AN UNDERGRADUATE THESIS

THE INFLUENCE OF ADVERTISING MEDIA ON THE STUDENTS' READING COMPREHENSION AT THE ELEVENTH GRADERS OF SMK 2 GANESASEKAMPUNG EAST LAMPUNG

By :
EVA DEWEGA
Student Number: 13107227

Tarbiyah and Teacher Training Faculty
English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1439 H / 2018 M

AN UNDERGRADUATE THESIS

THE INFLUENCE OF ADVERTISING MEDIA ON THESTUDENTS' READINGCOMPREHENSIONAT THE ELEVENTH GRADERS OF SMK 2 GANESA SEKAMPUNG EAST LAMPUNG

Presented as a Partial Fulfillment of the requirement
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

By:
EVA DEWEGA
Student Number: 13107227

Tarbiyah and Teacher Training Faculty
English Education Departement

Sponsor : Dra. Umi Yawisah, M.Hum
Co-Sponsor : Syahreni Siregar, M.Hum

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1439 H / 2018 M

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

APPROVAL PAGE

Title : THE INFLUENCE OF ADVERTISING MEDIA ON THE STUDENTS' READING COMPREHENSION AT THE ELEVENTH GRADERS OF SMK 2 GANESA SEKAMPUNG EAST LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018

Name : Eva Dewega
Students Number : 13107227
Department : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

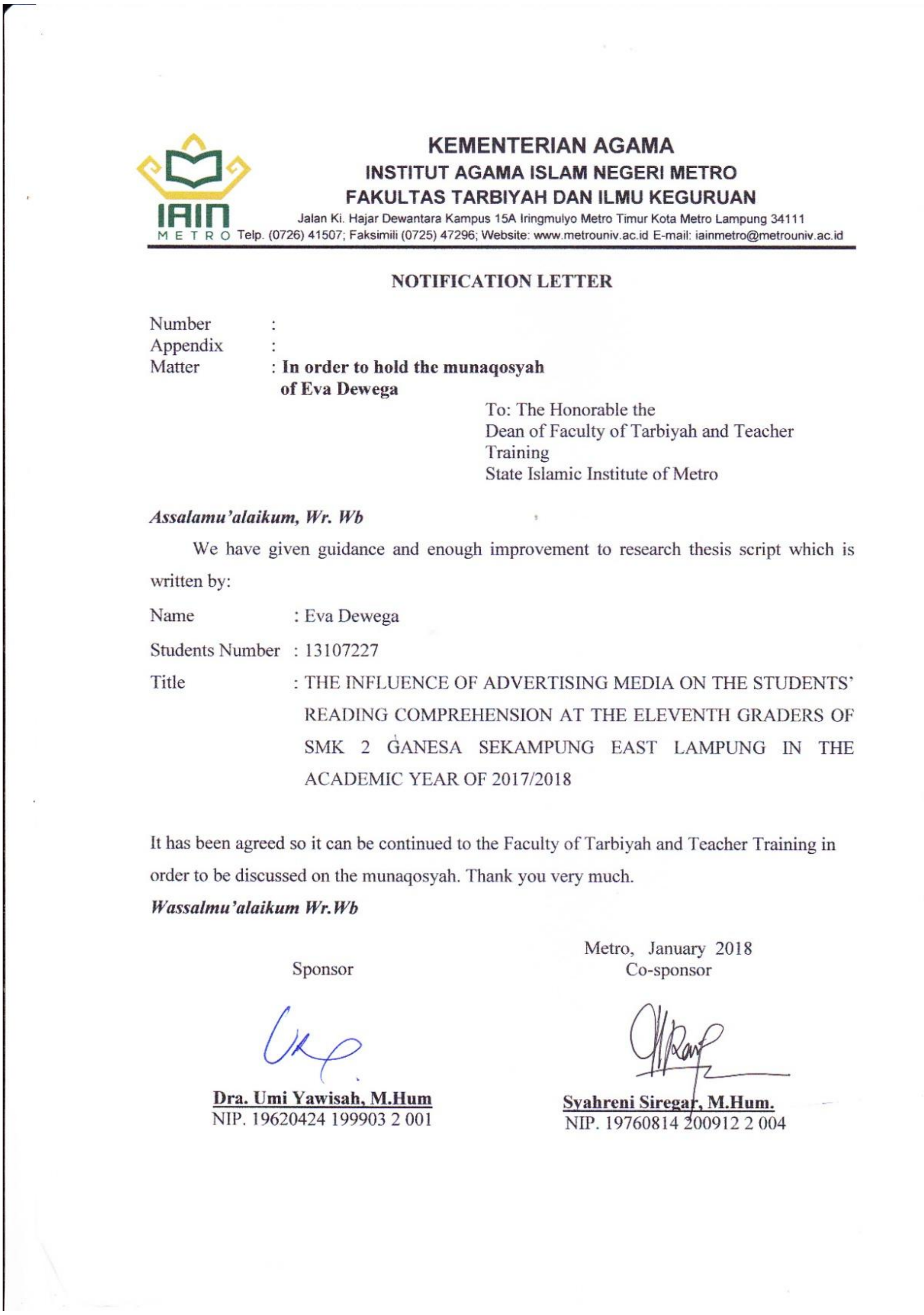
To be discussed in the thesis (munaqosyah) in Tarbiyah and Teacher Training Faculty of State Islamic Institute of Metro.

Metro, January 2018

Sponsor	Co-sponsor
Dra. Umi Yawisah, M.Hum	**Syahreni Siregar, M.Hum.**
NIP. 19620424 199903 2 001	NIP. 19760814 200912 2 004

The Head of English Education Department

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 01



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah of Eva Dewega**

To: The Honorable the
Dean of Faculty of Tarbiyah and Teacher Training
State Islamic Institute of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name : Eva Dewega
Students Number : 13107227
Title : THE INFLUENCE OF ADVERTISING MEDIA ON THE STUDENTS' READING COMPREHENSION AT THE ELEVENTH GRADERS OF SMK 2 GANESA SEKAMPUNG EAST LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikum Wr.Wb

Metro, January 2018

Sponsor	Co-sponsor
Dra. Umi Yawisah, M.Hum	**Syahreni Siregar, M.Hum.**
NIP. 19620424 199903 2 001	NIP. 19760814 200912 2 004

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
IAIN METRO Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran :
Perihal **: Mohon dimunaqosyahkan Skripsi**
Saudari Eva Dewega

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Name : Eva Dewega
Students Number : 13107227
Judul Skripsi : THE INFLUENCE OF ADVERTISING MEDIA ON THE STUDENTS' READING COMPREHENSION AT THE ELEVENTH GRADERS OF SMK 2 GANESA SEKAMPUNG EAST LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Metro, Januari 2018

Sponsor	Co-sponsor
Dra. Umi Yawisah, M.Hum	**Syahreni Siregar, M.Hum.**
NIP. 19620424 199903 2 001	NIP. 19760814 200912 2 004

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki Hajar Dewantara Kampus 15 A Iringmulo Kota Metro 34111
Telp. (0725) 4157, Fax (0725) 47296 Email:stainmetro@yahoo.com website: www.stain metro.ac.id

RATIFICATION PAGE
No: B-0536/In.28.1/D/PP.00.9/02/2018

An undergraduate thesis entittled: THE INFLUENCE OF ADVERTISING MEDIA ON THE STUDENTS' READING COMPREHENSION AT THE ELEVENTH GRADERS OF SMK 2 GANESA SEKAMPUNG EAST LAMPUNG

Written by Eva Dewega student number. 13107227, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on January 24, 2018 at 16.00-18.00.

BOARD OF EXAMINERS:

Chairperson : Dra. Umi Yawisah, M.Hum (..............................)

Examiner I : Ahmad Subhan Roza, M.Pd. (..............................)

Examiner II : Syahreni Siregar, M.Hum. (..............................)

Secretary : Eka Yuniasih, M.Pd (..............................)

PANITIA MUNAQOSAH
INSTITUT AGAMA ISLAM NEGERI
IAIN METRO

The Dean of Tarbiyah
and Teacher Training Faculty

Dr. Akla, M.Pd.
NIP 19691008 200003 2 005

THE INFLUENCE OF ADVERTISING MEDIAON THE STUDENTS' READING COMPREHENSIONAT AT THE ELEVENTH GRADERS OF SMK 2 GANESA SEKAMPUNG EAST LAMPUNG

ABSTRACT

By:

Eva Dewega

The purpose of this research were to know whether Advertising Media influence the students' reading comprehension at the tenth graders of SMK 2 Ganesa Sekampung. Morever, they also have difficulties to achieve reading comprehension. This research is conducted to discuss how the influence of Advertising Media on the student reading comprehension to read fungsional text in English. To collect the data the researcher used test, and documentation, to got the students' score the researcher used written test in form multiple choice.

This research is Categorized to Quantitative research. This research involved students with given pre-test, treatment, and post –test. The researcher used Chi-square and T-test formula to analyze the data.

The result of this research showed that, the data indicated "X2observed" = 14,24 was higher than "X2table" = 5,991 (5%), and 9,210 (1%) that tobserved = 9.315 was higher than ttable = 1.720 (5%), and 2.832 (1%). It mean that Advertising Media can influence on the students' reading comprehension at the eleventh graders of SMK 2 Ganesa Sekampung East Lampung. Advertising Media as a media to comprehend a text, the students will be more interest in English learning process.

PENGARUHMEDIA IKLANPADA KEMAMPUAN MEMBACA PEMAHAMAN SISWADI KELAS XI SMK 2 GANESA SEKAMPUNG LAMPUNG TIMUR

ABSTRAK

By:

Eva Dewega

Tujuan dari penelitian ini adalah untuk menunjukan bahwa apakah media iklan berpengaruh terhadap kemampuan membaca pemahaman siswa di kelas XI SMK 2 Ganesa Sekampung Lampung Timur yaitu masih mempunyai kemampuan rendah dalam pemahaman membaca. Untuk mengumpulkan data peneliti menggunakan tes dan dokumentasi untuk memperoleh nilai siswa peneliti menggunakan tes tertulis dalam bentuk pilihan ganda.

Penelitian ini masuk dalam kategori Penelitian Kuantitatif. Penelitian ini melibatkan siswa dalam pre-test, treatment, dan post-test. Penelitian ini melibatkan siswa dalam pre-test, treatment, dan post-test. Dalam penelitiaan ini, peneliti menggunakan rumus Chi-Square dan T-tes untuk menganalisis data.

Hasil dari penelitian menunjukan bahwa X2hitung = 14,24 lebih besar dari pada ttable = 5,991(5%), dan 9, 210 (1%). Sedangkan thitung = 9.315 lebih besar dari pada ttable = 1.720 (5%), dan 2.832 (1%). Hal ini menunjukan bahwa media iklan mempunyai pengaruh terhadap kemampuan membaca pemahaman siswa kelas XI di SMK 2 Ganesa Sekampung Lampung Timur. Media Iklan sebagai media untuk memahami teks, siswa akan lebih tertarik dalam proses pembelajaran bahasa Inggris.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Eva Dewega

St. Number : 13107227

Study Program : English Education Study Program

Faculty : Tarbiyah and Teacher Training

States that this undergraduate thesis is original the result of the writer's research, except certain parts of it quoted from the bibliographies mentioned.

Metro, December 2017

The Researcher

METERAI TEMPEL
60DD6ADC002842902
6000
ENAM RIBU RUPIAH

Eva Dewega

St. ID 13107227

ORISINILITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Eva Dewega
NPM : 13107227
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini benar-benar asli hasil penelitian dari penulis, kecuali bagian-bagian yang dikutip dari daftar pustaka yang disebutkan.

Metro, Desember 2017
Peneliti

METERAI TEMPEL
04806ADC002842903
6000
ENAM RIBU RUPIAH

Eva Dewega
NPM 13107227

MOTTO

إِنَّ مَعَ ٱلۡعُسۡرِ يُسۡرٗا ٦ فَإِذَا فَرَغۡتَ فَٱنصَبۡ ٧ وَإِلَىٰ رَبِّكَ فَٱرۡغَب ٨

(Al- Insyirrah: 6-8)
Indeed, with hardship (will be) ease. So when you have finished (your duties),
then stand up (for worship). And to your Lord direct (your)longing.

DEDICATION PAGE

All praise to be Allah SWT, I highly dedicate this undergraduate thesis to :

1. *My beloved parents Mr.Riyoto and Mrs.Jumini*
2. *My beloved brothers M.Raffi Yoga Saputra*
3. *My beloved almamater IAIN Metro*

ACKNOWLEDGEMENTS

Praise thanks to Allah who has been giving His blessing and mercy to the researcher to complete a research proposal entitled "The Influence of Advertising Media On The Students' Reading Comprehension at The Eleventh Graders Of SMK 2 Gancsa Sekampung East Lampung". Send our regard to our beloved prophet Muhammad SAW who has guided us from the darkness to the lightness and we wait his syafa'at in the day after. Amin.

First of all, the researcher would like to express this thank fullness to Dr.Umi Yawisah, M.Hum as the sponsor and to Mom. Syahreni siregar, M.Hum as the co-sponsor.May Allah SWT give them better reward for their spending time to support and guide during research proposal writing process. The researcher also gives her thanks to all of my family and friends who have given support and spirit, so the researcher could finish this a research proposal.

The researcher do apologizes for all mistakes that she has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research proposal. Hopefully, this research can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, December 2017
The Researcher,

Eva Dewega
NPM.13107227

TABLE OF CONTENTS

COVER .... **i**

TITLE .... **ii**

ABSTRACT .... **iii**

STATEMENT OF ORIGINALITY .... **v**

MOTTO .... **vii**

DEDICATION PAGE .... **viii**

ACKNOWLEDGEMENT .... **ix**

TABLE OF CONTENTS .... **x**

LIST OF TABLES .... **xiii**

LIST OF FIGURES .... **xiv**

LIST OF APPENDICES .... **xv**

CHAPTER I INTRODUCTION **1**

- A. Background of the Study 1
- B. Problems Identification 5
- C. Problem Limitation 6
- D. Problem Formulations 6
- E. The Objective and Benefit of the Study 6

CHAPTER II REVIEW OF THE RELATED THEORIES **8**

- A. Theoretical Review 8
  - 1. The Concept of Reading Comprehension 8
    - a. Definition of Reading 8
    - b. Definition of Comprehension 10
    - c. Definition of Reading Comprehension 10
    - d. Levels of Reading Comprehension 12
    - e. Factors of Reading Comprehension 14
    - f. The Measurement of Reading Comprehension 17
  - 2. The Concept of Advertising Media 17
    - a. Definition of Advertising Media 17
    - b. Kinds of Advertising Media 19
    - c. Procedure of Advertising Media 25
  - 3. Teaching Reading trough Advertising Media 25
  - 4. Advantage and Disadvantage 26

B. Theoretical Framework and Paradigm 26
  1. Theoretical Framework 26
  2. Paradigm 27
C. Hypothesis Formulation 28

CHAPTER III RESEARCH METHODOLOGY 30
A. Research Design 30
B. Population and Sampling Technique 30
  1. Population 30
  2. Sample... 31
  3. Sampling Technique 32
C. The Operational Definitions of Variables 32
  1. Independent Variable 32
  2. Dependent Variable... 33
D. Data CollectionMethod 35
  1. Test.. 36
  2. Documentation 36
E. Research Instrument 37
  1. Instrument Blueprint 37
  2. Instrument Calibration.. 38
F. Data Analysis Technique 39

CHAPTER IV RESULT AND DISCUSSION 41
A. Description of the data 41
  1. Research Setting 41
  2. Research Data 45
B. Hypotheses Testing 51
C. Interpretation 57
D. Discussion 58
E. Limitations 59

CHAPTER V CONCLUSION AND SUGGESTION 60
A. Conclusion 60
B. Suggestion 61

BIBLIOGRAPHY
APPENDICES
CURRICULUM VITAE

LIST OF TABLES

Table 1. The Students’ Score of Pre-Test 2
Table 2. The result of Pre-Survey Data for Reading test 3
Table 3. The Measurement of Reading Comprehension 14
Table 4.The Population of Students at SMK 2 Ganesa Sekampung................ 29
Table 5. The Aspect of Scores to indicate the Reading Comprehension......... 32
Table 6. The Infratuksture of SMK 2 Ganesa Sekampung.............................. 40
Table 7. The List of Teachers and Employees of SMK 2 Ganesa Sekampung 41
Table 8. The Quantity of Students at SMK 2 GanesaSekampung................... 42
Table 9. The Pre-test Score of Students Reading Comprehension 43
Table 10. Frequency of Distribution of the Students Score in Pre-test 45
Table 11. The Post-test Score of Students Reading Comprehension 47
Table 12. Frequency of Distribution of the Students Score in Post-test.......... 48
Table 13. The contingency table of the expected frequency at the................. 50
Table 14. The testing data 51
Table 15. Table of critical value of Chi-square.. 52
Table 16. The score pretest and posttest result 53
Table 17. Table of Critical Value of t-test 54

LIST OF FIGURES

Figure 1. The Scheme of Paradigm 25
Figure 2. Organization of SMK 2 Ganesa Sekampung 42
Figure 3. Graphic of pre-test 45
Figure 4. Graphic of post-test 49

LIST OF APPENDICES

Appendix 1. Syllabus

Appendix 2. Lesson Plan

Appendix 3. Instrument of Pre-test and Post-test

Appendix 4. Answer Sheets

Appendix 5. Students' Score

Appendix 6. Documentation

Appendix 7. Table of Chi-Square

Appendix 8. Table of t-test

Appendix 9.Letter of Pre-Survey

Appendix 10.A Response Letter of Pre-Survey

Appendix 11.Permit of the Research

Appendix 12.A Response Letter of Research

Appendix 13.Thesis Guidance of Letter

Appendix 14.The Data of the Teachers

Appendix 15.Organization of SMK 2 Ganesa Sekampung

Appendix 16.Location Sketch of SMK 2 Ganesa Sekampung

Appendix 17.Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of Study

People use language to express their mind, wishes and ideas. Language is a means of communication, people use it to share ideas with others and exactly language predicts attitude and wishes of the users. Language becomes the most important thing in human life, because without language people cannot communicate and understand each other. Language is not only used for daily conversation but also used in education, research and science both spoken and written. Considering those function of language, people study language both formal or in class and informal or outside the class.

There are four skills in English that must be learned and mastered by all language learners, such as listening, speaking, reading and writing. Among four skills, reading is one of the important way to improve general language ability in English. It takes on a very significant role in teaching English as a foreign language. By reading students can get the information and expand the knowledge.

In reading, to comprehend the text the readers should be able to manage every part of the text, because it is easy to gain the comprehension in reading when the readers are able to organize the text.Many students find difficulties in reading comprehension, so that most of language learners come across difficulties in reading especially students ofSMK 2 Ganesa Sekampung and they have lowingreading skill. Many problems in reading at SMK 2

Ganesa Sekampung. Firstly, students reading comprehension are low. Secondly, they are difficult to understand and get information of the text, after that students have limited vocabularies and the last, students are lack of motivation and interest in English text.

To identify the students' reading comprehension before doing a treatment, the researcher held the pre survey that is focused on students' reading comprehension by doing a test. Below is the students' test result of reading performance at the eleventh grade of SMK 2 Ganesa Sekampung :

Table 1

The Students' Score (XI Pemasaran) Pre-Test at the Eleventh Grade of SMK 2 Ganesa sekampung

NO	NAME	SCORE
1	AFS	65
2	DL	50
3	DUS	75
4	EAP	60
5	F	67
6	KS	75
7	MP	55
8	NA	50
9	NTS	62
10	PNS	75
11	PNL	70
12	RW	65
13	RM	60
14	RF	71
15	SMN	64
16	SM	70
17	SAP	65
18	SS	65
19	TR	70
20	UU	76
21	VM	65
22	W	80

Based on the data of pre-survey on 21th Juli 2017 in SMK 2 Ganesa Sekampung East Lampung, it can be seen the table below :

Table 2
The Pre-Survey Data ofThe Eleventh Grade The Students of SMK 2 Ganesa Sekampung East Lampung

No	**Scores**	**Explanation**	**Total**	**Percentage**
1.	75 ≤	Incomplete	14	54,5%
2	75 ≥	Complete	8	45,4%
Total			**22**	**100%**

Source: *The English Teacher Archives*, Taken on the Pre-Survey at Juli 21th, 2017.

Based on the table above, it can be known that most students do not reach the minimum mastery criteria (MMC) yet, so they must do remidial. Referring that data, we can assumedthat the students have problem in their reading.

To solve the problem above, the researcheruse advertising media. Advertising media is a highly effective strategy that combines the activation and application of prior knowledge, reasoning skills, and text knowledge. Advertising as a media is expected to solve the students' difficulties in reading comprehension. It helps students understand the text. To understand the text, the students using priorknowledge. This media allows the students to know the content of the text easily.

