyday
B. Every evening
C. Sunday to Friday
D. Every Saturday from 18.00 to 21.30

10. What Dieng restaurant has provided for costumer?
A. Live music by Antrax Band and free ice tea
B. Free Carica drink and live music by Antrax Band
C. Free Carica Drink and live music by Kangen Band
D. Live drama musical by Antrax Band and free carica drink

AUTOBIOGRAPHY

Personal Identity

Nama   : Sarah Rizki Harahap

Place and Date of Birth   : Banda Aceh, July 09th 1996

Sex   : Female

Religion   : Islam

Nationality   : Indonesia, Acehnese

Marital Status   : Single

Occupation   : Student

Address   : Desa Ilie Ulee kareng Banda Aceh

Email   : harahapsarah96@gmail.com

Educational Background

Primary School   : SDN 66 Banda Aceh

Junior High School   : SMPN 10 Banda Aceh

Senior High School   : SMAN 12 Banda Aceh

Parents

Father's Name   : Armen Harahap

Occupation   : Pensiun PNS

Mother's Names   : Nilawati

Occupation   : Housewife