

The Effect of Advertisement Text on the Student's Ability in Writing News at Laboratory Islamic School of UIN-Medan

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Abstract: This research was aimed to know: the student's ability at writing news that were taught by using advertisement text, the student's ability at writing text that were taught by using lecturing method and to find out whether there was significant effect of advertisement text on the student's ability at writing text. The research methodology of this research was an experimental research which conducted the experiment and control class. The population of the research was the tenth grade students of laboratory islamic school (MAL UIN) Medan in 2015/2016 academic year, the number of students was 46 students consist of two classes. The experiment class (X_1) was 22 students and control class (X_2) 24 students as sample. The researcher gave writing test to collect the data. There were two test; pre-test and post-test. The formula that was used to analyze the data was independent sample t-test. The researcher found that the pre-test mean of experiment class was 60.40 and control class 58.78. Post-test mean of the experiment class was 79.31 and control class was 62.07. It was found that $t_{\text{observation}}$ was 9.70 whereas the t-table was 2.002 for $\alpha = 0.05$. The $t_{\text{observation}}$ was higher than the t_{table} ($9.70 > 2.002$), so H_a was accepted while H_0 was rejected. It means that there was significant effect of advertisement text on the student's ability at writing text. The data was analyzed by product moment correlation. After analyzing the data, the writer finds that there is a significant correlation between mastering simple present tense and the student's ability to build up advertisement text. It is known $\Sigma x = (3477)$, $\Sigma y = (2930)$, $\Sigma x^2 = (280497)$, $\Sigma y^2 = (202000)$, $\Sigma xy = (226460)$, the coefficient correlation is (0.3026). While r_t (0.294) at α . It means $r_o > r_t$ ($0.3026 > 0.294$). So, the hypothesis is accepted.

Key words: Advertisement text, writing news and MAL-UIN-medan, pre-test, post-test, simple present

INTRODUCTION

Background of research: Advertisement language uses a different expression from the most of the other language expression we use in our daily life. It needs a special language expression to make the advertisement meaningful and share interesting messages. Gooshgarian (1977) describes the differences between advertising language and other types of language expression as the following: the language of advertising is edited and it will be purposeful when the most of the language transactions are 'elliptical'. The language of advertising is rich and interested. The language of advertising involves us in effect we complete the advertising message. The language of advertising holds no secrets from us. It is simple language.

Student's ability is concerned with how a student has performed in relation to a particular course or program. The usually come at the end of program and are deliberately based on the content covered it. Students will be successful if they are able to produce writing by using their own words. The students must be able to create a text using their own ideas and words.

Language cannot be separated from our life because it is used to communicate each other. Language also helps people to convey people's ideas, feelings and desires to other people. There are many languages that be used by people but people need English as international language to connect each other in the world. People must be able to master English well so that they can communicate in society widely (Parr, 2013).

Writing is the expression of language in the form of letters, symbols or words (Utami dewi.Tt. How to write. Medan: La-Tansa Press) Writing is one way to communicate in English by expressing the ideas through organizing our thought into good arrangement of written text. The communications in writing is used to convey ideas to the readers. When the students cannot convey their ideas directly they can share their idea into written form. The writing process includes prewriting, composing, revising, editing and publishing.

Good writing skills allow the students to communicate their message with clarity. Regardless of the language, writing has many rules including grammar, spelling and punctuation. In writing activities, the students can apply about their grammar and vocabulary

into their writing. After that they can make good sentences to be a paragraph by using their grammar skill. Besides that the students must choose the appropriate words or vocabulary in order to the content is coherent. To make the content be coherent the students must give more attention in every sentence, so their writing does not become jumping ideas. Because of that writing becomes one of the important subjects that must be learned by the students, especially at senior high school. At senior high school, the writer found several kinds of the texts for example: narrative, descriptive, report, procedure and recount, news item, analytical exposition, hortatory exposition, spoof, anecdote, etc. All of them must be comprehend by the students in writing activity.