Based on the problem above the writer will conduct a research entitled *"The Influence Of Advertising Media On The Students' Reading*

Comprehension At The eleventh Grades Of SMK 2 Ganesa Sekampung East Lampung.

B. Problem Identification

Based on the background of study above, the writer identified the problem as follows:

1. The students are low of motivation and interest in English text.
2. The students reading comprehension are low.
3. The students are difficult to understand and get information of the text.
4. The students have low vocabularies.

C. Problem Limitation

Limitation is very useful for the researcher to determine the focus point of problem that will be analyzed. So in this case, the researcher limits the problems in the second problem that the students have low score in reading comprehension, especially on developing ideas. The reading that is discussed here is reading comprehension.

D. Problem Formulation

Based on the background of study above, the writer formulated the problem as follows:" is there any positive and significant influence of using advertising media on the students' reading comprehensionamong the eleventh graders of SMK 2 Ganesa Sekampung East Lampung?"

E. The Objective and Benefits of the Research

1. Objective of the Research

Based on the problem above, the objective of the research is to know the positive and significantthe influence of advertising media on the students’ reading comprehension among atthe eleventh graders of SMK 2 Ganesa Sekampung East Lampung.

2. Benefits of the Research
   a. For the Students

      As a motivation for the students’ in reading comprehension.

   b. For the English Teacher

      As information for the English teacher, especially in SMK 2 GanesaSekampung East Lampung.Predicting Strategy is effective to be used in teaching reading comprehension.

   c. For Other Researcher

      This result can be used as prior information for the other researchers that conduct a relevan research.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoritical Review

1. The Concept of Reading Comprehension

a. Definition of Reading

There are four skills in English which should be mastered, they are: reading, speaking, listening and writing and it cannot be denied that reading is one of the most important. According to Kristin Lems and Leah D. Miller, reading is an interactive process that takes place between the text and the reader's processing strategies and background knowledge.[1]

Statement from William Grabe, he state that " reading is the process of receiving and interpreting information encoded in language from via the medium of print."[2]

Meanwhile, Geoff Dean defined that reading is not taught in most secondary schools in England. Considerable numbers of activities in connection with books and other sorts of texts take place in classrooms, but these are not usually directed towards the improvement and growth of pupils' reading, except in a very limited sense.[3]

---

[1] Kristin Lems and Leah D. Miller*, Teaching Reading English Language Learners*, (New York: The Guilford Press, 2010), p.33.

[2] William Grabe, *Reading in a Second Language*, (New York : Cambridge University Press, 2009), p.14

[3] Geoff Dean, *Improving English in Secondary English*, (London, David Fulton Publishers, 2004), p.73.

Furthermore, Susan Brindley states that reading is a complex area. We can use the term to mean the process itself, or a response to literary text.

It means the retrieval of information in a nonliterary text, or take on wider meanings like ‘reading the situation’. Reading is not confined to print in a book. It is central to the debate about meaning and the construction of the reader. It is linked to issues of standards in education, and to one of the functions of education itself—the production of a literate society.[4]

Whereas, Andrew P. Johnson argues reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place.[5]

From the explanation above the writer concludes that reading is an activity which can improve their comprehension to get information or knowledge in teaching and learning. From a reading the reader can get many benefits, such as: new information, experiences, knowledge, perception, and they can explore their comprehension especially in reading.

---

[4] Susan Brindley, *Teaching English*, (New York :Routledge, 1994), p. 78.

[5] Andrew P. Johnson, *Teaching Reading and Writing*, (New York: Littlefied Publishers, 2008), p.3.

b. Definition of Comprehension

According to Phil and Michael , comprehension is taken as a given and teachers tend to focus on subject-specific knowledge rather than developing generalised reading comprehension skill.[6]

According to Vicky Zygouris, comprehension as the intentional thinking during which meaning is constructed between the reader and text.[7] This implies that the reader interacts with the text content, using his or her vocabulary, background knowledge, skills, motivation to read that text, knowledge of text structure, and strategies to construct meaning.

From the explanation above the writer concludes that comprehension is an activity from the reader to understanding of meaning about the text. This activity will give high impact for the reader because from this activity the reader get information or knwoledge from the text. It make the reader have high quality comprehension in reading skill.

c. Definition of Reading Comprehension

According Janette, Sharon, and Alison, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.[8]

---

[6] Phil Foreman and Michael Arthur-Kelly, *Inclusion in Action*, (Australia, Cengage Learning, 1014), p.338.

[7] Vicky Zygouris, *Teaching Reading Comprehension skills*, (New York: The University of Central Florida, 2009), p.1.

Moreover Duke and Pearson argue that reading comprehension is a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader's head.[9]

Meanwhile, Ayfer Sahin states that reading comprehension is the process of meaning construction as a result of blending content and message of the text with the readers existing knowledge and skills during reader text interaction.[10]

From explanation above the writer concludes that reading comprehension is the act of understanding what you read. While the definition can be simply stated the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.

In comprehending a topic, the readers interacts with the text relates to the pre-questioning of the text to prior experiences of construct meaning which can be found in the text. Skimming and scanning are two very useful strategies that will help the reader become a better reader.

---

[8] Janette K, Sharon V, and Alison, *Teaching Reading Comprehension to Students with Learning Difficulties,* (New York: The Guilford Press, 2007).,p.2.

[9] Duke and Pearson, *Reading Comprehension: Strategies That Work*, (IRA: Michigan State University , 2001)., p.423.

[10] Ayfer Sahin, *The Effect of Text Types on Reading Comprehension*, (Turkey: Ahi Evran University, 2003)No. /vol.3(2).,p.58.

1) Skimming

   Skimming is consist of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives readers the advantage of being able to predict the purpose of the pessage, the main topic, or message, and possibly some of the developingor supporting idea.[11]

2) Scanning

   Scanning is quickly searching some particular piece or pieces of information in a text.[12] Scanning exercises ask students to look for names or dates , to find a definition of a key concept,or to list a certain number or supporting details. The purpose of scanning is to extra spesific information without readin trough the whole text.

d. Levels of Reading Comprehension

The term "levels of comprehension" refers to the thinking processes that are stimulated in order to arrive at answers to reading comprehension questions.Thomas Barrett developed a simple three-level taxonomy that is useful in understanding how readers comprehend as follows:

---

[11] Douglas Brown, *Teaching By Principles*, (San Fransisco State University: Person Education, 2001)p.308

[12] *Ibid*

1. The first level is literal or factual comprehension. This refers to the simple understanding of the information that is explicitly stated in the text. So, in this level, reading comprehension occurs when readers recognize the form of words and the meaning so that the explicit information can be understood.
2. The second level, inferential comprehension, refers to information that relies on information that is implied, or not explicitly stated in the text. So, in this level, reading comprehension can be seen as an activity to understand whole text and to guess author's idea.
3. The third level, critical or evaluative comprehension, involvesthe reader making judgments about various aspects of the text, theliterary quality of the text, the competency of the author, the righteousness of the characters and their actions, and so on. This level of comprehension as an activity to relate reader's knowledge and author's knowledge in order to make a new experience of understanding.

Based on simple three-level taxonomy above, we can be concluded that we can know how the readers can understand what they read. It can be categoried whether the reader consists of the first level, the second level or the third level.

e. Factors of Reading Comprehension

There are two factors that influence the students' reading comprehension achievements and they are related one another, they are: internal factor and the external factor.

1. The Internal Factor

The internal factor means the factor which come from the student himself. Or usually known as personal factor, because the factor has existed inside the reader. This factor dealt with self-motivation and interest.

a. Motivation

According to Jeremy Harmer For success in learning process, motivation factor is main key." "Motivation is some kind of internal of internal drive which pushes someone to do things in order to achieve something."[13] Motivation plays an important role in comprehending the text. The students will be motivated to read when they fell that they need something from the text. Brown divided the motivation theory into two kinds, they are: intrinsic and extrinsic motivation.

Edward Deci in Brown's book defined intrinsic motivation, as follow:

---

[13] Harmer, Jerremy. *The Practice of English Language Teaching(*New York: Longman, 1997, p.51

> Intrinsically motivated activities are ones from which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward… Intrinsically motivated behaviors are aimed at bringing about curtaining internally rewarding consequences, namely, feelings of competence and self-determination. [14]

On the other one, extrinsic motivation defined by him as extrinsically motivated behaviors that carried out in anticipation of a reward from outside and beyond the self. Such as; money, prizes, grades, and even certain of positive feedback.

b. Interest

Interest is being one of the important factors in order to increasing the students' comprehension achievement in reading. If one has interest to read, it means that he or she will get a good achievement. On the other side, if the reader has no any interest to read, it can influence his or her achievement.

In line with the explanation of motivation and interest above, in this study the writer interested to use pre-questioning to build up the students' motivation and interest, and also want to see the effect of using pre-questioning in relationship with the students' reading comprehension achievement. Because, it is impossible for the students to understand the text if he or she has no interest and motivation to read. So, it can be concluded that the good interest and motivation result the good achievement of the students.

---

[14] Douglas Brown, *Teaching By Principles*, (San Fransisco State University: Person Education, 2000), p.76

2. The External Factor

The external factor has a close relationship to reading material and teacher of reading. They are related one another.

a. Reading Material

Other approaches in which learners are given choice in selecting reading material offer a degree of intrinsic motivation. The students' achievements' in reading depends on the level of the difficulty of the text. Thus, it can influence students' achievement if the text given is not at the right level of the difficulty of the readers or the students.

b. Teacher of Reading

The teacher of reading should be careful in choosing the text and giving the tasks because they are related to the students' reading comprehension.

F. The Measurement of Reading Comprehension

To know the achievement of reading comprehensionshould be measured use the assessment of reading. There are the measurements of reading comprehension according to Grenall and Swan, as follows:[15]

Table 3

The Measurement of Reading Comprehension

No.	**Criteria**	**Score**
1	Students' can identify the meaning of the ideas in the text	0-25
2	Students' can identify communicative purpose of the text	0-15
3	Students' can identify main idea of the text.	0-25
4	Students' can identifying information contained in the text	0-35
	Total	**100**

2. The Concept of Advertising Media

a. Definition of Advertising Media

Based on Sean Brearley said that "advertising came to be defined as paid-for mass media communication, rather than all promotional activity. It became a means to the marketing ends of managing and controlling the consumer markets at the least cost".[16]

---

[15] Simon Grenall and Michael Swan, *Effective Reading:Reading Skill for advanced students: Teacher's Book*, (Cambridge: Cambridge University Press, 1994), P. 34

[16] Sean Brierley, *The Advertising Handbook,*(New York:Routletge, 1995),h.2.

Meanwhile, George E.Belch “Advertising is defined as any paid form of nonpersopnal communication about an organization, product, service, or idea by an identified sponsor.[17]

In addition, the nonpersonal component means that advertising mass media (e.g., tv, radio, magazines, newspaper) that can transmit a message to large grous of individuals, often at the same time.

Acording to According to Paul Long and Tim Wall tells us that a media is the plural of medium. A medium refers at base to one thing between two others.[18]

Meanwhile, David Buckingham, A medium is something we use when we want to communicate indirectly with other people– rather than in person or by face-to-face contact. ‘Media’ is the plural of ‘medium’.[19]

Based on explanation above, Advertising media is used for showcasing promotional content which communicated in various forms such as text, speech, images, videos using TV, radio, online, outdoor etc. Basically they are channels through which companies can advertise their products and services to reach to customers.

---

[17] George E.Belch, *Advertising and Promotion*, (New York:The McGraw-Hill Companies, 2003), h. 16.

[18] Paul Long and Tim Wall, *Media Studies*, (USA: Routledge, 2009), p.30.

[19] David Buckingham, *Questioning the Media: A Guide for Students*, (Europe : UNESCO, March 2003), p.1.

b. Kinds of advertising Media

According to Sean Brearly, there are various ways of categorizing the media. We cancontrast the *print* media of magazines, newspapers, and outdoor billboards with*electronic* media (i.e., radio, Internet, and TV). We can also make an important distinctionbetween media that are predominantly *local* (e.g., newspapers, outdoor billboards, andradio) and those where most ads are placed on a *national* basis (e.g., TV, Internet, andmagazines). And, increasingly, we can classify media based on the level of consumer*control* involved in their use, from magazines, TV via DVRs, and the Internet, whichrequire active involvement, to radio and traditional TV, which are more passivelyconsumed. Here, we will look at the major characteristics of each media form.[20]

a. Television

The most obvious advantage of television advertising is the opportunity to use *sight*, *sound*, *color*, and *motion* in commercials. This form of advertising is generally consideredthe most lifelike, recreating scenes and showing people in situations with which we canall identify. That does not mean we don't see cartoons or animated commercials, orfantasies on the screen; today's electronic wizardry lets TV ads show us everythingimaginable. But of all the media available, TV comes closest to showing us products inour everyday lives.

---

[20] *Ibid*

b. Radio

Radio is the oldest electronic advertising medium. It first became popular in America inthe early 1920s and since that time has managed to hold its own against all other mediaforms. Although families no longer sit around their radios as they once did to listen to themost popular programs of the day, they still rely on this medium for both information andentertainment.

For many advertisers, radio is seen as a secondary medium, used in conjunction with amajor print or television campaign. The good news here is that research has shown the power of radio ads to create a visual image in listeners' minds from the TV commercialsthey have seen for that same brand.This process, known as *imagery transfer,* givesradio ads far more impact than the auditory stimulus alone and, therefore, greaterpotential influence on consumer response.

c. Newspaper

Newspapers are one of the oldest media forms in this country. They were also one of theearliest media to accept advertising. In fact, the first advertising agencies wereestablished to handle the purchase of space in newspapers. Some of the earliest ads werefor “medicinal” remedies, such as Lydia Pinkham’s Compound.

d. Magazine

Farm magazines are geared toward that particular industry. Some may becrop-specific, such as *Cotton Farming*, and others deal with the technical aspects ofagriculture. The third type, business-to-business, covers all titles aimed at the industrial user, everything from *Chemical Age* to *Offshore Drilling* to *Information Week*.Taken together, magazines account for 5% of all ad dollars spent in the United States.Most magazines are considered as national vehicles for advertising, although city orregional publications are also classified within the consumer segment, such as *Milwaukee*or *Southern Living*. More and more, however, national magazines offer geographicbreakouts of their circulation allowing an advertiser to place a message that will, forexample, only reach southerners, or people who live in the northeast states, or in the Los Angeles metropolitan area. They are also developing more demographic “splits,” so that Fidelity Investments can advertise its mutual funds in the edition of *Business Week* that is read by people earning $75,000 or more per year.

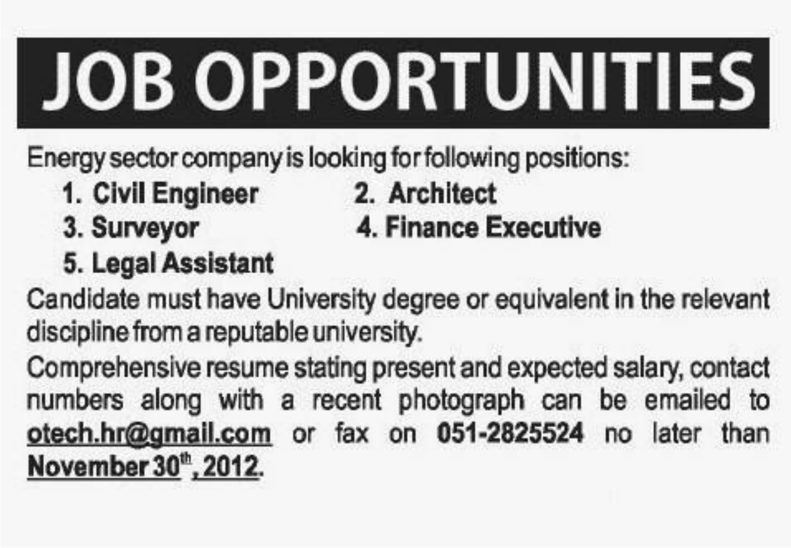
e. Internet

The Internet was first devised as a means of communication for the academic community, more than 30 years ago. It was a fairly arcane and complex system, relyingon a lot of computer language and processing. The hypertext markup language (HTML)that formed the basis of the Web is now seamlessly (and invisibly) connected toeverything we do on the computer. That was not the case originally.

There are many forms of Internet advertising. Unlike other mass media, where choices come down to 15- or 30-second commercials or full page versus half-page ads, the Internet does not limit the imagination. From traditional banner ads to pop ups to search, messages can appearin numerous forms.Beyond that, advertisers are increasingly trying to communicate with prospects via e-mail, asking people to *opt-in* and be willing to receive messages that way, offering them cut-price travel deals on Travelocity, or the best-seller list on Amazon. Advertisers can also engage in affiliate marketing, where one site promotes another site’s products or services in exchange for some commission on the sale.

From the explanation above the researcher use internet to in this research, because in the modern age many people use internet to communication, find information, business, education, etc. To students internet very important to process learning and teaching. So the reseacher use advertising media in internet to help student improve their reading comprehension, especially about product, job vinancy business, service for sale.

For the example:



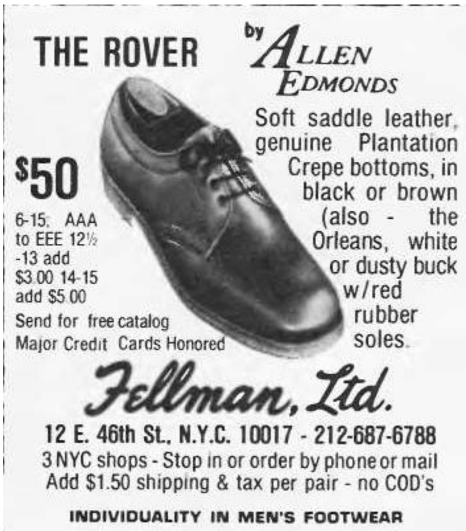
JOB OPPORTUNITIES

Energy sector company is looking for following positions:

1. **Civil Engineer**
2. **Architect**
3. **Surveyor**
4. **Finance Executive**
5. **Legal Assistant**

Candidate must have University degree or equivalent in the relevant discipline from a reputable university.

Comprehensive resume stating present and expected salary, contact numbers along with a recent photograph can be emailed to **otech.hr@gmail.com** or fax on **051-2825524** no later than **November 30th, 2012**.



THE ROVER by Allen Edmonds

Soft saddle leather, genuine Plantation Crepe bottoms, in black or brown (also - the Orleans, white or dusty buck w/red rubber soles.

$50

6-15; AAA to EEE 12½ -13 add $3.00 14-15 add $5.00

Send for free catalog

Major Credit Cards Honored

Fellman, Ltd.

12 E. 46th St., N.Y.C. 10017 - 212-687-6788

3 NYC shops - Stop in or order by phone or mail

Add $1.50 shipping & tax per pair - no COD's

INDIVIDUALITY IN MEN'S FOOTWEAR

c. Procedure of Advertising Media

Advertising is the activity or proffesion or producing information for promoting the sale of commercial products and services. According to Gwen Davidson, there are several procedure to teaching advertising :

1. Divided students in the class into group of four or five group and seat them round a table
2. The teacher give the topic to every group through newspaper
3. The students look for an advertising in the newspaper
4. The students disccus about what they already know about the topic
5. Then the students showed about the main idea of the advertising.[21]

3. Teaching Reading Through Advertising Media

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. It means that teaching is some activity that is give guidance and knowledge with training.Even where teachers and students come from the same town, village, or social group they are likely to live in different culture-that of teacher and students. Reading has been considered only as a visual activity, because we do with the eyes. Reading is also an active process offinding information. Our brain processes the visual information from our eyes, rapidly forming and revising hypotheses about the form and content of what you are reading.

---

[21] *Published with permission, Gwen Davidson, Hastings High School, Hastings (Nebraska) Public Schools.*

The purposes in advertising media is to motivate the students to increase their comprehension. The student will be interest when they are study by using advertising media.

Thus, in this study the researcher conclude that pre-questioning as the media advertising to build up and to rise the students' reading comprehension what will face by them in the whole text.

4. The Advantages and Disadvantages of Advertising Media

Based on Gween Davidson teaching reading comprehension or teaching English by using advertising media have several advantages, there are :

a. As information (new product info, conveying the traits, and others).
b. As the persuasion (directing consumers to purchase).
c. As a reminder (ads reminding consumers of a particular product to always use the product).[22]

Disadvantage of advertising media is that have language expression that can't be understood by students.

B. Theoretical Framework and Paradigm

1. Theoretical Framework

There are two variables in this research; they are independent variable (X). That is media advertising at its best is conceiving a information then, subsequently reading the text to find a information. That also include activating background knowledge, previewing, and summarizing.. The dependent variable (Y) is the students reading comprehension ability. Reading comprehension ability is an activity of reading where readers understand the meaning of written text by interacting directly.Can give more information to develop comprehension of the text.In this case, the writer assumes that there is hypothetical causality between students' use advertising media (X) as independent variable and students' reading comprehension (Y) as independent variable, in order to answer tentative answer of the problem in the research. If advertising will influence the student reading comprehension, of course, the students' reading comprehension will be better. But if advertising media don't influence the students reading comprehension, of course, the students' reading comprehension will be low.

---

[22] Masrout Nosrati, The Power of Advertising :Using Advertising Journal to Increas comprehension" A paper presented at the Georgia Assosiation 2004, p24

Furthermore, theresearcher conclude that advertising media can influence the students' reading comprehension achievement significantly.

2. Paradigm

Based on the theoretical framework above the researcher describes the paradigm as following:

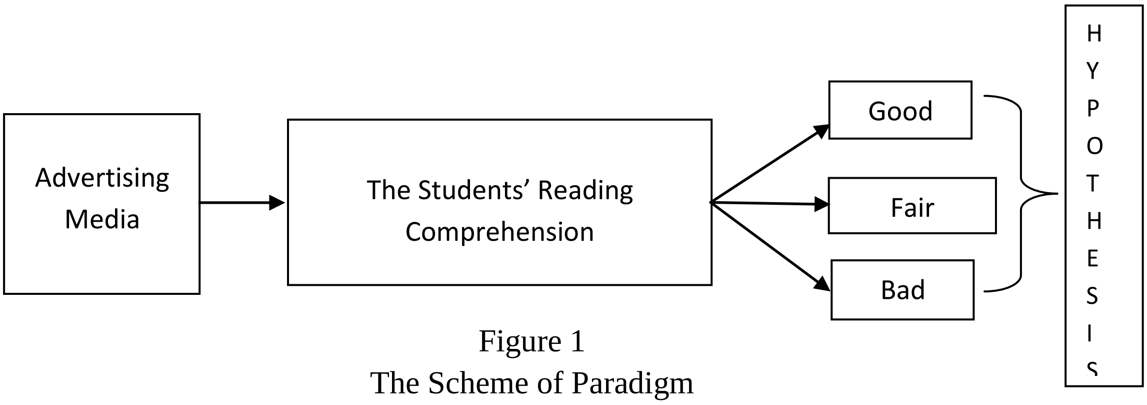


Figure 1
The Scheme of Paradigm

Based on figure above, it can assume that the advertising media is a high, the students reading comprehension is also high. So there is positive and significant influence of using advertising media toward the students reading comprehension. However, if the advertising media is low, the students reading comprehension is also low. So there is no positive and significant influence of using advertising media toward the students reading comprehension.

C. Hypothesis Formulation

Donald Ary et.al state that a hypothesis should be presented in the form of a concise declarative statement. A complete and concisely stated hypothesis makes clear what the researcher needs to do to test it. It also provides the framework for presenting the findings of the study.[23]Based on the statement, the theoretical framework and paradigm above the researcher formulates the hypothesis as follow:

---

[23] Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, AsgharRazavieh, *Introduction to Research in Education 8th Edition*, (USA: Wadsworth, 2010), p. 90.

1. Alternative Hypothesis (H_i):

   There is positive and significant influence of advertising media on the students reading comprehension at the eleventh graders of SMK 2 Ganesa Sekampung.

2. Null Hypothesis (Ho)

   There is no positive and significant influence of advertising media on the students reading comprehension at the eleventh graders of SMK 2 Ganesa Sekampung.

3. Statistical Hypothesis
   a. IF$F_o>F_t$, H_a is accepted andH_o is rejected
   b. IF $F_o<F_t$, H_a is rejected andH_o is accepted

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher use a quantitative research.Quantitative research is explaining phenomena by collecting numerical data that are analysed using mathematically based methods (particular statistics).[24]

This research uses two variables; they are one independent variables (X) and one dependent variable (Y). The independent variable is advertising media (X), and dependent variable (Y) is reading comprehension. In arranging the research, the writer used pre-experimental design with one group pre-test and post-test.

The pre-test will be given before the experimental treatment and the post-test will be carrying out after the experimental treatments. This research is intended to investigate whether there is a positive and significant influenceof advertising media on the students' reading comprehensionat eleventh gradesof SMK 2 Ganesa Sekampung East Lampung.

B. Population and Sampling Technique

1. Population

Thepopulation defined as all members of any well-defined class of people,events, or objects.[25] Moreover, the population of this research is the students a eleventh grader of SMK 2 Ganesa Sekampung East Lampung. It will be illustrated in pattern bellow:

---

[24] Daniel Muijs, *DoingQuantitativeResearch in Education*, Sage Publications London, Thousand Oaks.New Delhi, 2004. p.1

Table 4
The Population At Eleventh Grade
of SMK 2 Ganesa Sekampung

No	Grade	Numbers
1.	XI M	18
2.	XI P	22
3.	XI AK	20
Total Numbers		60

Source: The School Archives, taken on Juli 21 th, 2017

From the table above, the population consists of three classes, the totalpopulations is 60 students.

2. Sample

Beside of population, Donald Ary also explain the definition of sample. “A sample is a portion of a population”.[26] The number of the class at the eleventh grader is one class. The sample of this research is Pemasaran class of the eleventh grader of SMK2 Ganesa Sekampung East Lampung. The researcher chooses class XI P which consists of 20 students.

---

[25] Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, AsgharRazavieh, *Introduction to Research in Education 8th Edition*, (USA: Wadsworth, 2010), p. 148.

[26] *Ibid*

3. Sampling Technique

Sampling refers to the process of selecting the individuals who will participate in a research study.[27] In this research, the researcher used a cluster sampling technique as a sampling technique which based on previous knowledge of a population and the specific purpose of the research. The researcher choosed XI P as experimental class because their reading comprehension score is low..

C. The Operational Definition of Variables

John W. Creswell said that A variableis a characteristic or attribute of an individual or an organization that (a) researchers can measure or observe and (b) varies among individuals or organizationsstudied..[28]

There are two variables in this research which consist of using mwdia advertising and reading comprehension. The operational definition of variables in this research as follows:

1. Independent Variables

The independent variables are variable (probably) cause, influence or effect outcome. They are also called treatment. The variables examine are classified into independent and dependent variable. Independent variable of this research is English advertising media (variableX).Advertising media is a highly effective media that combines the activation and application of prior knowledge, reasoning skills, and text knowledge.

---

[27] JackFraenkel R. and Norman E. Wallen, *How to Design and Evaluate Research in Education,* (New York: McGraw-Hill, 2009), 7th Edition, p.105

[28] John W. Creswell,Education*Research*(Boston: Person Education,2012) p.112.

Advertising as a media is expected to solve the students' difficulties in reading comprehension. It helps students understand the text. To understand the text, the students using priorknowledge. This media allows the students to know the content of the text easily. This variable will be measured bymultiple choice test. Question with the range score 0 – 100. When the students can answer all of the question correctly they will get 100 score, and when the students cannot answer all the question correctly they will get 0 score.This test is also to know as far as possible in students' comprehending ability.

Moreover, the indicator of this variable as follows:

a. The students are able to understand the text well.
b. The students are able to make a plan or outline the text.
c. The students are able to get new knowledgeabout the advertising as a teaching media in teaching learning process.
d. Being able to find main idea and detail information from answering.

2. Dependent Variable

Dependent variables are variables that depend on the independent variable. They are the outcomes or results of the influence of the independent variable. According to Evelyn Hatch, "The dependent variable is the major variable that will be measured in the re-search.”[29]Onthe other hand, is the variable which you observe and measure todetermine the effect of the independent variable.”

Dependent variable of this research is students reading comprehension (variable Y). To measure students’ reading comprehension, the researcher gives pretest and posttest. Pretest and posttest instruments consist of 10 questions in multiple choice form. Question with the range score 0 – 100. When the students can answer all of the question correctly they will get 100 score, and when the students cannot answer all the question correctly they will get 0 score.

Table 5
The Aspect of Scores to indicate the Reading Comprehension

No	Aspect	Kinds of Test	Types Of The Test
1	Identify the meaning of the ideas in the text	Written Test	Multiple choice
2	Identify communicative purpose of the text		
3	Identify main idea of the text.		
4	Identifying information contained in the text		
Total			

---

[29] Evelyn Hatch and Anne Lazaraton,*The Research Manual : Design and Statistics for Applied Linguistic*(Lost Angles : University of California, 1991) p. 63

This is assessment guidelines in reading comprehension by using multiple choices:

The right number ×10

Maximal score: 100

Rubric assessment:

Total Question	**Categories**	**Sores**
10	The Answers are true	10
	Not answer	0

Here the indicators of students reading comprehension:

a. The students can find out the main idea of the reading comprehension text well.
b. Students can comprehending and identify sentence by sentence of the text.
c. The students can get the message from the text, includes main idea and specific information.

D. Data Collection Method

The researcherused some technique to obtain the accurate data at SMK 2 Ganesa Sekampung. In collecting the data, the researcher will use the technique such as:

1. **Test**

   Test is a way that is used to measure a person ability or knowledge in a given domain.

   a. Pre-test

      To know students' reading comprehension before treatment, researcher used pre-test to get an information or data. The data will be analyzed after the treatment which has been given to the students.

   b. Post-test

      The Post-test had given after treatment. For the example, the researcher can ask the students to predict will happend next base on the picture or topic that has given to the students. Then, the data would be comparing to the pre-tests data. The post – test was done after the treatment in order to find out whether using this strategy can influence of the students' reading comprehension.

2. **Documentation**

   Documentationas the method which is used to get information from written language of document (for example: books, magazine, rule, note and others). The writer used the documentation method to get detail information about history of the school, the sum of the teacher, employers, students and organization structure at elventh grade of SMK 2 Ganesa Sekampung in Academic Year 2017/2018.

E. Research Instrument

The research instrument in this research holds the test which has explained follows:

1. Instrument Blueprint

The researcher uses Pre-test before treatment as a control and Post-test instrument after treatment as an experimental. The research about advertising media in reading comprehension so the research instrument which is used in present research is in the form of written test, here is the blue print:

a. The instrument which is used in test in this research, it included the pre – test and post – test about reading comprehension text result. The researcher uses the objective test that is written tests. And give the text to the students. After getting the data from the student, the researcher compared the scores in order to measure whether there is any significant influence between using predicting strategytoward the students reading comprehension.

b. The instrument which is used in documentation method was documentation guidance, as follow:

   1) Documentation about the school history of SMK 2 Ganesa Sekampung East Lampung.

   2) Documentation about the buildings of SMK 2 Ganesa Sekampung East Lampung.

   3) Documentation about the condition of the teacher and official employees in SMK 2 Ganesa Sekampuung East Lampung.
   4) Documentation about the quantity of the students of SMK 2 Ganesa Sekampung East Lampung.
   5) Documentation about the organization structure of SMK 2 Ganesa Sekampung East Lampung.
   6) Documentation about the location sketch of SMK 2 Ganesa Sekampung East Lampung.

c. The instrument which was used in observation method is observation guidance. In this technique, the data is taken from the observation list about everything happened during teaching learning process which are about the teacher's treatment to the students, which method the teacher use and how the process worked. The observation also is about students' responses and participation in teaching learning process.

2. Instrument calibration

In this research, the reseracher used the logical validity in the form of content validity. "Content validity for an instrument is show a condition of an instrument which composed based on the subject matter content which evaluated."

The researcher had composed the instrument based on subject matter content which was researched. The instrument which was composed had represented the subject that was measured. Before gave the test, the researcher had consulted to the lecturer who have competence in reading comprehension. It is called expert judgement. Therefore it can be inferred that the test have good validity.

F. Data Analysis Technique

To investigate whether there is any positive and significant influence of advertising media on the students' reading comprehension eleventh graders of SMK 2 GanesaSekampungEast Lampung, the researcher analyze the data by t-test. According to Donald Ary, when dealing with nominal data, the most widely used tests of significance are the chi-square test. They compare observed frequencies and expected frequencies.[30] It is used to examine the significant differences between observed frequencies and expected frequencies in this research, the researcher uses Chi Squeare. The formulation of Chi Square as follows:[31]

$$X^2 = \sum \frac{(f_0 - f_t)^2}{f_t}$$

Notes:

X^2 = value of chi square

f_0= observed frequency

f_t= expected frequency

According Donald Ary the formulation of t-test as follows:[32]

---

[30] *Ibid.,*P. 188

[31] *Ibid.,*P.188

[32] Donal Ary, et.al, *Introduction to research in Education*, USA: Wadsworth Cenggage Learning, 2010, p.117

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Explanations:

t = t value for correlation sample

$\bar{D}$ = (difference), difference between pre-test with post-test score

D = The average from differnce score (average from D)

D^2 = Square of D

N = Total of participant.

Secondly, to investigate whether there is any significant influence of advertising media on the students' reading comprehension eleventh graders of SMK 2 GanesaSekampungEast Lampung, the researcher analyze the data by using Chi Square.

According Donald Ary the formulation of t-test as follows:[33]

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Explanations:

t = t value for correlation sample

$\bar{D}$ = (difference), difference between pre-test with post-test score

D = The average from differnce score (average from D)

D^2 = Square of D

N = Total of participant.

---

[33] Donal Ary, et.al, *Introduction to research in Education*, USA: Wadsworth Cenggage Learning, 2010, p.117

CHAPTER IV

RESULT OF THE RESEARCH

A. The Description of Data

1. Research Setting

a. Brief History about the Established ofSMK 2 Ganesa Sekampung

SMK 2 Ganesa Sekampung is located in Sumbergedeon streetSekampung no. 56 Sumbergede District of Sekampung. It was established in June 20th1991. SMK 2 Ganesa Sekampung had been led by :

1) Walidu, B.A. 1991-2003
2) Drs. Heru Wantono 2003-2004
3) Joko Sugiarto, S.Pd 2004-2005
4) Drs. Suhadi 2005-2006
5) Drs. Heru Wantono 2006-2007
6) Suwarto, S.H 2007-2008
7) Martin Indra, S.T 2008-2009
8) Guntoro, S.Pd 2009-2016
9) Sunarto, S.Ag 2016-2017
10) Krisdianto, S,Kom 2017 until now.

b. The Infrastructure of SMK 2 Ganesa Sekampung

SMK 2 Ganesa Sekampunghas a permanent infrastructure which was divided into several rooms for supporting the teaching learning process, such as:

Table 6
The Infrastructure of SMK 2 Ganesa Sekampung

No	Name of Building	Total
1	The headmaster room	1 Room
2	The teacher office room	1 Room
3	The classroom	9 Rooms
4	The Laboratory room	2 Room
5	The library room	1 Room
6	The parking area	1 Room
7	Storehouse	1 Room
8	Toilet	3 Rooms

Source: Documentation of SMK 2 Ganesa Sekampung

c. The Condition of Teachers and Officials in SMK 2 Ganesa Sekampung

SMK 2 Ganesa Sekampunghas teachers and officers from various universities and also from various levels of education. This is due to a better quality of the graduates of SMK 2 Ganesa Sekampung who need to attribute special skills in different majors. Therefore, selected teachers and officers are very helpful in teaching learning process.

Table 7

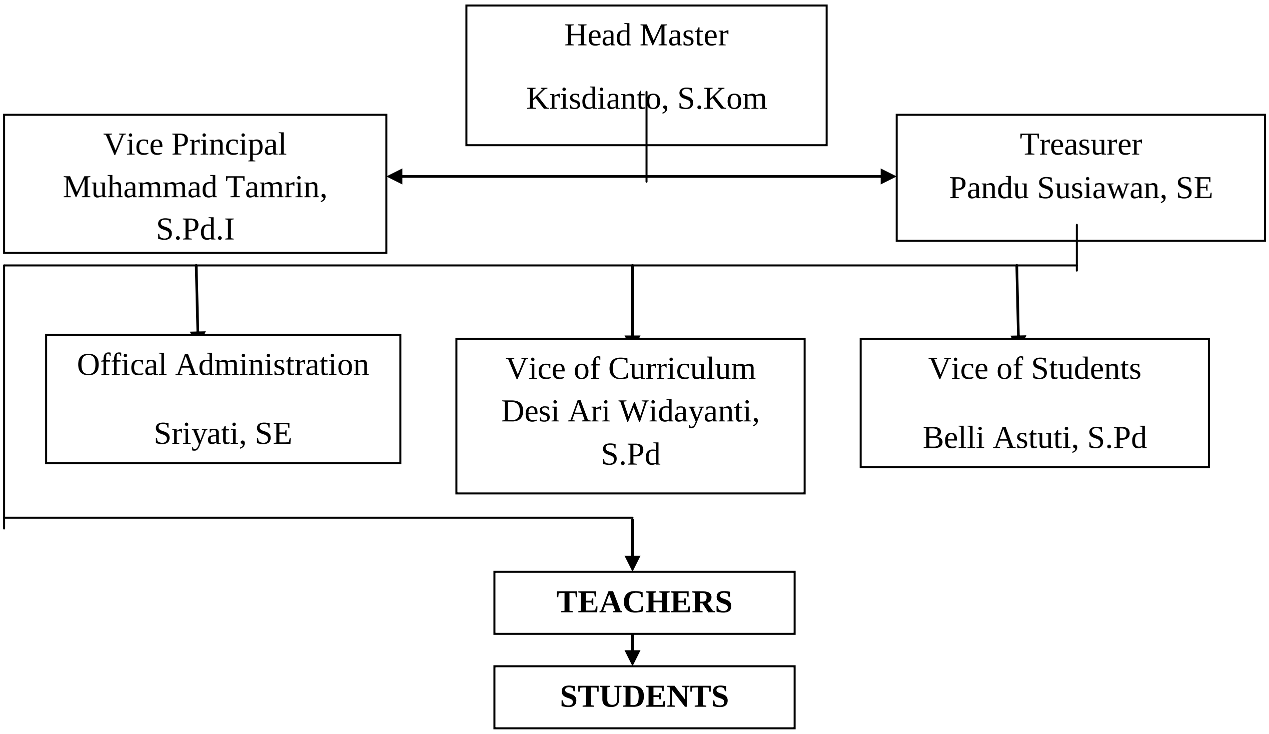
The List of the Teachers and Official Employees in SMK 2 Ganesa Sekampung

No	Name	Sex	Course Study
1	Krisdianto, S.Kom	Male	Computer
2	Guntoro, S.Pd	Male	Indonesian
3	Muhammad Nurhuda, S.Pd	Male	Social
4	Sriyati, SE	Female	Accountancy
5	Nita Yuliana, S.Pd	Female	Accountancy
6	Pandu Susiawan, SE	Male	Accountancy
7	Masri Anggo Santoso, A.Md	Male	Nationality
8	Muhamad Yasin, S.Ag	Male	Islamic
9	Desi Ari Widayanti, S.Pd	Female	Math
10	Belli Astuti, S.Pd	Female	Social
11	Agus Iswanto, M.Pd	Male	Management
12	Muhammad Tamrin, S.Pd.I	Male	Islamic
13	Drs. L.Supriono	Male	Indonesian
15	Luk Krisdiyanto, S.Pd	Male	Sport
16	Sukadi, S.Pd	Male	Sport
17	Muhammad Ridho HS, S.Pd	Male	Art
18	Ratmini, M.Pd	Female	English
19	Esti Rahayu, S.Pd.I	Female	English
20	Lina Setiawati, S.Pd.I	Female	English
21	Drs. Mijiono	Female	Nationality
22	Andri Widiyanto, S.Pd	Male	Computer
23	Yeni SusandariI, SE	Female	Management

Source: Documentation of SMK 2 Ganesa Sekampung

d. The Organization Structure of SMK 2 Ganesa Sekampung

Figure 2


Head Master
Krisdianto, S.Kom
Vice Principal
Muhammad Tamrin, S.Pd.I
Treasurer
Pandu Susiawan, SE
Offical Administration
Sriyati, SE
Vice of Curriculum
Desi Ari Widayanti, S.Pd
Vice of Students
Belli Astuti, S.Pd
TEACHERS
STUDENTS

e. The Students Quantity at SMK 2 Ganesa Sekampung

SMK 2 Ganesa Sekampung has 173 students. It divided into some classes that can be identified as follows:

Table 8

Total the Students of SMK 2 Ganesa Sekampung

No	Class	Sex		Amount
		Male	Female	
1	X	2	58	59
2	XI	4	50	60
3	XII	7	52	54
Total				173

Source: Documentation of SMK 2 Ganesa Sekampung

2. Research Data

a. Pre-Test Result

To measure the students Reading Comprehension the researcher used the pre-test before giving treatment. The students have given the question that must be answered. The result of pre-test can be shown as follow:

Table 9
The Pre-test Score of Students Reading Comprehension at the Eleventh Graders of SMK 2 Ganesa Sekampung

NO.	Initial The Students	The Score of Pre-test
1	AFS	50
2	DL	70
3	DUS	70
4	EAP	60
5	F	50
6	KS	40
7	MP	50
8	NA	70
9	NTS	60
10	PNS	50
11	PNL	60
12	RW	40
13	RM	50
14	RF	50
15	SMN	60
16	SM	70
17	SAP	60
18	SS	40
19	TR	50
20	UU	70
21	VM	40
22	W	70
	TOTAL	1230
	HIGH SCORE (H)	70
	LOW SCORE (L)	40
	AVERAGE	55,90909