The researcher found that most of students of tenth grade at MAL UIN Medan in 2015/2016 still have difficulties to write a text. It can be seen by mistakes that they made. The students did not have self confidence to produce writing because they cannot organize their ideas and information about the topic. they still confused to making advertisement text because they have minim vocabularies, so they can't make advertisement text well. When they had some ideas to write they did not express it because they have lack vocabulary. Their generic structure is not in order. They did not use the correct punctuation. They did not write based on the language features of news item text. Besides that the teacher did not use various strategies and used the some media as advertisement.

That is why the researcher wants to conduct a research with the research question as how is the effect of advertisement text on the student's ability in writing news at laboratory Islamic school of UIN-medan?

MATERIALS AND METHODS

Advertisement text: The word "advertisement" is defined in the dictionary as public announcement. This notion is probably not enough to explain the nature of an advertisement. Mandel extends the meaning of advertisement is to be a person communication that is perceived as being non-commercial concerning goods or services; it is face to face product relation communications between and among friends, relatives and others (Mandell, Advertising, New Jersey: Prentice Hall, 1984, p. 3)(Robert, 1980). And then an advertisement is a persuasive message paid for by an individual or company. Advertisement attempt to persuade people to buy something, accept an idea, vote for a candidate or support a cause (Carol, 2001; Joyce *et al.*, 2001).

Text is the context of language in use, the use of language in the spoken and written form Pardiyo (2007). In additional, there are some experts (Richards, Platt and Weber) explain that a text is a piece of spoken or written language. A text may be considered from the point of view of its structure or its function. For example, warning, instructing and carrying out a transaction. A full understanding of a text is impossible without reference to the context in which it occurs.

Types of advertisement: Although, most people think of advertising as only commercial advertisement used to sell consumer products, advertisements can take many forms (Joyce *et al.*, 2001; Carol, 2001):

- Public-service announcements, sent out by nonprofit organizations, discuss topics such as public safety or health example in Fig. 1
- Merchandise advertisements are print, broadcast or visual messages about products that consumers can purchase example in Fig. 2
- Service advertisements are print, broadcast or visual messages about services-cleaning, entertaining or self-improvement example in Fig. 3

The steps of making advertisement text: There are some steps to make an advertisement text they are:

Prewriting

Choosing your topic: You can write an advertisement for a product, a political candidate or a service. Use the following strategies to help you come up with a topic for your advertisement.

Strategies for generating topics: Conduct a survey. Ask the following question: what gift would you most like to receive for your birthday? Review the responses and choose one to form the topic of your advertisement.

Blueprint: Draw the floor plan of a room in your everyday environment. Fill the room of your drawing with appropriate gadgets, clothes or art objects. As you draw the items, decide which object appeals to you most. Make that one the subject of your advertisement.

Narrowing your topic: An advertisement should almost always have a narrow focus. Most effective advertisements are short and memorable. To narrow your topic for your advertisement, answer the following questions:



Fig. 1: Advertisement



Fig. 2: Merchandise advertisement



Fig. 3: Service advertisement

- What product/person/service am I selling or promoting?
- What is the one thing I'd like to communicate to my audience about this product/person/service?

As you draft your advertisement, refer to your responses to ensure that your focus has remained narrow.

Considering your audience and purpose: As you think about the advertisement you are going to write, consider whom it is you are trying to persuade. Then, decide on the language and details that will impress them most.

Choose your words carefully: One way to achieve your purpose is to choose words that will most appeal to your audience. Select your words carefully, taking into consideration their denotation and connotation. A word's denotation is its dictionary meaning. Its connotation is the positive or negative association the word conjures up. In your advertisement, take advantage of a word's connotation as well as its denotation.

Gathering details: Put yourself in the place of your audience. Then, answer the questions you as the audience have about the product, service or person you are promoting. Be sure to answer those questions somewhere in the advertisement you write.

Gather details for a product:

- What is it?
- What makes it special or different?
- How much does it cost?
- Where can I buy it?