From the data above, it can be found the highest score was 70 and the lowest score was 40. Based on the data the researcher measured the class interval by using the formula as follow:

K = 1 + 3,3 log n
K = 1 + 3,3 log 22
K = 1 + 3,3 x 1,34
K = 1 + 4,42
K = 5, 42 = 5
R = 70-40 + 1
R = 31
P=$\frac{R}{K}$
= $\frac{31}{5}$
= 6,2 = 7

Note:
R = A distance from score maximum and score minimum
K = The number of interval class
P = The length of interval class

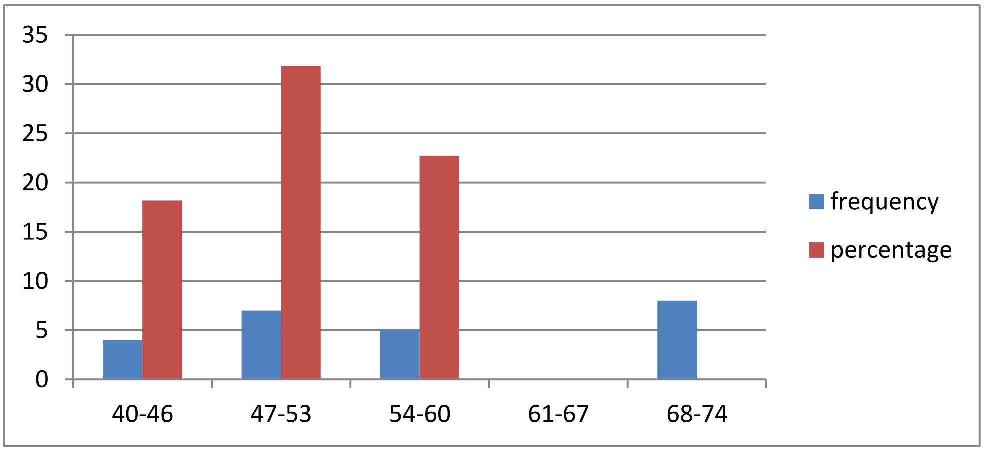
The total of class interval of this result pre-test research was 10. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as followed:

Table 10
The Frequency of Distributions of the Students' Score in Pre-Test

No	Interval Class	Frequency	Percentage
1	40 – 46	4	18,18
2	47 – 53	7	31,82
3	54 – 60	5	22,73
4	61 – 67	0	0
5	68 – 74	6	27,27
Total		**22**	**100%**

If the data was put into graphic, it can be seen as followed:

Figure 3
Frequency Distribution of Students' Reading Score in Pretest



Based on the table frequency distribution above, it can be inferred that 22 students as the research sample can be divided:

1) For the class interval of 40-46, there were 4 students or 18,18%
2) For the class interval of 47-53, there were 7 students or 31,82%
3) For the class interval of 54-60, there were 5 students or 22,73%

4) For the class interval of 61-67, there were 0 students or 0%
5) For the class interval of 68-74, there was 6 students or 22,27%

Based on the table above, it can be seen that the students who passed the test was the students who got score more than 70, there were 6 students or 27,3%.

b. Post-Test Result

Post-test was employed in the last program of this research after giving some treatments and exercises to class in certain period of time. The test was same type as pre-test but in the different title and it is more developed. The result of students' post-test can be identified as follows:

Table 11
The Post-Test Result of Eleventh Graders of SMK 2 Ganesa Sekampung

NO.	Initial The Students	The Score of Pre-test
1	AFS	70
2	DL	80
3	DUS	80
4	EAP	70
5	F	60
6	KS	70
7	MP	60
8	NA	80
9	NTS	70
10	PNS	80
11	PNL	70
12	RW	70
13	RM	90
14	RF	60
15	SMN	70
16	SM	90
17	SAP	80
18	SS	60
19	TR	70
20	UU	80
21	VM	70
22	W	90
	TOTAL	1620
	HIGH SCORE (H)	90
	LOW SCORE (L)	60
	AVERAGE	73,63636

From the data above, it can be found the highest score was 90 and the lowest score was 60. Based on the data the researcher measured the class interval by using the formula as follow:

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

$K = 1 + 3{,}3 \log 22$

K = 1 + 3,3 x 1,34

K = 1 + 4,42

K = 5, 42 = 5

R = highest score – lowest score + 1^2

R = 90-60 + 1

R = 31

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

$=\frac{31}{5}$

= 6,2 = 7

Note:

R = A distance from score maximum and score minimum

K = The number of interval class

P = The length of interval class

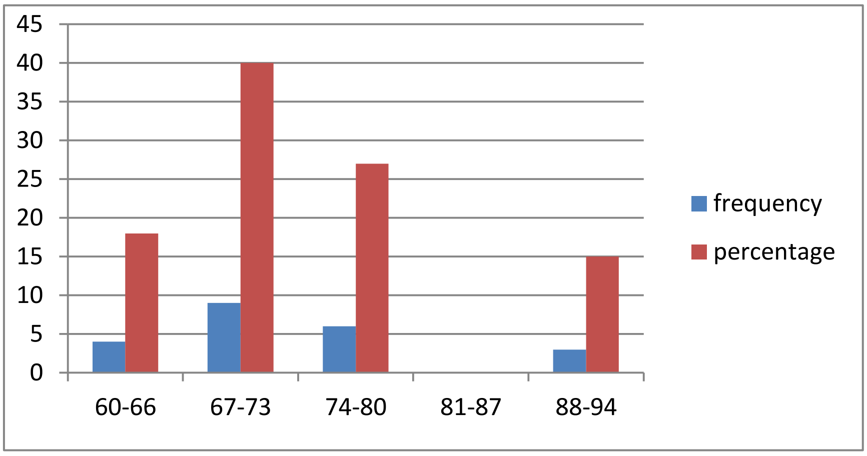
The total of class interval of this result pre-test research was 8. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as followed:

Table 12
The Frequency of Distributions of the Students' Score in Post-Test

No	Interval Class	Frequency	Percentage
1	60 – 66	4	18%
2	67 – 73	9	40 %
3	74 – 80	6	27%
4	81 – 87	0	0%
5	88 -94	3	15%
Total		**22**	**100%**

If the data was put into the graphic, it can be seen as followed:

Figure 4
Frequency Distribution of Students' Reading Score in Posttest



1) For the class interval of 60 – 66, there were 4 students or 18%
2) For the class interval of 67 – 73, there were 9 students or 40%
3) For the class interval of 74 – 80, there were 6 students or 27%
4) For the class interval of 81 – 87, there were 0 students or 0%
5) For the class interval of 88 –94, there was 3 students or 15%

B. Hypothesis Testing

After applying test, the researcher analyzed the data by using Chi-Square and t-test in order to prove whether there is a positive and significant influence of usingAdvertising Media on the students' Reading Comprehension at the Eleventh Graders of SMK 2 Ganesa Sekampung, as follows:

1. Putting the data into the formula Chi-Square (χ^2)

After administering the oral test method, the researcher analyzed the data by using of Chi-Square (χ^2) with two variables in order to prove whether there is any positive and significant influence of of using Advertising media on the students' Reading Comprehension at the Eleventh Graders of SMK 2 Ganesa Sekampung, as follows:

$$\chi^2 = \sum \left[\frac{(Fo - Fe)^2}{Fe} \right]$$

Table 13

The Contigency Table of the Expected Frequency at the Result of Students' Reading Comprehension in Pre test and Post test

Variables	Category			Total
	Good	Fair	Bad	
Pre-test	0	6	16	N = 22
Post-test	4	15	3	N = 22
Total	Cn = 4	Cn = 21	Cn = 19	N = 44

Hypothesis testing by using Chi-square analyzed as followed:

Table 14
The Testing of Data

Sel:	f_0	$f_e = \frac{Cn\ x\ Rn}{n}$	f_0-f_e	$(f_0\text{-fe})^2$	$\frac{(f0-fe)2}{fe}$
1	0	$4\frac{22}{44}$ = 2	-2	4	2
2	6	$\frac{21\ x\ 22}{44} = 10{,}5$	4,5	20,25	1,92
3	16	$\frac{19\ x\ 22}{44}$ = 9,5	6,5	42,25	4,45
4	3	$\frac{4\ x\ 22}{44}$ = 2	1	1	0,5
5	15	$\frac{21\ x\ 22}{44}$ = 10,5	4,5	20,25	1,92
6	3	$\frac{19\ x\ 22}{44}$ =9,5	6,5	42,25	4,45
Total		Fe = 44	21	-	15,24

From the data above, the value of Chi-square was 15,24. Then, know the critical value of Chi-square the researcher firstly counted df, it was degree of freedom. The formulation of df:

Df = (c-1) (r-1)

= (3-1) (2-1)

= 2

Note:

Df = Degree of freedom

c = column
R = row

Table 15
The table of Critical Value of Chi-Square

Level of significant	5%	1%
Df 2	5,9914	9,2103

a. The critical value of X^2 table for 5% level was 5,9914
b. The critical value of X^2 for 1% level was 9,2103

From all data analysis above, it could be known that:

a. $X^2_{observed}$ = 15,24
b. $X^2_{table\ of\ expectancy}$ = 5% (5,9914) and 1% (9,2103)

The degrees of freedom is 2, so the values of X^2_{table} on degrees of freedom are 5% = 5,99914) and 1% = 9,2103).In this research, the students have been done all of the tests. It was benefit to know the influence of using Advertising mediaon the students' Reading Comprehension from the result of those tests.

From the data above shown the comparison between Fo and Ftwas: 5,991<15,24>9,21 in 5% and 1% significance. It means that alternatif hyphothesis (Ha) which explains "there is a positive and significant influence of using advertising media on the students' Reading Comprehension was accepted and Ho was rejected."

2. Putting the data into formula T-test

To find whether there is positive and significant influence of using Advertising media on the students' Reading Comprehension at theEleventh Graders of SMK 2 Ganesa Sekampung East Lampung. The researcher used the T-test formula. Firstly, the researcherprepared the table and put the data into the formula t-test as below to get "t$_{\_observation}$".

Table 16
The Score Pretest and Posttest Result

No	Name	Pre-test (X_1)	Post-test(X_2)	D (X_1-X_2)	D^2 (X_1-X_2)^2
1	AFS	50	70	20	400
2	DL	70	80	10	100
3	DUS	70	80	10	100
4	EAP	60	70	10	100
5	F	50	60	10	100
6	KS	40	70	30	900
7	MP	50	60	10	100
8	NA	70	80	10	100
9	NTS	60	70	10	100
10	PNS	50	80	30	900
11	PNL	60	70	10	100
12	RW	40	70	30	900
13	RM	50	90	40	1600
14	RF	50	60	10	100
15	SMN	60	70	10	100
16	SM	70	90	20	400
17	SAP	60	80	20	400
18	SS	40	60	20	400
19	TR	50	70	20	400
20	UU	70	80	10	100
21	VM	40	70	30	900
22	W	70	90	20	400
				ΣD 390	ΣD^2 8700
				17,7	

The average of D = (390 : 22) = 17,7

Then, put the data into the formula of t-test. Then, calculate of t-test. It can be calculated by using the formula below:

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{17{,}7}{\sqrt{\frac{8700 - \frac{(390)^2}{22} -}{22(21)}}}$$

$$t = \frac{17{,}7}{\sqrt{\frac{8700 - \frac{152100}{22}}{462}}}$$

$$t = \frac{17{,}7}{\sqrt{\frac{8700 - \frac{152100}{22}}{462}}}$$

$$t = \frac{17{,}7}{\sqrt{3{,}87}}$$

$$t = \frac{17{,}7}{1{,}9}$$

$$t = 9{,}315$$

To know the critical value of t-test (t_{table}), the researcher firstly counted *df*, *df* is degree of freedom. The formulation of *df* = N-1. N is the number of research population:

df = N-1
= 22-1
= 21

Table 15
Critical value of t_{table}

Level of significant	5%	1%
Df 21	1.720	2.831

1) The critical value of t-test ($t_{table)}$ for the 5% level is 1.720

2) The critical value of t-test (t_{table}) for the 1% level is 2,831

Based on the data analysis above, it can be found that:

1) “$t_{observed}$” = 9.315

2) “t_{table}” level of 5% = 1.720

“t_{table}” level of 1% = 2.831

Its mean that “$t_{observed}$”higher that “t_{table}” or it can be written as $1.720 < 9.315 > 2.831$. From the value above, it can be inferred that there is positive and significant influence of Advertising Mediaon the students’ reading comprehension at the eleventh graders of SMK 2 Ganesa Sekampung.

C. Interpretation

1. Interpretation of “ $\chi^2_{observed}$”

   If $\chi^2_{observed} > \chi^2_{table}$, Ha is accepted and Ho is rejected

   If $\chi^2_{observed} < \chi^2_{table}$, Ha is rejected and Ho is accepted.

   The critical value of “ $\chi^2_{observed}$” was 15,24.The conclusion was the using of Advertising mediacan influence students’ Reading Comprehension at the Eleventh Graders of SMK 2 Ganesa Sekampung.

2. Interpretation oft_$_{observed}$

   The researcher formulated to “t_observed to t_table“as follow:

   a. If t_$_{observed}$>t_$_{table}$, Ha is accepted and Ho is rejected.

   b. If t_$_{observed}$<t_$_{table,}$ Ha is rejected and Ho is accepted.

The researcher has formulated the Alternative Hypothesis (Ha) such as: “there is a positive and significant influence of using Advertising mediacan influence students’ Reading Comprehension at the Eleventh Graders of SMK 2 Ganesa Sekampung.

Finally, the data confirmed that “$t_{observed}$” = 9.315 is higher than “t_{table}” 1.720 in 5% and 2.831 in 1%. Therefore, it can be concluded that “there was a positive and significant influence of usingAdvertising mediacan influence students’ Reading Comprehension at Eleventh Graders of SMK 2 Ganesa Sekampung.

D. Disscusion

In, this research, there are two variables, independent variable is Advertising media (X), dependent variable is Reading Comprehension (Y). The variables were tested by using formula of Chi-square and T-test to investigate whether there is a positive and significant influence of using Advertising Mediaon the students’ Reading Comprehension at the Eleventh Graders of SMK 2 Ganesa Sekampung.

During the research, the researcher found many problem there, they found unfamiliar word when they read a text, most of them didn’t understand what they read, they had some difficulties in comprehending the text, they didn’t interest with English subject, and media that used by the teacher were ineffective. So, the researcher used Advertising Media to solve the students’ problems.

E. Limitation

This research result was conducted in SMK 2 Ganesa Sekampung at the Eleventh Graders about the influence of using Advertising Media on the students’ Reading Comprehension. So, the result of this research cannot be generalized. Consequently, this research may be different result if it is conducted in any other circumstances.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis of the research data, the researcher concludes in this researchusing advertising as mediawas an alternative media that can influence the students' readingcomprehension.It can be seen from the result of the pre-test and post-test.

Through using advertising as media, the students learn new experience in study English. The fact shows that there were change at amount of student that got the low score and the high score. By using advertising in teaching reading, it made students to know the content of the text easily. It could be influence the students' Reading Comprehension through applied advertising.

Furthermore, advertising can be solution for the teacher to teach the students in reading comprehension, the students will be more interest in learning process.

B. Suggestion

Based on the explanation above, the researcher suggests some points as follows:

1. For The Students
    a. The Students should be more active in learning English, if they do not understand about the lesson that delivered by their teacher, they should ask to the teacher.
    b. The students are suggested to improve their Reading Comprehension.

2. For the Teachers

    The teacher should choose a appropriatemedia in teaching English especially in reading in order that the student can more participate fully in the class and understand the material that is delivered by the teacher, because by a greatmedia in teaching and learning, it can automatically improved the student motivation in learning process and try the best effort to accepting the material that is taught by the teacher.

3. For Other Reseacher

    This result can be used as prior information for the other researchers that conduct a relevan research.

BIBLIOGRAPHY

Andrew P. Johnson, *Teaching Reading and Writing*, New York: Littlefied Publishers, 2008.

Ayfer Sahin, *The Effect of Text Types on Reading Comprehension*, Turkey: Ahi Evran University, 2003)No. /vol.3(2).

Daniel Muijs,*Doing Quantitative Research in Education*,New Delhi: Sage Publications London, Thousand Oaks, 2004.

David Buckingham, *Questioning the Media: A Guide for Students*, Europe: UNESCO, March 2003.

David Wray, English *7-11 developing premary teaching skill*, New York: Routletge,1995.

Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, AsgharRazavieh.*Introduction to Research in Education 8th Edition*, USA: Wadsworth, 2010.

Douglas Brown, *Teaching By Principles*, San Fransisco State University: Person Education, 2001.

Duke and Pearson, *Reading Comprehension: Strategies That Work*, IRA: Michigan State *University* , 2001.

Evelyn Hatch and Anne Lazaraton,*The Research Manual : Design and Statistics for Applied Linguistic*,Lost Angles : University of California, 1991.

Geoff Dean, *Improving English in Secondary English*, London: David Fulton Publishers, 2004.

George E.Belch, *Advertising and Promotion*, New York:The McGraw-Hill Companies, 2003.

Harmer, Jerremy. *The Practice of English Language Teaching.* New York: Longman,1997

JackFraenkel R. and Norman E. Wallen, *How to Design and Evaluate Research in* Education, New York: McGraw-Hill, 2009

Janette K, Sharon V, and Alison, *Teaching Reading Comprehension to Students with Learning Difficulties,* New York: The Guilford Press, 2007.

John W. Creswell,*Education Research,* Boston: Person Education,2012.

Kristin Lems and Leah D. Miller, *Teaching Reading English Language Learners*,

New York: The Guilford Press, 2010

Masrout Nosrati, " Internet Marketing or Modern Advertising", *International Marketing of Economy, Management and Social Science*, iran : TI journals, 2013.

Paul Long and Tim Wall, *Media Studies*, USA: Routledge, 2009.

Phil *Foreman* and Michael Arthur-Kelly, *Inclusion in Action*, Australia, Cengage Learning, 2014.

Sean Brierley, *The Advertising Handbook,* New York:Routletge, 1995

Susan Brindley, *Teaching English*, New York : Routledge, 1994.

Vicky Zygouris, *Teaching Reading Comprehension skills*, New York: The University of Central Florida, 2009.

William Grabe, *Reading in a Second Language*, New York : Cambridge University Press, 2009

APPENDICES

Pre Test Instrument for Reading Comprehension

Direction:

1. **Write your identity in the answer sheet first.**
2. **You may not open the dictionary.**
3. **You have to do this test individually.**
4. **Read the text carefully.**
5. **If you have finished, submit your answer sheet with the question paper.**
6. **Correct your answer before you submit it to the teacher.**

Choose the best answer by crossing (X) a, b, c or d in answer sheet based on the text below.

Text 1. Read carefully and answer the questions from number 1-2.

To All International English College Students

All students can borrow up to 6 books at a time. Books may be kept for a maximum of fourteen days. A fine of Rp. 5.000.00 a day will be charged for overdue books. Magazines and newspapers may not be brought home. The use of a card belonging to another person is not permitted.

1. How long can students borrow books?
   A. One week
   B. Two month
   C. Three months
   D. Four weeks

2. What will happen if the students are late to return the books ?
   A. They will not be permitted to borrow again
   B. The librarian will be angry

C. They must make a new card
D. They should pay the fine

Text 2. Read carefully and answer the questions from number 3-5.

Jl. Kartini 56, Karanganyar
April 25th, 2008

Dear Susi,

It will be great pleasure to meet you on our holiday next week. I'll tell you where I'm going to take you. I'm going to take to "Grojogan Sewu".It's beautiful waterfall, about kms from my house.

We can go there in my father's car. Then we'll have to walk about ten minutes to reach the waterfall. It's really beautiful. The water is crystal clear and very cold.

Believe me, you will love it and don't worry. I'll take you the other interesting places too.

See you.

Yours truly,
Sari

3. When will the writer have a holiday?
   A. Next week
   B. April 25th, 2008
   C. Next holiday
   D. Next year

4. How will they reach the waterfall?
   A. By motorcycle
   B. By car
   C. On foot
   D. By bus

5. Which of the following statements is not true about the writer?
   - A. She is Susi’s aunt.
   - B. She is Susi’s friend.
   - C. The writer wants to show interesting places.
   - D. The writer lives at Jl. Kartini, Karanganyar.

Text 3. Read carefully and answer the questions from number 6-7.

My hometown is Makasar, the capital of South Sulawesi.

It is one of the most attractive cities in Indonesia because it is right on the water’s edge. We can see a magnificent view and many picturesque island from promenade at the city’s Losari beach. Additionally, on Losari beach we can also eat and enjoy the traditional food of Makasar, such as “pisang epe” while we watch the sun go down in a ball of flaming red and orange.It is a magical place to be in the cool of the evening with the fresh smell of the ocean air and spicy aroma of delicious meals cooking in carts around.

6. What can attract us in Makasar mostly?
   - A. The water’s edge
   - B. Magnificent view and picturesque island
   - C. Delicious meals
   - D. Carts in everywhere

7. Which statements is true based on the text?
   - A. We can find traditional food in supermarket.
   - B. Losari beach is cool every time.
   - C. Makasar is right on the water’s edge
   - D. We find delicious meal cooking all around

Text 4. Read carefully and answer the questions from number 8-10.

Semarang, August 5th 2008

Dear, Ayu

Please come to my thirteenth birthday party on Sunday, August 10th 2008 at 7 p.m in my house.

I'll be happier if aunt Lina and uncle Herman come, too

Thanks for coming.

Love

Windy

8. What year was Windy born?
   A. 1992
   B. 1993
   C. 1994
   D. 1995

9. Windy hoped that Ayu …
   A. Brought a present
   B. Atended the party
   C. Wore new dress
   D. Saw the party

10. The party was held in …
    A. In the morning
    B. In the afternoon
    C. In the evening
    D. In the mid night

Rubric

1. Total ofScore maximal: 10
2. Score maximal : 100
3. Student’s score : $\frac{\text{score}}{\text{Score maximal}} \times 100$

Key answer

1. B
2. D
3. A
4. C
5. A
6. A
7. C
8. D
9. B
10. C

Post Test Instrument for Reading Comprehension

Direction:

1. **Write your identity in the answer sheet first.**
2. **You may not open the dictionary.**
3. **You have to do this test individually.**
4. **Read the text carefully.**
5. **If you have finished, submit your answer sheet with the question paper.**
6. **Correct your answer before you submit it to the teacher.**

Choose the best answer by crossing (X) a, b, c or d in answer sheet based on the text below.

Text 1. Read carefully and answer the questions from number 1-5.

SALE
CASSANOVA'S ANNUAL SALE
This week only
SAVE 25%
Men's and women's clothing
Shoes, coats and sweaters, swimwears, jeans.
Jewelry: watches, rings, earrings, necklaces
SAVE 40%
Furniture: leather sofas, dining tables and chairs, bookcases.
Luggage: bags and briefcases

1. Who is the writer of the advertisement?
   A. Cassanova's customer
   B. Cassanova's reader
   C. Cassanova's owner
   D. Cassanova's workers

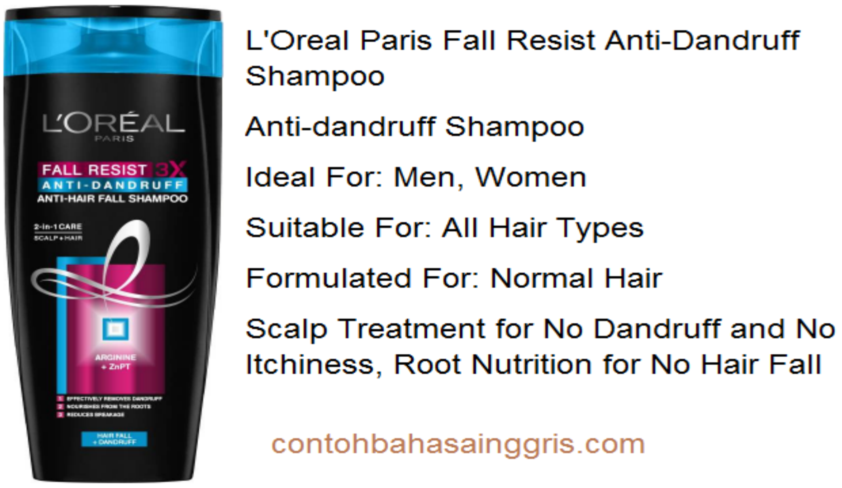
A. What is the purpose of the text above ? To guide people to go to Cassanova
B. To persuade people to buy things in Cassanova
C. To inform people about things sold in Cassanova
D. To ask people things in Cassanova

2. What kind of advertisement is it?
A. a shopping advertisement
B. a job vacancy advertisement
C. a franchise advertisement
D. an entertainment advertisement

3. How long is the sale?
A. five days
B. six days
C. seven days
D. eight days

5. What goods get 25% off?
A. Bags and briefcases
B. Bookcase and chairs
C. Dining tables and leather sofas
D. Necklaces and watches

Text 1. Read carefully and answer the questions from number 6-7.


L'ORÉAL PARIS
FALL RESIST 3X
ANTI-DANDRUFF
ANTI-HAIR FALL SHAMPOO
2-in-1 CARE SCALP + HAIR
ARGININE + ZnPT
HAIR FALL + DANDRUFF

L'Oreal Paris Fall Resist Anti-Dandruff Shampoo

Anti-dandruff Shampoo

Ideal For: Men, Women

Suitable For: All Hair Types

Formulated For: Normal Hair

Scalp Treatment for No Dandruff and No Itchiness, Root Nutrition for No Hair Fall

contohbahasainggris.com

6. What is the advantages of the new product?
    A. Damage repair shampo
    B. Anti-dandrufff shampo
    C. Hair fall treathment
    D. Make long hair

7. Who is the ideal wear L'Oreal shampoo ?
    A. Man
    B. Women
    C. Man and women
    D. Children

Text 1. Read carefully and answer the questions from number 8-10.

HOLIDAY ATTRACTIONS THE ROYAL CIRCUS
OF INDIA NEW PERFORMING AT TAMAN PELANGI
(at the open field near the Prawn Restaurant)
Daily shows : 4.00 p.m., 5.30 p.m. 7.00 p.m., 8.30 p.m. (Mondays to Saturdays)
Sunday and Public Holidays :
Special extra show at 10.00 a.m. and 2.00 p.m.
Opening : 1 December 2009 at 8.30 p.m.
Last Day : 31 December 2009
Tickets : Adult Rp 100.000,00; Rp 75.000,00; Rp50.000,00
Children (7-12) Rp 40,000,00 Below 7 years free
HURRY-THIS IS YOUR CHANCE OF A LIFE TIME!!

8. The social function of the text above is ....
    a. To describe about the prices of the tickets
    b. To give information the holiday attractions are from India
    c. To entertain people by enjoying the circus
    d. To attract people to come to the circus

9. Which statement incorrect based on the text?
    a. The circus show will last for a month
    b. There are no morning shows in daily shows
    c. The least expensive ticket for adult is Rp 50.000,00
    d. The seven years old children can see the circus without paying

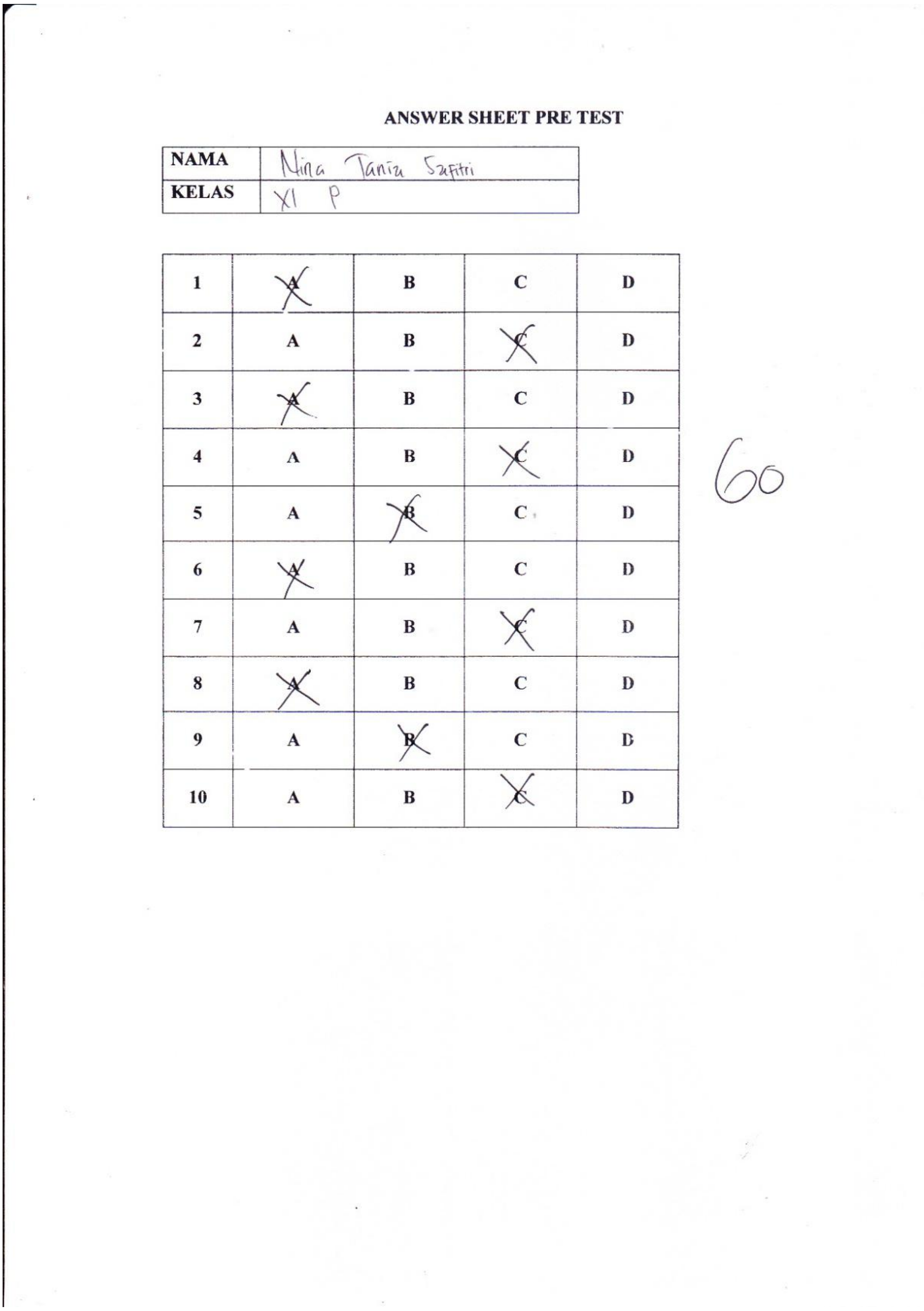
10. Where will the circus show?
    a. in the field
    b. in a hall near Prawn restaurant
    c. in the hotel
    d. in the playground

Rubric

4. Total ofScore maximal: 10
5. Score maximal : 100
6. Student’s score : $\frac{\text{score}}{\text{Score maximal}} \times 100$

Key answer

11. D
12. B
13. A
14. C
15. D
16. B
17. C
18. D
19. A
20. A

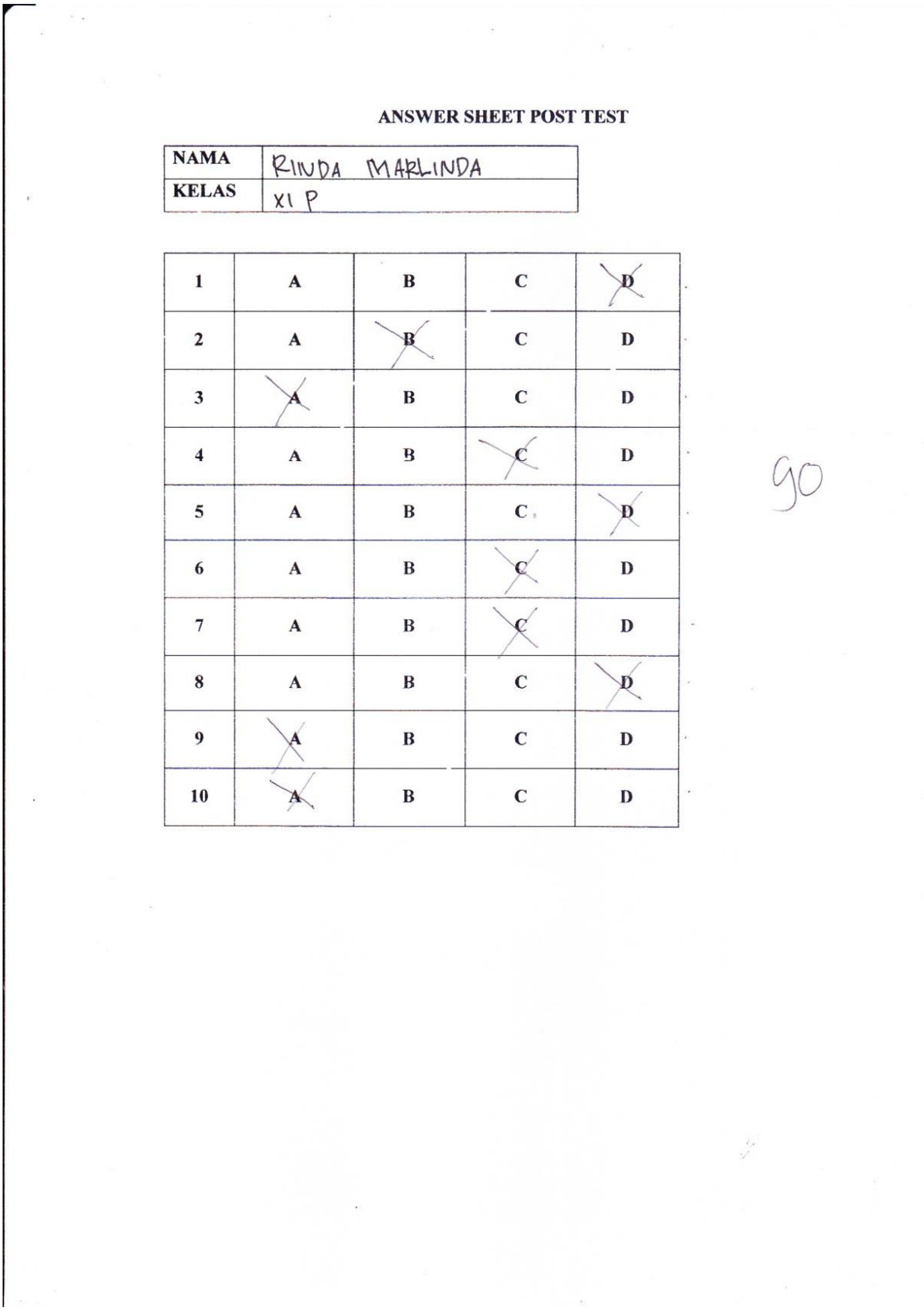


ANSWER SHEET PRE TEST

NAMA	Nina Tania Safitri
KELAS	XI P

1	[✓ A]	B	C	D
2	A	B	[✓ C]	D
3	[✓ A]	B	C	D
4	A	B	[✓ C]	D
5	A	[✓ B]	C	D
6	[✓ A]	B	C	D
7	A	B	[✓ C]	D
8	[✓ A]	B	C	D
9	A	[✓ B]	C	D
10	A	B	[✓ C]	D

60

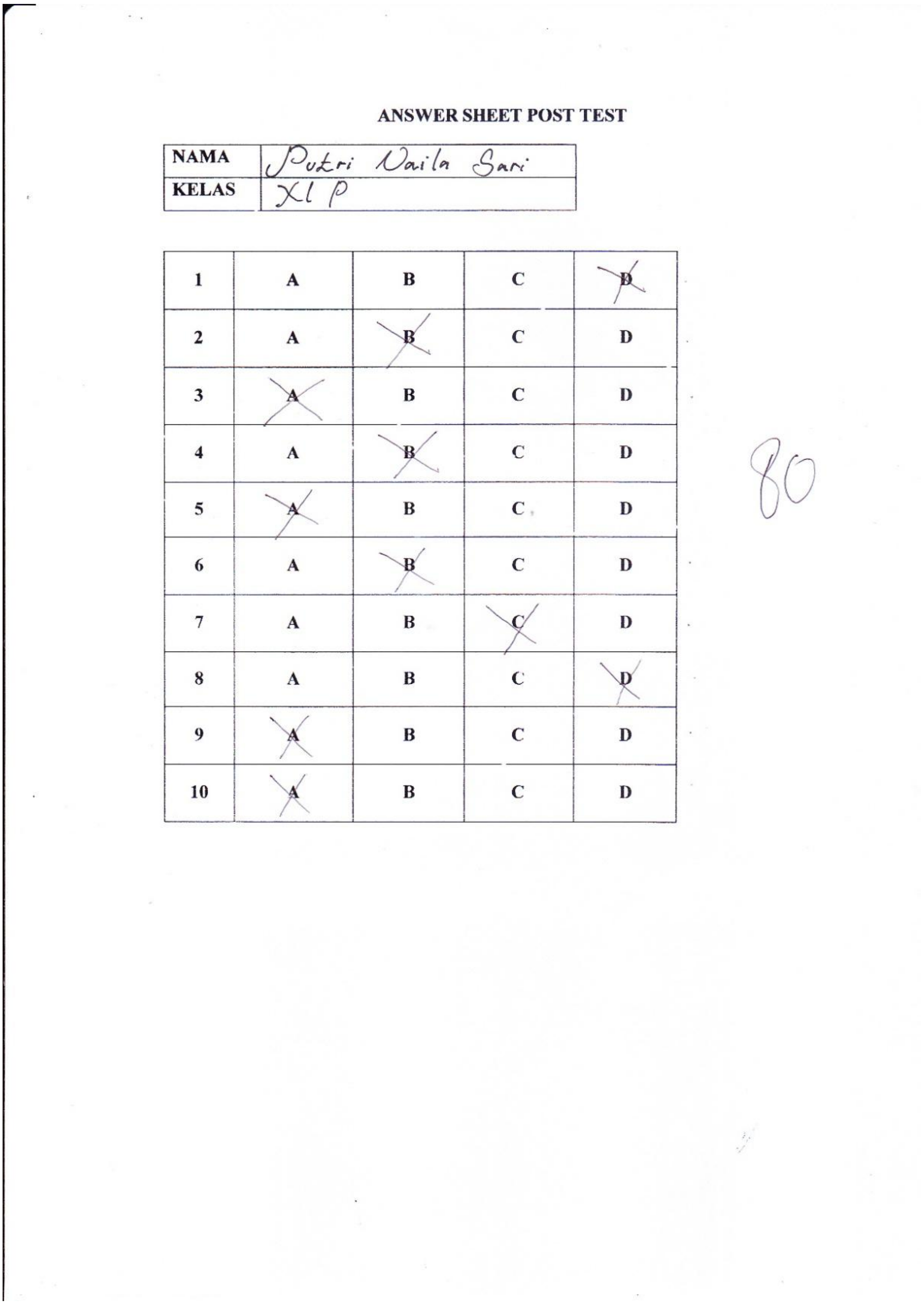


ANSWER SHEET POST TEST

NAMA	RINDA MARLINDA
KELAS	XI P

1	**A**	**B**	**C**	[✓ **D**]
2	**A**	[✓ **B**]	**C**	**D**
3	[✓ **A**]	**B**	**C**	**D**
4	**A**	**B**	[✓ **C**]	**D**
5	**A**	**B**	**C**	[✓ **D**]
6	**A**	**B**	[✓ **C**]	**D**
7	**A**	**B**	[✓ **C**]	**D**
8	**A**	**B**	**C**	[✓ **D**]
9	[✓ **A**]	**B**	**C**	**D**
10	[✓ **A**]	**B**	**C**	**D**