Drafting

Shaping your writing: When drafting your advertisement, be sure to grab the audience's attention right away. To do this, start with the most appealing characteristic of the product.

Providing elaboration: Elaborate your advertisement, using pictures, questions and facts that will convince your audience of your product's superiority.

Revising:

Revising your overall structure: In most advertisements, the most important idea occupies the most prominent place (if your advertisement is written for radio, your work probably want to lead off with your most important idea).

Revising your paragraph: Trim unnecessary information from your paragraphs so that every detail and concept is

essential to the message and its delivery. To do this, circle the most important details and delete uncircled material.

Revising your sentences: Any writing is more enjoyable and engaging when its rhythms vary. By varying sentence type, you vary the rhythm of your prose. There are four basic sentence types: declarative, interrogative, exclamatory and imperative.

Revising your word choice: In advertising, you want to keep your sentences short and powerful. You don't want to use too many words, so choose carefully. Verbs, especially, can help you stimulate the reader's imagination or motivate them to do something.

Peer review: With a partner, exchange advertisement drafts. Then have your partner answer the following questions or create questions of your own that you'd like to have answered:

- What is the main idea conveyed by my advertisement?
- Do any images within the advertisement seem distasteful? If so which?
- Which words seem weak or inappropriate? What replacements do you suggest?
- Is any information left out of the advertisement that you would like to know? If so, what?

Review the responses of your partner. Then, incorporate changes into your advertisement and review it again.

Editing and proofreading

Correct use of your and you're: Homophones-words that sound the same-are sometimes used incorrectly. For example, you might write the contraction you're instead of the possessive your. Read through your advertisement carefully to make sure that you have chosen the correct homophones:

- Example: these walking shoes are made for you're comfort
- Correct: these walking shoes are made for your comfort

Publishing and presenting

Building your portfolio: Use of the following suggestions for sharing your advertisement:

- Post it. If your advertisement is for a real product or service, get permission to post it throughout your school or in your community

Table 1: Publishing and presenting

Components	Level	Criteria
Content: The score of content depend on the students ability to write ideas, information in the form of logical sentence	30-27	Excellent to very good: knowledge, substantive development of thesis, relevant to assigned topic
	26-22	Good to average: sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	21-17	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic
	16-13	Very poor: doesn't show knowledge of subject, non-substantive, not pertinent or not enough to evaluate
Organization: Organization refers to the student's ability to write the ideas, information a good logical order. The topic and supporting sentence are clearly stated)	20-18	Excellent to very good: fluent expression, ideas clearly stated/supported well-organized, logical sequencing, cohesive.
	17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	Fair to poor: non-fluent, ideas confuse or disconnect, lacks logical sequencing and development
	9-7	Very poor: doesn't communicate, no organization or not enough to evaluate
Vocabulary: Vocabulary refers to the student's ability in using word or idiom to express idea logically. It also refers to the ability to use the synonym, antonym, prefix and suffix exactly)	20-18	Excellent to very good: sophisticated range, effective words/idiom choice and usage word from mastery, appropriate register
	17-14	Good to average: adequate range, occasional errors of words/idiom form, choice and usage but meaning not obscured
	13-10	Fair to poor: limited range, frequent errors of work/idiom form, choice and usage but meaning not obscured
	9-7	Very poor: essentially translation, little knowledge of English vocabularies, idiom, words form or not enough to evaluate
Language use: Language use refers to the student's ability in writing the sentence simple, complex and compound sentence correctly and logically. It also refers to the ability to use agreement in the sentence and same other word such noun, adjective, verb and time signal	25-22	Excellent to very good: effective, complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to average: effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured
	17-11	Fair to poor: major problem in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragment, run-ons, deletion, meaning confused or obscured
	10-5	Very poor: virtually to mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate
Mechanics: Mechanic refers to the student's ability in using words appropriately, using function correctly, paragraph and the text can be read correctly	5	Excellent to very good: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor: frequent error of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible or not enough to evaluate

- Record it. Rework your advertisement for radio presentation. Add sound effects and tape-record your efforts. Play the advertisement for your peers

Reflecting on your writing: Consider the experience of writing your advertisement. Then, answer the following questions and record your responses in your portfolio (Table 1).