90



ANSWER SHEET POST TEST

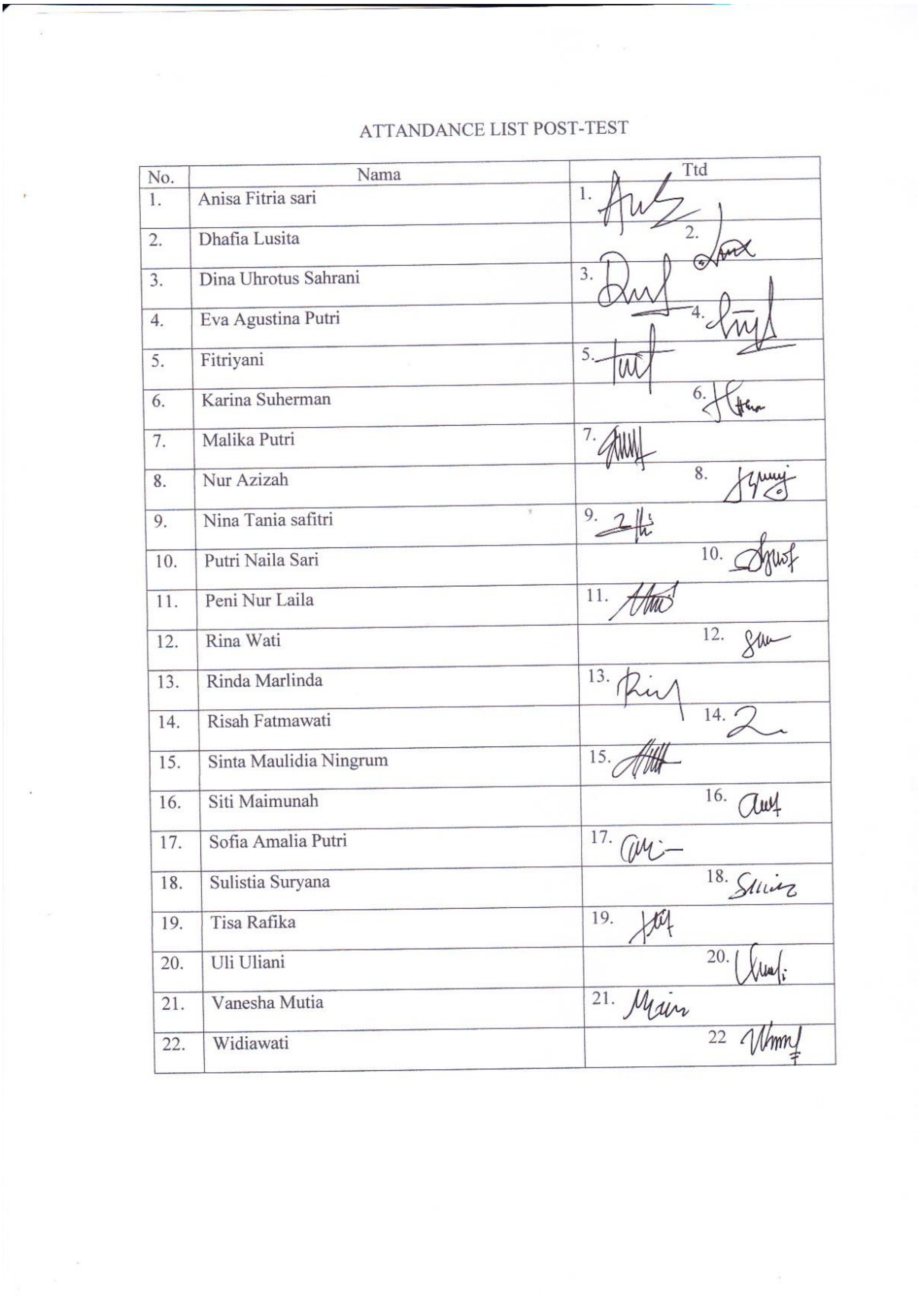
NAMA	Putri Naila Sari
KELAS	XI P

1	**A**	**B**	**C**	[✓ **D**]
2	**A**	[✓ **B**]	**C**	**D**
3	[✓ **A**]	**B**	**C**	**D**
4	**A**	[✓ **B**]	**C**	**D**
5	[✓ **A**]	**B**	**C**	**D**
6	**A**	[✓ **B**]	**C**	**D**
7	**A**	**B**	[✓ **C**]	**D**
8	**A**	**B**	**C**	[✓ **D**]
9	[✓ **A**]	**B**	**C**	**D**
10	[✓ **A**]	**B**	**C**	**D**

80

ATTANDANCE LIST PRE-TEST

No.	Nama	Ttd
1.	Anisa Fitria sari	1.
2.	Dhafia Lusita	2.
3.	Dina Uhrotus Sahrani	3.
4.	Eva Agustina Putri	4.
5.	Fitriyani	5.
6.	Karina Suherman	6.
7.	Malika Putri	7.
8.	Nur Azizah	8.
9.	Nina Tania safitri	9.
10.	Putri Naila Sari	10.
11.	Peni Nur Laila	11.
12.	Rina Wati	12.
13.	Rinda Marlinda	13.
14.	Risah Fatmawati	14.
15.	Sinta Maulidia Ningrum	15.
16.	Siti Maimunah	16.
17.	Sofia Amalia Putri	17.
18.	Sulistia Suryana	18.
19.	Tisa Rafika	19.
20.	Uli Uliani	20.
21.	Vanesha Mutia	21.
22.	Widiawati	22



ATTENDANCE LIST POST-TEST

No.	Nama	Td
1.	Anisa Fitria sari	1.
2.	Dhafia Lusita	2.
3.	Dina Uhrotus Sahrani	3.
4.	Eva Agustina Putri	4.
5.	Fitriyani	5.
6.	Karina Suherman	6.
7.	Malika Putri	7.
8.	Nur Azizah	8.
9.	Nina Tania safitri	9.
10.	Putri Naila Sari	10.
11.	Peni Nur Laila	11.
12.	Rina Wati	12.
13.	Rinda Marlinda	13.
14.	Risah Fatmawati	14.
15.	Sinta Maulidia Ningrum	15.
16.	Siti Maimunah	16.
17.	Sofia Amalia Putri	17.
18.	Sulistia Suryana	18.
19.	Tisa Rafika	19.
20.	Uli Uliani	20.
21.	Vanesha Mutia	21.
22.	Widiawati	22

The List of the Teachers and Official Employees in SMK 2 Ganesa Sekampung

No	Name	Sex	Course Study
1	Krisdianto, S.Kom	Male	Computer
2	Guntoro, S.Pd	Male	Indonesian
3	Muhammad Nurhuda, S.Pd	Male	Social
4	Sriyati, SE	Female	Accountancy
5	Nita Yuliana, S.Pd	Female	Accountancy
6	Pandu Susiawan, SE	Male	Accountancy
7	Masri Anggo Santoso, A.Md	Male	Nationality
8	Muhamad Yasin, S.Ag	Male	Islamic
9	Desi Ari Widayanti, S.Pd	Female	Math
10	Belli Astuti, S.Pd	Female	Social
11	Agus Iswanto, M.Pd	Male	Management
12	Muhammad Tamrin, S.Pd.I	Male	Islamic
13	Drs. L.Supriono	Male	Indonesian
15	Luk Krisdiyanto, S.Pd	Male	Sport
16	Sukadi, S.Pd	Male	Sport
17	Muhammad Ridho HS, S.Pd	Male	Art
18	Ratmini, M.Pd	Female	English
19	Esti Rahayu, S.Pd.I	Female	English
20	Lina Setiawati, S.Pd.I	Female	English
21	Drs. Mijiono	Female	Nationality
22	Andri Widiyanto, S.Pd	Male	Computer
23	Yeni SusandariI, SE	Female	Management

Source: Documentation of SMK 2 Ganesa Sekampung

TABLE OF T-TEST

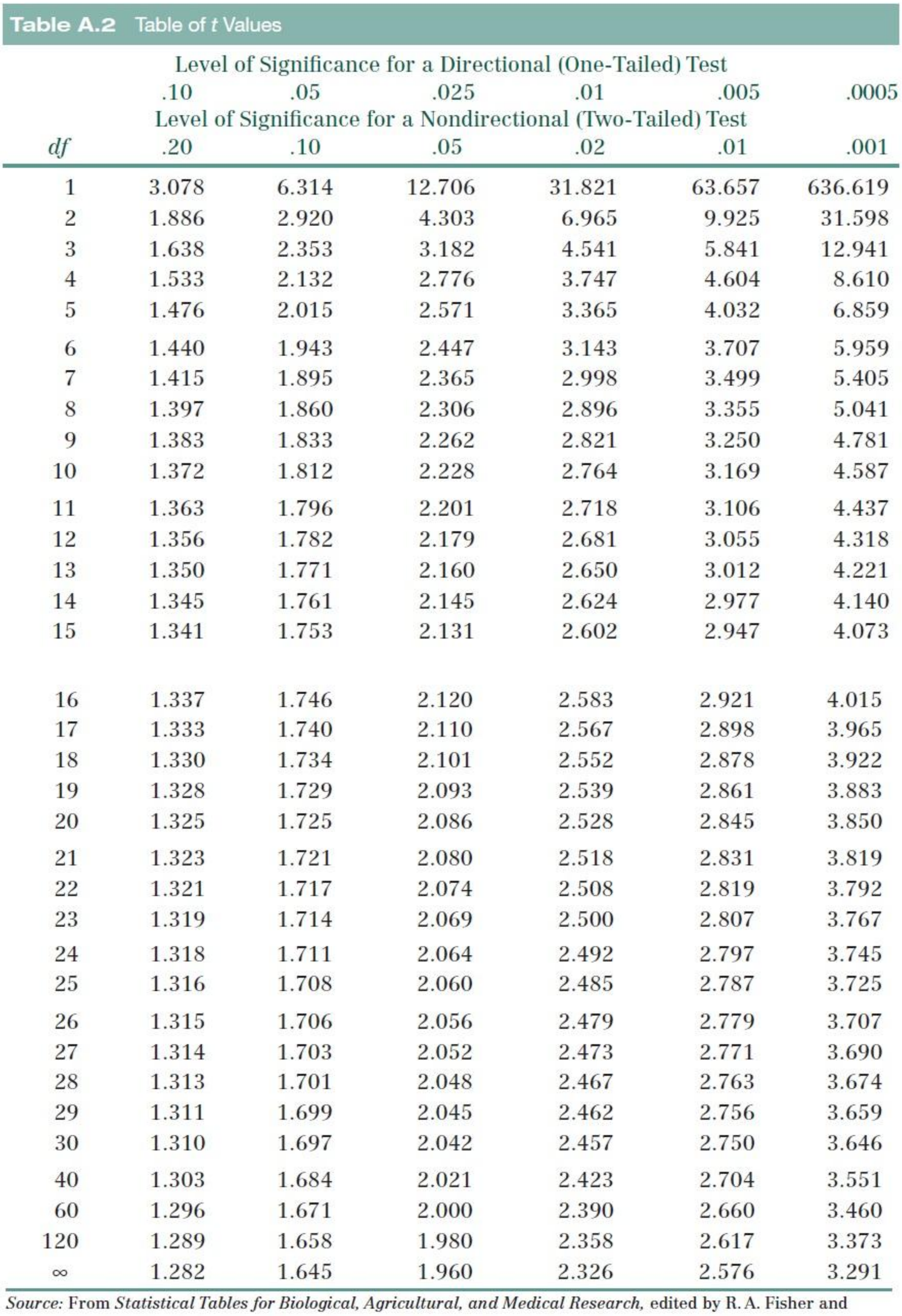


Table A.2 Table of *t* Values

	Level of Significance for a Directional (One-Tailed) Test					
	.10	.05	.025	.01	.005	.0005
	Level of Significance for a Nondirectional (Two-Tailed) Test					
df	.20	.10	.05	.02	.01	.001
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.886	2.920	4.303	6.965	9.925	31.598
3	1.638	2.353	3.182	4.541	5.841	12.941
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.859
6	1.440	1.943	2.447	3.143	3.707	5.959
7	1.415	1.895	2.365	2.998	3.499	5.405
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.602	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.508	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.052	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.045	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.303	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2.000	2.390	2.660	3.460
120	1.289	1.658	1.980	2.358	2.617	3.373
∞	1.282	1.645	1.960	2.326	2.576	3.291

Source: From *Statistical Tables for Biological, Agricultural, and Medical Research,* edited by R. A. Fisher and

TABLE OF CHI-SQUARE

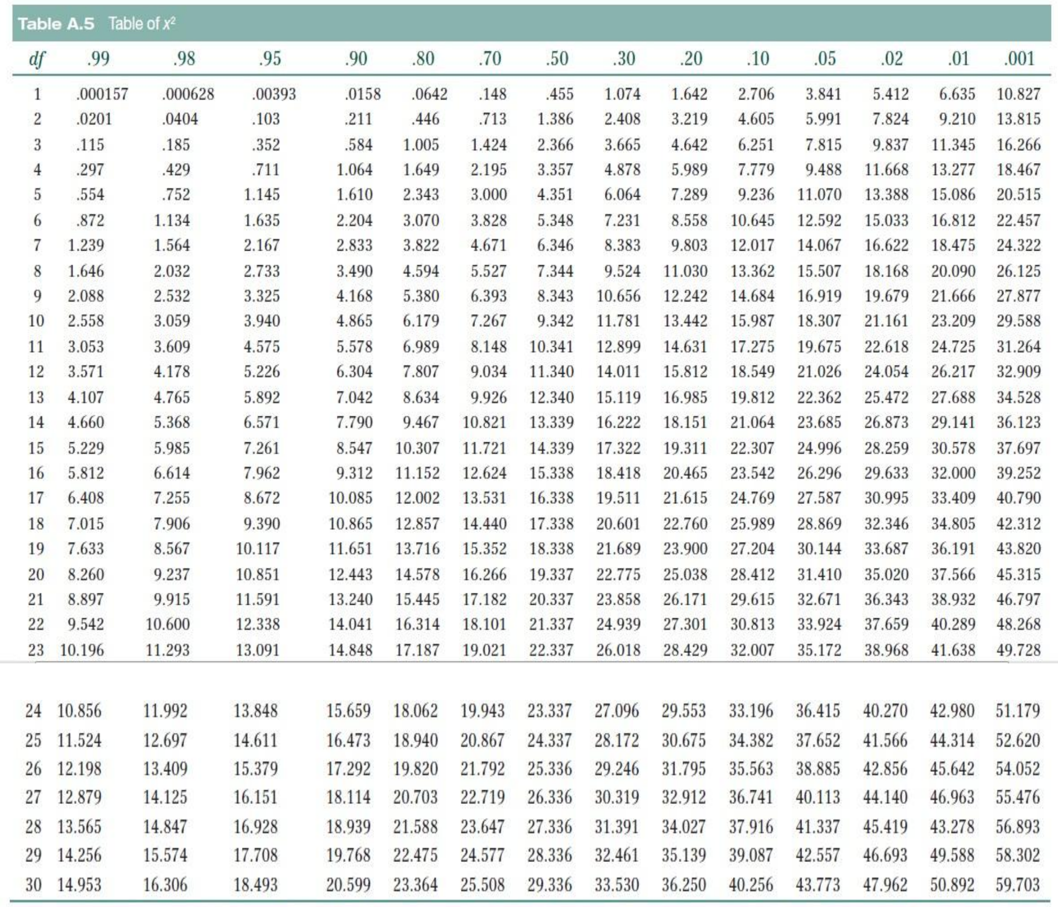
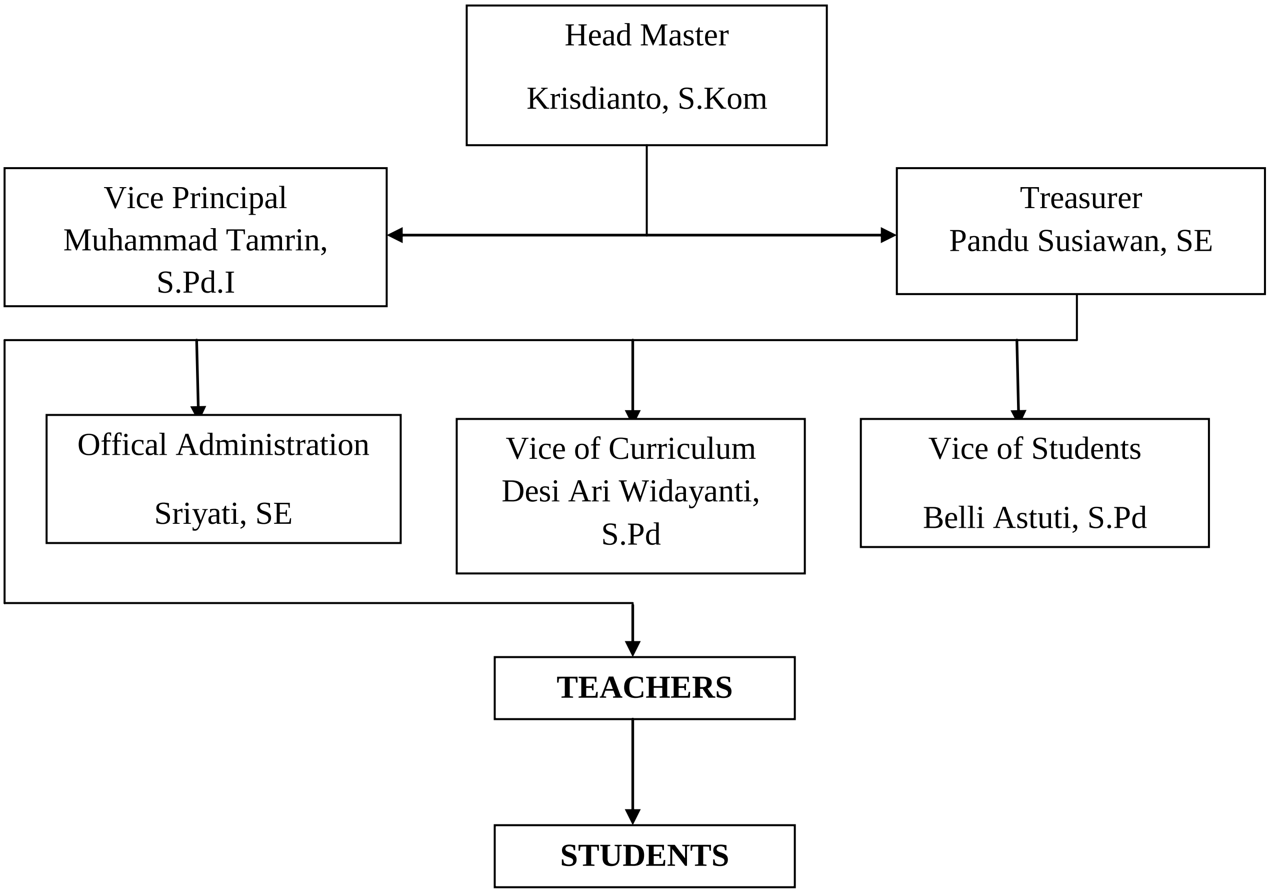


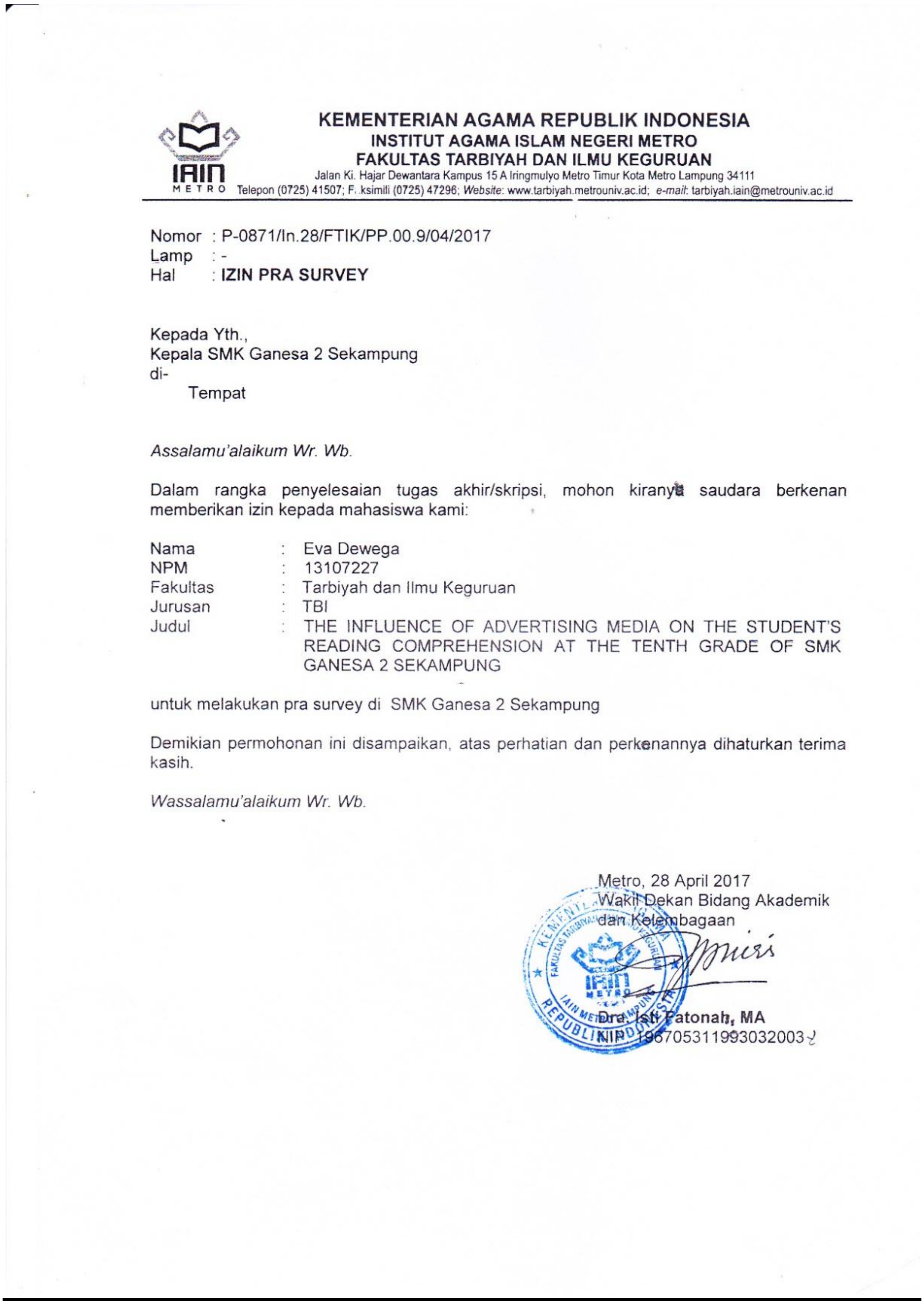
Table A.5 Table of x^2

df	.99	.98	.95	.90	.80	.70	.50	.30	.20	.10	.05	.02	.01	.001
1	.000157	.000628	.00393	.0158	.0642	.148	.455	1.074	1.642	2.706	3.841	5.412	6.635	10.827
2	.0201	.0404	.103	.211	.446	.713	1.386	2.408	3.219	4.605	5.991	7.824	9.210	13.815
3	.115	.185	.352	.584	1.005	1.424	2.366	3.665	4.642	6.251	7.815	9.837	11.345	16.266
4	.297	.429	.711	1.064	1.649	2.195	3.357	4.878	5.989	7.779	9.488	11.668	13.277	18.467
5	.554	.752	1.145	1.610	2.343	3.000	4.351	6.064	7.289	9.236	11.070	13.388	15.086	20.515
6	.872	1.134	1.635	2.204	3.070	3.828	5.348	7.231	8.558	10.645	12.592	15.033	16.812	22.457
7	1.239	1.564	2.167	2.833	3.822	4.671	6.346	8.383	9.803	12.017	14.067	16.622	18.475	24.322
8	1.646	2.032	2.733	3.490	4.594	5.527	7.344	9.524	11.030	13.362	15.507	18.168	20.090	26.125
9	2.088	2.532	3.325	4.168	5.380	6.393	8.343	10.656	12.242	14.684	16.919	19.679	21.666	27.877
10	2.558	3.059	3.940	4.865	6.179	7.267	9.342	11.781	13.442	15.987	18.307	21.161	23.209	29.588
11	3.053	3.609	4.575	5.578	6.989	8.148	10.341	12.899	14.631	17.275	19.675	22.618	24.725	31.264
12	3.571	4.178	5.226	6.304	7.807	9.034	11.340	14.011	15.812	18.549	21.026	24.054	26.217	32.909
13	4.107	4.765	5.892	7.042	8.634	9.926	12.340	15.119	16.985	19.812	22.362	25.472	27.688	34.528
14	4.660	5.368	6.571	7.790	9.467	10.821	13.339	16.222	18.151	21.064	23.685	26.873	29.141	36.123
15	5.229	5.985	7.261	8.547	10.307	11.721	14.339	17.322	19.311	22.307	24.996	28.259	30.578	37.697
16	5.812	6.614	7.962	9.312	11.152	12.624	15.338	18.418	20.465	23.542	26.296	29.633	32.000	39.252
17	6.408	7.255	8.672	10.085	12.002	13.531	16.338	19.511	21.615	24.769	27.587	30.995	33.409	40.790
18	7.015	7.906	9.390	10.865	12.857	14.440	17.338	20.601	22.760	25.989	28.869	32.346	34.805	42.312
19	7.633	8.567	10.117	11.651	13.716	15.352	18.338	21.689	23.900	27.204	30.144	33.687	36.191	43.820
20	8.260	9.237	10.851	12.443	14.578	16.266	19.337	22.775	25.038	28.412	31.410	35.020	37.566	45.315
21	8.897	9.915	11.591	13.240	15.445	17.182	20.337	23.858	26.171	29.615	32.671	36.343	38.932	46.797
22	9.542	10.600	12.338	14.041	16.314	18.101	21.337	24.939	27.301	30.813	33.924	37.659	40.289	48.268
23	10.196	11.293	13.091	14.848	17.187	19.021	22.337	26.018	28.429	32.007	35.172	38.968	41.638	49.728
24	10.856	11.992	13.848	15.659	18.062	19.943	23.337	27.096	29.553	33.196	36.415	40.270	42.980	51.179
25	11.524	12.697	14.611	16.473	18.940	20.867	24.337	28.172	30.675	34.382	37.652	41.566	44.314	52.620
26	12.198	13.409	15.379	17.292	19.820	21.792	25.336	29.246	31.795	35.563	38.885	42.856	45.642	54.052
27	12.879	14.125	16.151	18.114	20.703	22.719	26.336	30.319	32.912	36.741	40.113	44.140	46.963	55.476
28	13.565	14.847	16.928	18.939	21.588	23.647	27.336	31.391	34.027	37.916	41.337	45.419	43.278	56.893
29	14.256	15.574	17.708	19.768	22.475	24.577	28.336	32.461	35.139	39.087	42.557	46.693	49.588	58.302
30	14.953	16.306	18.493	20.599	23.364	25.508	29.336	33.530	36.250	40.256	43.773	47.962	50.892	59.703

Source: From *Statistical Tables for Biological, Agricultural, and Medical Research,* edited by R. A. Fisher and F. Yates. Pearson Education Limited. Copyright © 1938 by Oliver and Boyd. Reproduced with permission of the publisher.

The Organization Structure of SMK 2 Ganesa Sekampung


Head Master
Krisdianto, S.Kom
Vice Principal
Muhammad Tamrin, S.Pd.I
Treasurer
Pandu Susiawan, SE
Offical Administration
Sriyati, SE
Vice of Curriculum
Desi Ari Widayanti, S.Pd
Vice of Students
Belli Astuti, S.Pd
TEACHERS
STUDENTS



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : P-0871/In.28/FTIK/PP.00.9/04/2017
Lamp : -
Hal : **IZIN PRA SURVEY**

Kepada Yth.,
Kepala SMK Ganesa 2 Sekampung
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	:	Eva Dewega
NPM	:	13107227
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	TBI
Judul	:	THE INFLUENCE OF ADVERTISING MEDIA ON THE STUDENT'S READING COMPREHENSION AT THE TENTH GRADE OF SMK GANESA 2 SEKAMPUNG

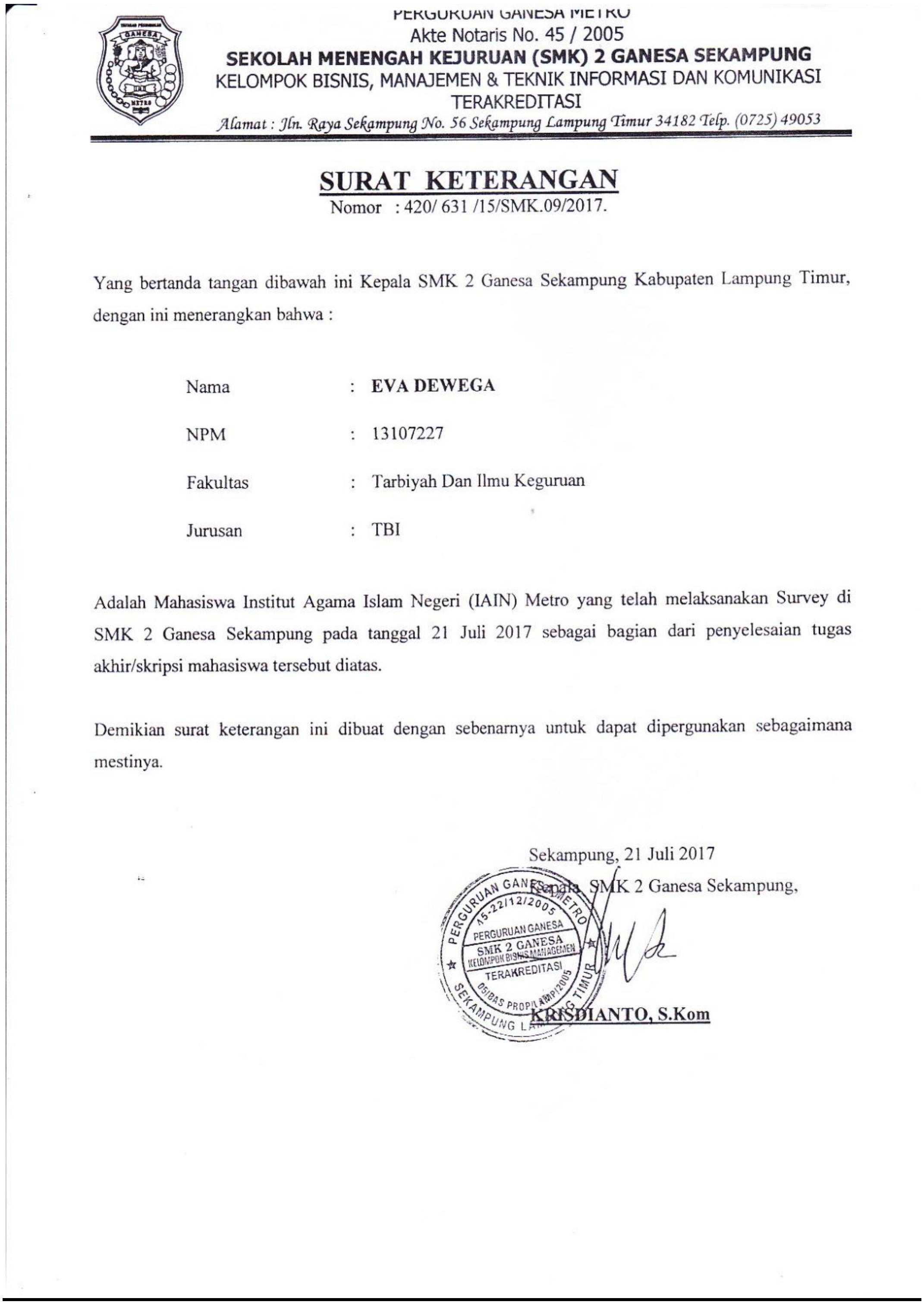
untuk melakukan pra survey di SMK Ganesa 2 Sekampung

Demikian permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 28 April 2017
Wakil Dekan Bidang Akademik
dan Kelembagaan

Dra. Isti Fatonah, MA
NIP 196705311993032003



PERGURUAN GANESA METRO
Akte Notaris No. 45 / 2005
SEKOLAH MENENGAH KEJURUAN (SMK) 2 GANESA SEKAMPUNG
KELOMPOK BISNIS, MANAJEMEN & TEKNIK INFORMASI DAN KOMUNIKASI
TERAKREDITASI
Alamat : Jln. Raya Sekampung No. 56 Sekampung Lampung Timur 34182 Telp. (0725) 49053

SURAT KETERANGAN

Nomor : 420/ 631 /15/SMK.09/2017.

Yang bertanda tangan dibawah ini Kepala SMK 2 Ganesa Sekampung Kabupaten Lampung Timur, dengan ini menerangkan bahwa :

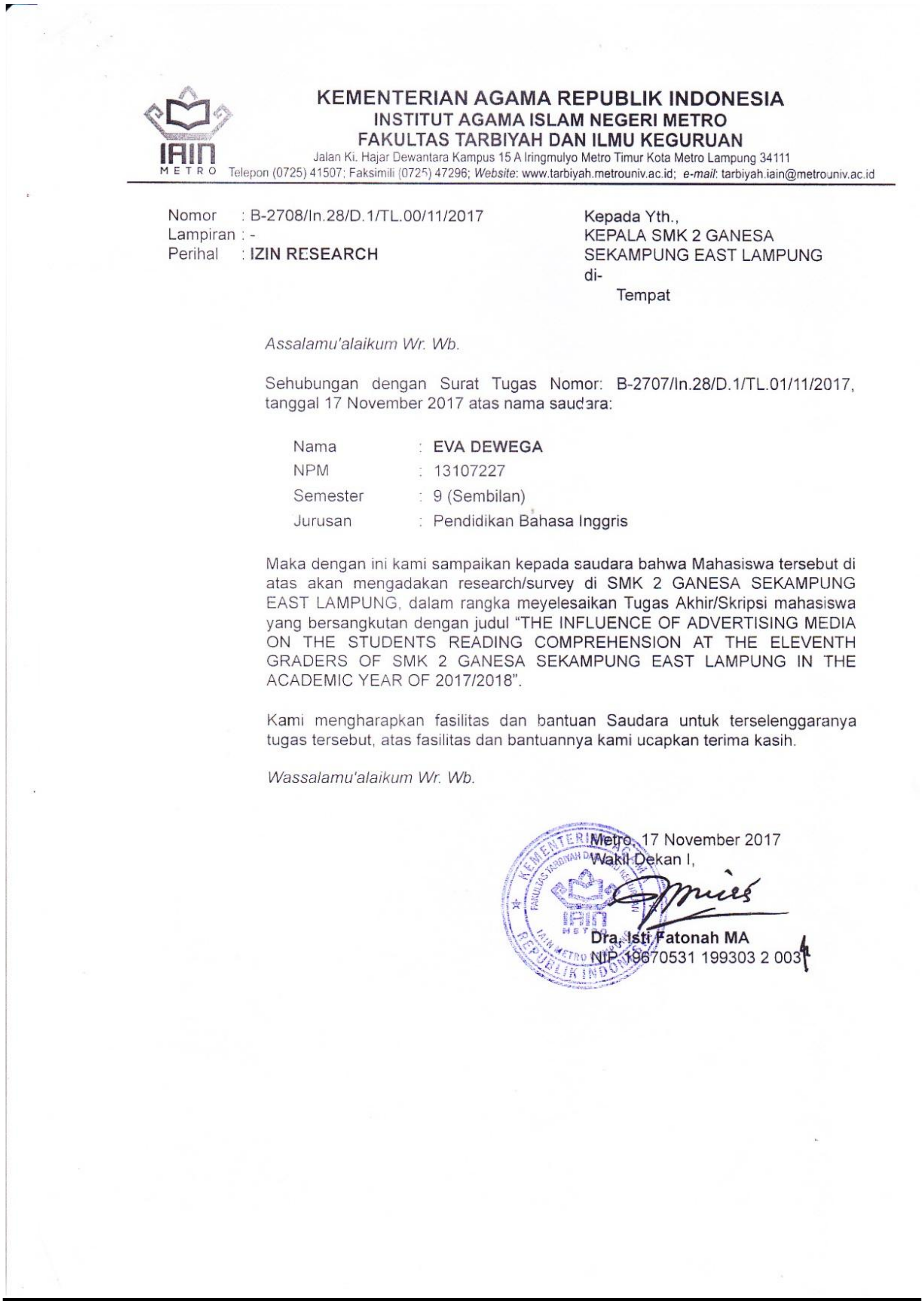
Nama	:	**EVA DEWEGA**
NPM	:	13107227
Fakultas	:	Tarbiyah Dan Ilmu Keguruan
Jurusan	:	TBI

Adalah Mahasiswa Institut Agama Islam Negeri (IAIN) Metro yang telah melaksanakan Survey di SMK 2 Ganesa Sekampung pada tanggal 21 Juli 2017 sebagai bagian dari penyelesaian tugas akhir/skripsi mahasiswa tersebut diatas.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Sekampung, 21 Juli 2017
Kepala SMK 2 Ganesa Sekampung,

KRISDIANTO, S.Kom



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-2708/In.28/D.1/TL.00/11/2017
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMK 2 GANESA
SEKAMPUNG EAST LAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2707/In.28/D.1/TL.01/11/2017, tanggal 17 November 2017 atas nama saudara:

Nama : **EVA DEWEGA**
NPM : 13107227
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

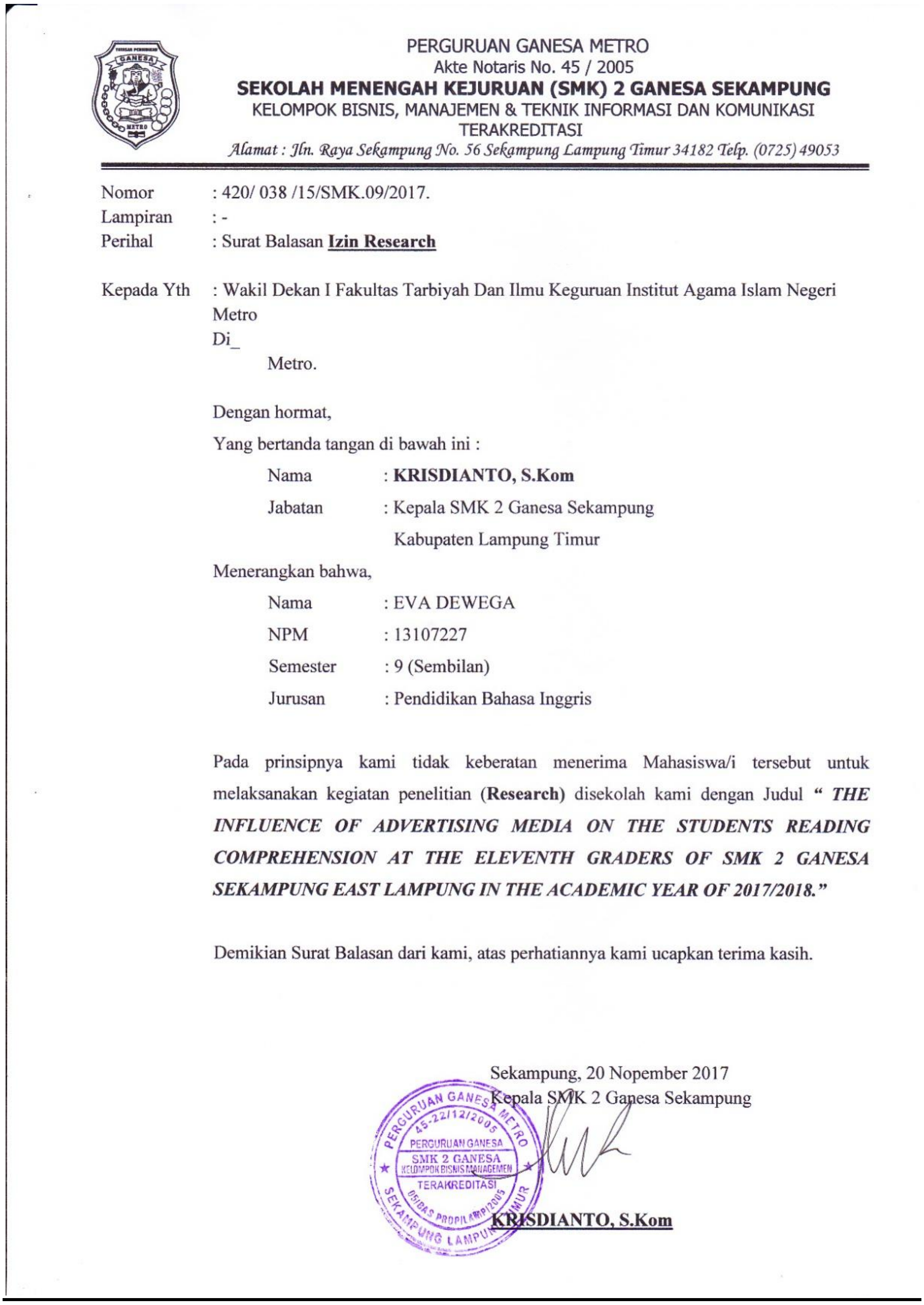
Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK 2 GANESA SEKAMPUNG EAST LAMPUNG, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF ADVERTISING MEDIA ON THE STUDENTS READING COMPREHENSION AT THE ELEVENTH GRADERS OF SMK 2 GANESA SEKAMPUNG EAST LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 17 November 2017
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



PERGURUAN GANESA METRO
Akte Notaris No. 45 / 2005
SEKOLAH MENENGAH KEJURUAN (SMK) 2 GANESA SEKAMPUNG
KELOMPOK BISNIS, MANAJEMEN & TEKNIK INFORMASI DAN KOMUNIKASI
TERAKREDITASI
Alamat : Jln. Raya Sekampung No. 56 Sekampung Lampung Timur 34182 Telp. (0725) 49053

Nomor : 420/ 038 /15/SMK.09/2017.
Lampiran : -
Perihal : Surat Balasan **Izin Research**

Kepada Yth : Wakil Dekan I Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri Metro
Di_
Metro.