- In the process of writing, what did you learn about how you relate to your audience?
- Which strategies for prewriting, drafting, revising or editing might you recommend to a friend?

Location of the study: The research was conducted at MAL UIN-SU The location of research is on Jl. Sutomo No. 1. Gaharu Medan Timur. The writer choose this location because in this location the writer found that the problem and the same research never been conducted there, thus this school also is a guided from teacher training faculty of UIN-Medan.

Population and sample

Population: Population is composed of the generality of the object or subject that has a certain quantity and characteristics by researchers to learn and then drawn the conclusion. The population in this research was the second year students of MAL UIN-SU. There are two

classes, class X-1 consist of 24 students, class X-2 consist of 22 students. The total number of population in this research was 46 students.

Sample: In this research, the samples were taken by using cluster random sampling. In doing the research, researcher got two classes as the sample, class X-1 consists of 24 students and class X-2 consist of 22 students.

Instrument for collecting data: In collecting the data in this research the writer used the following instrument.

Test: The test was given to the experiment class and control class. The test was given in two times. The first was pre-test; it done before the students were given treatment. The second was post-test it was given after the writer gave treatment to experiment class by using quick on the draw strategy and control class by using lecturing method.

The test consisted of 1 question in essay form. The students got possible score 0-100 where 0 is the minimum score and 100 were the maximum score. The steps to do the test were followed: distributing the test to the students, giving instruction that the test is directly done on the test, specifying the time for the students to do the test, collecting the test from the students when time is over and scoring the students.

Interview: The interview was done before conducting the research. The researcher interviewed the headmaster and English teacher before conducting the research to find out the problem and collect information of the schools.

Technique for analyzing data: This research is to find out the effect of advertisement the student's ability to build up text writing. This research consist of two variables, namely the student's ability in mastering writing text which is called by independent variable (x) and their ability to build up advertisement text which is called by dependent variable (y).

RESULTS AND DISCUSSION

The description of data

The data of mastering writing text: The data of student's mastering writing text are found from the tests which were given to 46 students of MAL UIN-SU who became the research respondents.

Data of the student's ability in writing text to build up advertisement text: Data of the student's ability to build up advertisement text is found from the test results which were given to 46 students of MAL UIN-SU Medan who became the research respondents.

To know the effect of the variable of mastering writing text(X) and the variable of the student's ability to build up advertisement text(Y) is done by using the statistical analysis of product moment effect of. The result of the computation is as following.

From the Table 2, it can be seen then, the value which is found = 2,12 is confirmed into distribution table t where the coefficient of distribution table at N = 46 and at real level $\alpha = 0.05$ is 1,67. Because of the coefficient of t-count (2,12) is higher than the coefficient of t distribution (1,67), so there is significant effect of between mastering writing text and the student's ability to build up advertisement text at MAL UIN-SU.

Research findings:

- According to the result above, it was found that the mean of mastering writing text is 75,58
- According to the result above, it was found that the mean of the student's ability to build up advertisement text is 63,69

According to the result above, it was found that the coefficient of r-count (0.3026) with the coefficient of r-product moment table at significant level 95% and N = 46 is (0.294) because of the coefficient of r-count (0.3026) is higher than the coefficient of r-table (0.294). So, the alternative hypothesis which the writer purpose that there is a significant effect of between mastering writing text and the student's ability to build up advertisement text.

From the result of the statistical computation it has shown the proof that mastering writing text has significant effect of with student's ability to build up advertisement text. It means that the students who have good ability in mastering writing text they will get excellent score in building up advertisement text. On the other hand, the higher ability of the students in mastering writing text, the higher ability of student's in building up advertisement text, likewise the lower ability of the student's in mastering writing text, the lower ability of the students in building up advertisement text.

Through effect of test which has been done, it is found the effect of coefficient (0.3026) if it is confirmed into the interpretation table of effect of coefficient that $r = (0.3026)$ is categorized in medium effect of. It means that the effect of between mastering writing text is medium. Conceptually it can be explained that student's ability in building up advertisement text is still determinable or still have the effect of with other factors.

Table 2: Worktable of product moment of the X variable and the Y variable

No.	X	Y	X ²	Y ²	XY
1	100	90	10000	8100	9000
2	93	90	8649	8100	8370
3	93	90	8649	8100	8370
4	93	85	8649	7225	7905
5	73	85	5329	7225	6205
6	93	90	8649	8100	8370
7	93	80	8649	6400	7440
8	100	80	10000	6400	8000
9	93	90	8649	8100	8370
10	100	75	10000	5625	7500
11	93	75	8649	5625	6975
12	93	80	8649	6400	7440
13	87	40	7569	1600	3480
14	53	70	2809	4900	3710
15	60	75	3600	5625	4500
16	93	70	8649	4900	6510
17	93	40	8649	1600	3720
18	100	85	10000	7225	8500
19	93	80	8649	6400	7440
20	87	70	7569	4900	6090
21	93	75	8649	5625	6975
22	60	65	3600	4225	3900
23	60	60	3600	3600	3600
24	47	65	2209	4225	3055
25	33	75	1089	5625	2475
26	60	75	3600	5625	4500
27	47	55	2209	3025	2585
28	93	50	8649	2500	4650
29	33	65	1089	4225	2145
30	87	70	7569	4900	6090
31	40	75	1600	5625	3000
32	67	60	4489	3600	4020
33	60	55	3600	3025	3300
34	67	55	4489	3025	3685
35	40	40	1600	1600	1600
36	60	35	3600	1225	2100
37	73	35	5329	1225	2555
38	60	50	3600	2500	3000
39	67	55	4489	3025	3685
40	87	45	7569	2025	3915
41	67	35	4489	1225	2345
42	73	30	5329	900	2190
43	93	45	8649	2025	4185
44	73	45	5329	2025	3285
45	67	40	4489	1600	2680
46	87	35	7569	1225	3045

N = 46; $\Sigma x = 3477$; $\Sigma y = 2930$; $\Sigma x^2 = 280497$; $\Sigma y^2 = 202000$; $\Sigma xy = 226460$

The next is doing significance test through t test is found that t-count = (2.12) whereas the table (0.05) = 1.67. It shows that the variable of mastering writing text and the student's ability to build up advertisement text is significant at $\alpha = 0.05$. Though the effect of is medium such like explained above but mastering writing text means in increasing the student's ability in building up advertisement text (Clark, 2009).

Realizing the fact above, one of the ways to overcome the low of the student's ability in building up advertisement text, the English teacher should pay close attention to the students on mastering writing text. Besides, the teachers should create particular condition or manage the environment well to make the student's create

particular condition or manage the environment well to make the student's interact with their environment so that determined goal of the lesson can be achieved (Bonci, 2008).

CONCLUSION

In the final part of this writing, the researcher gives come conclusions as following. The student's ability of MAL UIN-SU in mastering writing text after being filtered by test, getting the highest score = (100) and the lowest score = (33) with the average score = (75.58)

The students ability in building up advertisement text for the students of MAL UIN-SU after being

filtered by test, getting the highest score = (90) and the lowest score = (30) with the average score = (63.69).

Through effect of test by using product moment effect of, it is found that the value of the effect of coefficient = (0.3026) if it is confirmed into the interpretation table of effect of coefficient that $r = (0.3026)$ is categorized medium category. It means that the effect of between mastering writing text and the student's ability to build up advertisement text is categorized in medium. Conceptually, it can be explained that the student's ability to build up advertisement text is still determinable or still has effect of with other factors (Duruamaku *et al.*, 2013).

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