Dengan hormat,

Yang bertanda tangan di bawah ini :

Nama : **KRISDIANTO, S.Kom**
Jabatan : Kepala SMK 2 Ganesa Sekampung
Kabupaten Lampung Timur

Menerangkan bahwa,

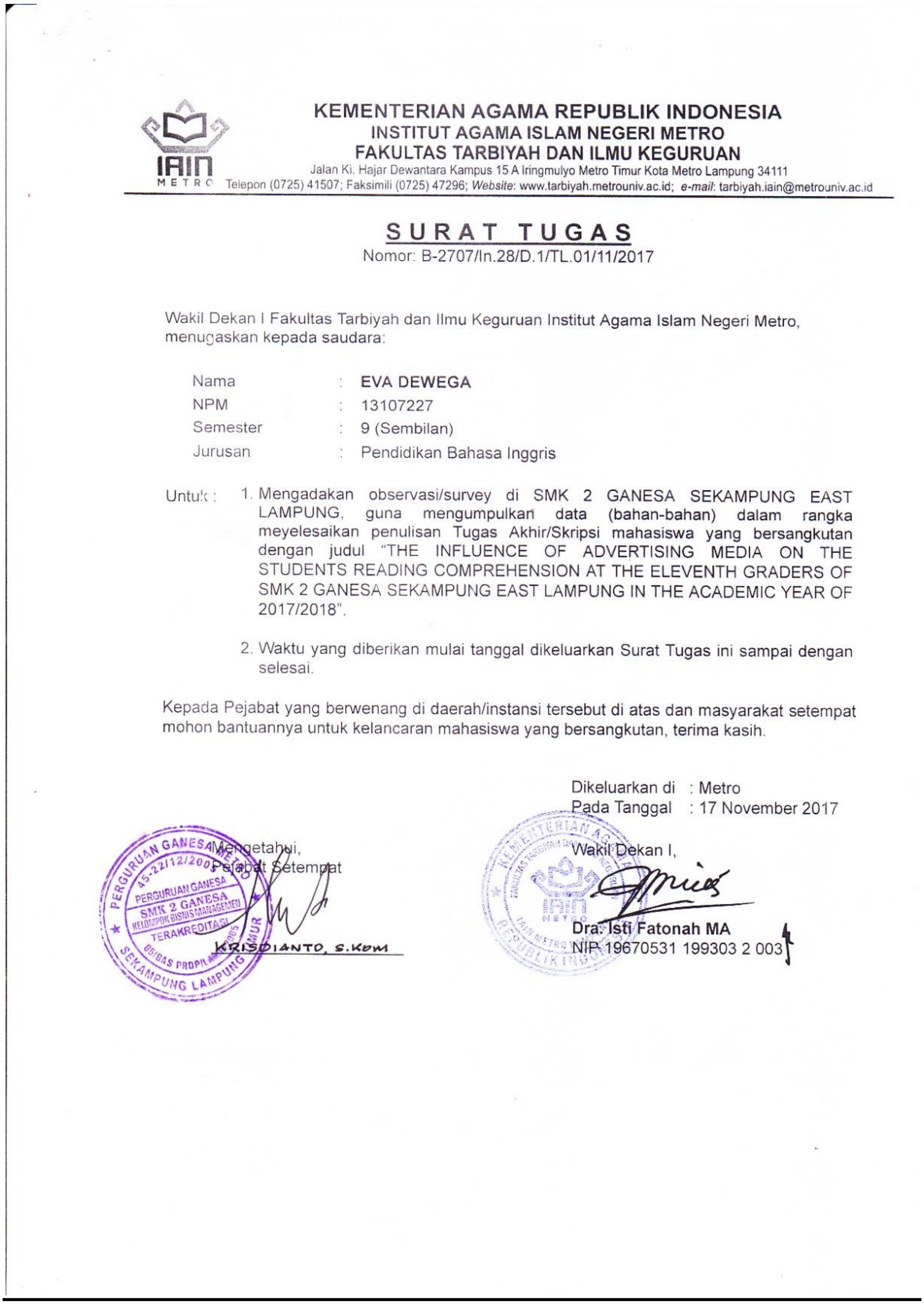
Nama : EVA DEWEGA
NPM : 13107227
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Pada prinsipnya kami tidak keberatan menerima Mahasiswa/i tersebut untuk melaksanakan kegiatan penelitian (**Research**) disekolah kami dengan Judul ***" THE INFLUENCE OF ADVERTISING MEDIA ON THE STUDENTS READING COMPREHENSION AT THE ELEVENTH GRADERS OF SMK 2 GANESA SEKAMPUNG EAST LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018."***

Demikian Surat Balasan dari kami, atas perhatiannya kami ucapkan terima kasih.

Sekampung, 20 Nopember 2017
Kepala SMK 2 Ganesa Sekampung

KRISDIANTO, S.Kom



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-2707/In.28/D.1/TL.01/11/2017

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **EVA DEWEGA**
NPM : 13107227
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMK 2 GANESA SEKAMPUNG EAST LAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF ADVERTISING MEDIA ON THE STUDENTS READING COMPREHENSION AT THE ELEVENTH GRADERS OF SMK 2 GANESA SEKAMPUNG EAST LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018".
2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 17 November 2017

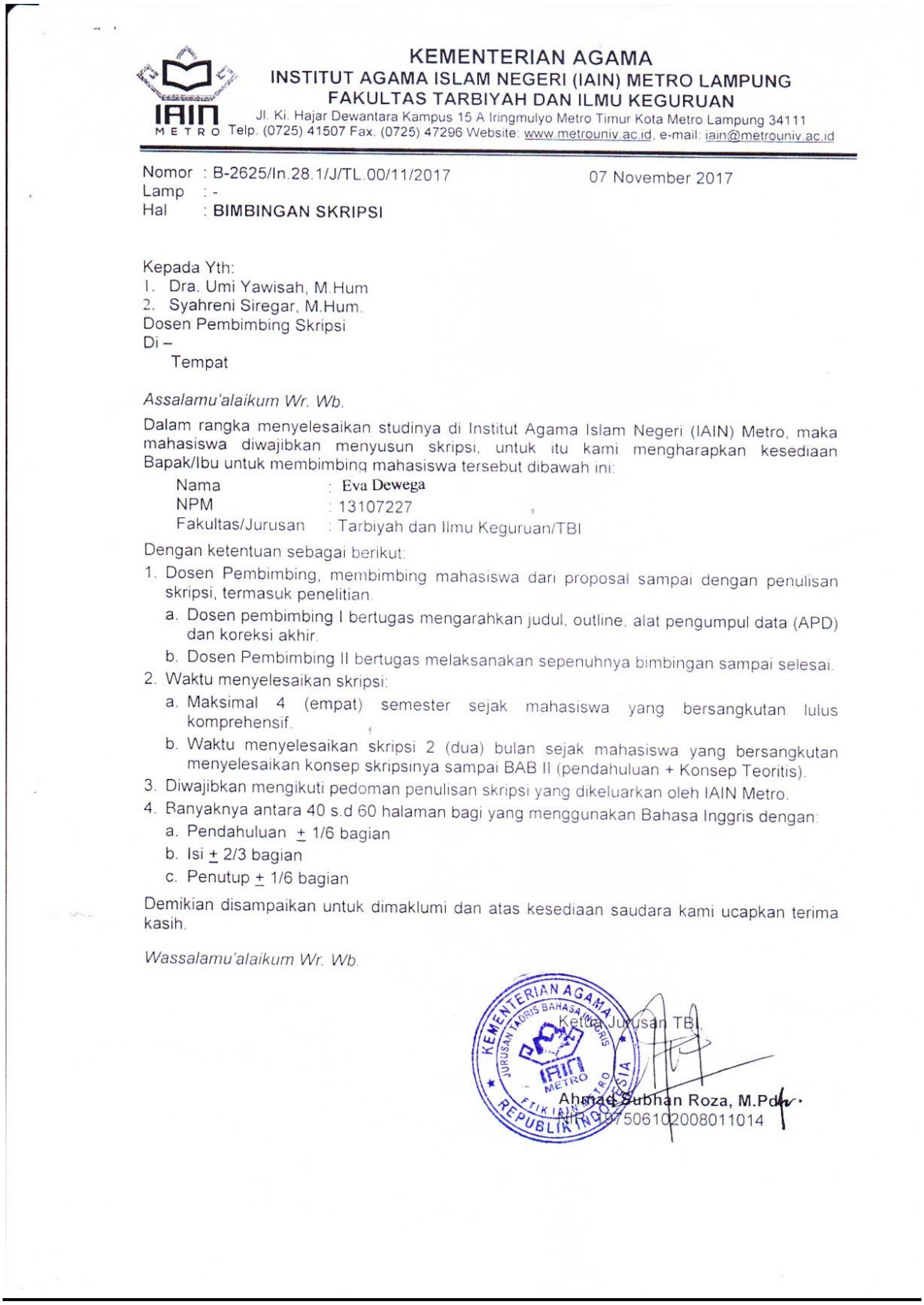
Mengetahui,
Pejabat Setempat

SMK 2 GANESA

KRISDIANTO, S.Kom

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : B-2625/In.28.1/J/TL.00/11/2017 07 November 2017
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Dra. Umi Yawisah, M.Hum
2. Syahreni Siregar, M.Hum.
Dosen Pembimbing Skripsi
Di –
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama : Eva Dewega
NPM : 13107227
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:

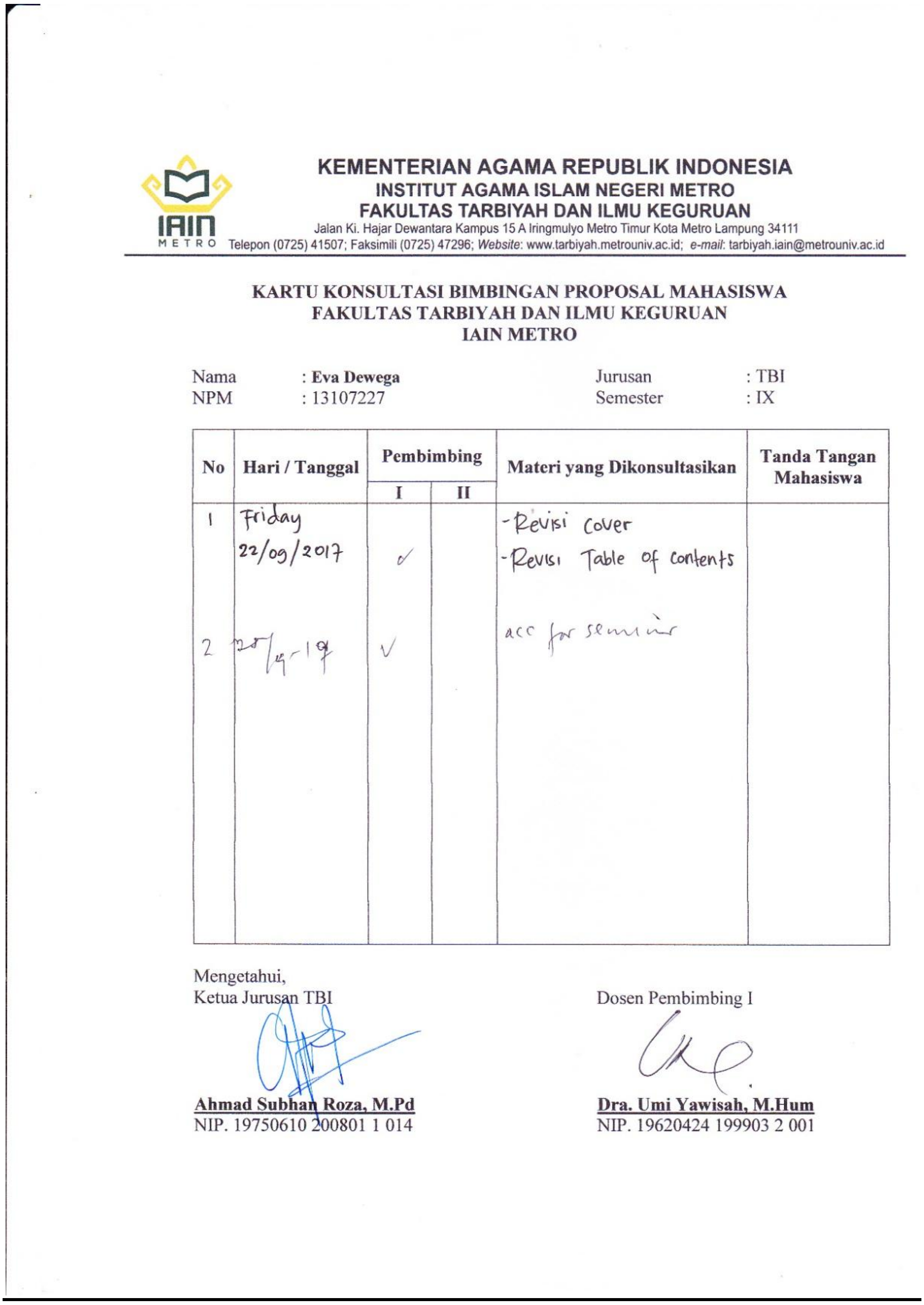
1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
    a. Dosen pembimbing I bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
    b. Dosen Pembimbing II bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
    a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
    b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
    a. Pendahuluan ± 1/6 bagian
    b. Isi ± 2/3 bagian
    c. Penutup ± 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

Ahmad Subhan Roza, M.Pd.
NIP 19750610 2008011014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : **Eva Dewega**
NPM : 13107227
Jurusan : TBI
Semester : IX

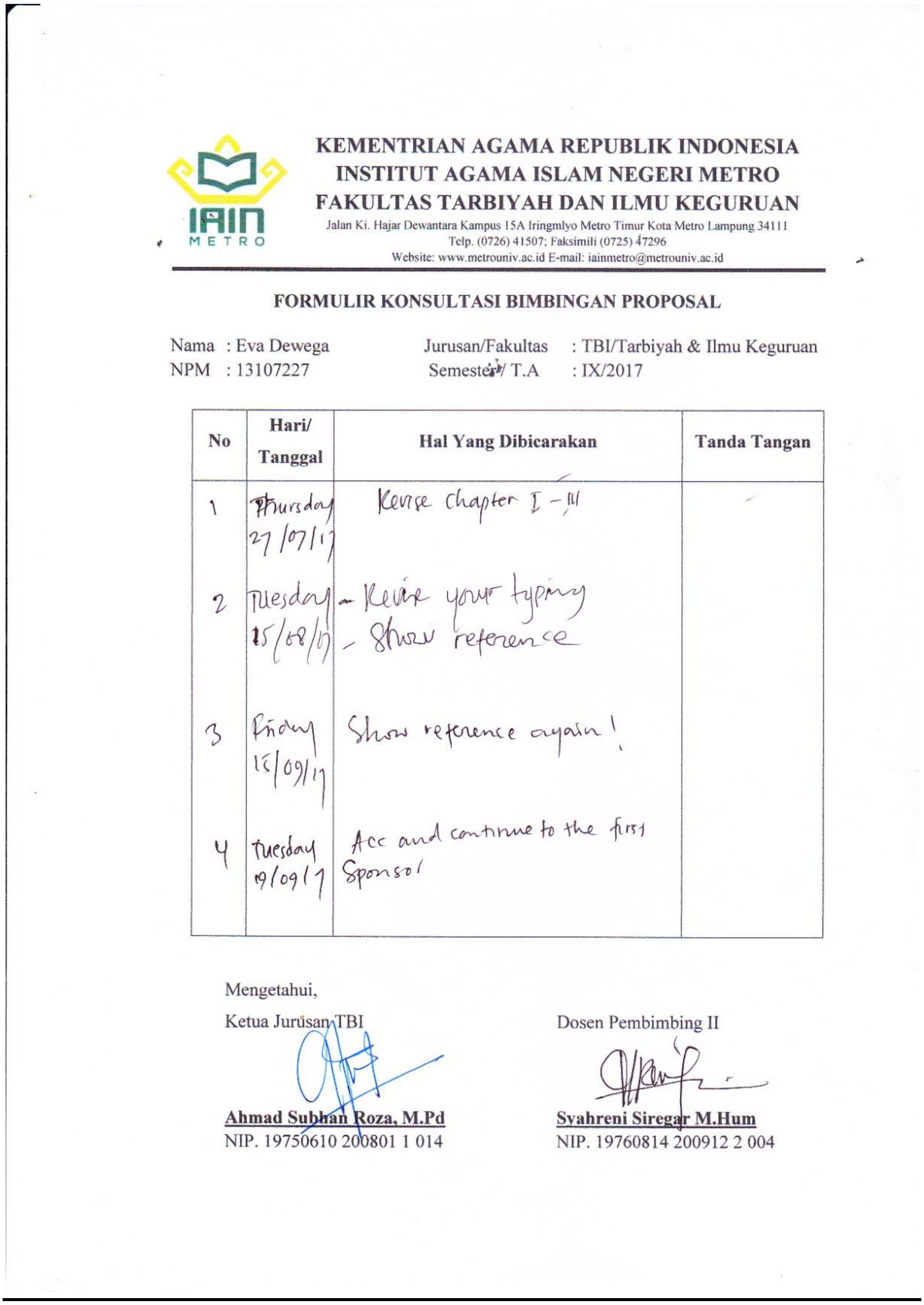
No	Hari / Tanggal	Pembimbing		Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Friday 22/09/2017	✓		-Revisi cover -Revisi Table of contents	
2	20/9-17	✓		acc for seminar	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmlyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Eva Dewega
NPM : 13107227
Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
Semester/ T.A : IX/2017

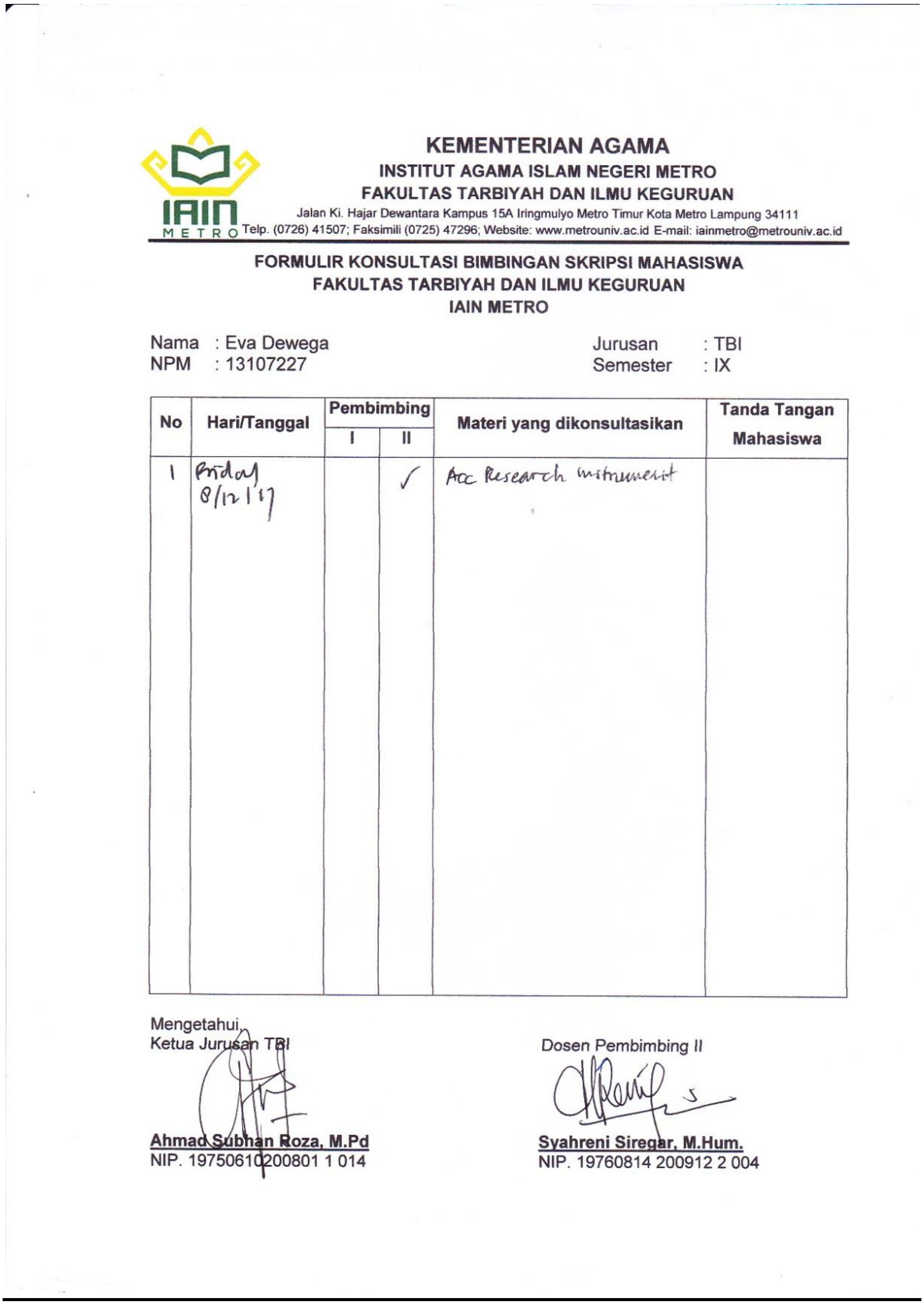
No	Hari/ Tanggal	Hal Yang Dibicarakan	Tanda Tangan
1	Thursday 27/07/17	Revise chapter I – III	
2	Tuesday 15/08/17	- Revise your typing - Show reference	
3	Friday 15/09/17	Show reference again!	
4	Tuesday 19/09/17	Acc and continue to the first Sponsor	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Syahreni Siregar M.Hum
NIP. 19760814 200912 2 004



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Eva Dewega
NPM : 13107227

Jurusan : TBI
Semester : IX

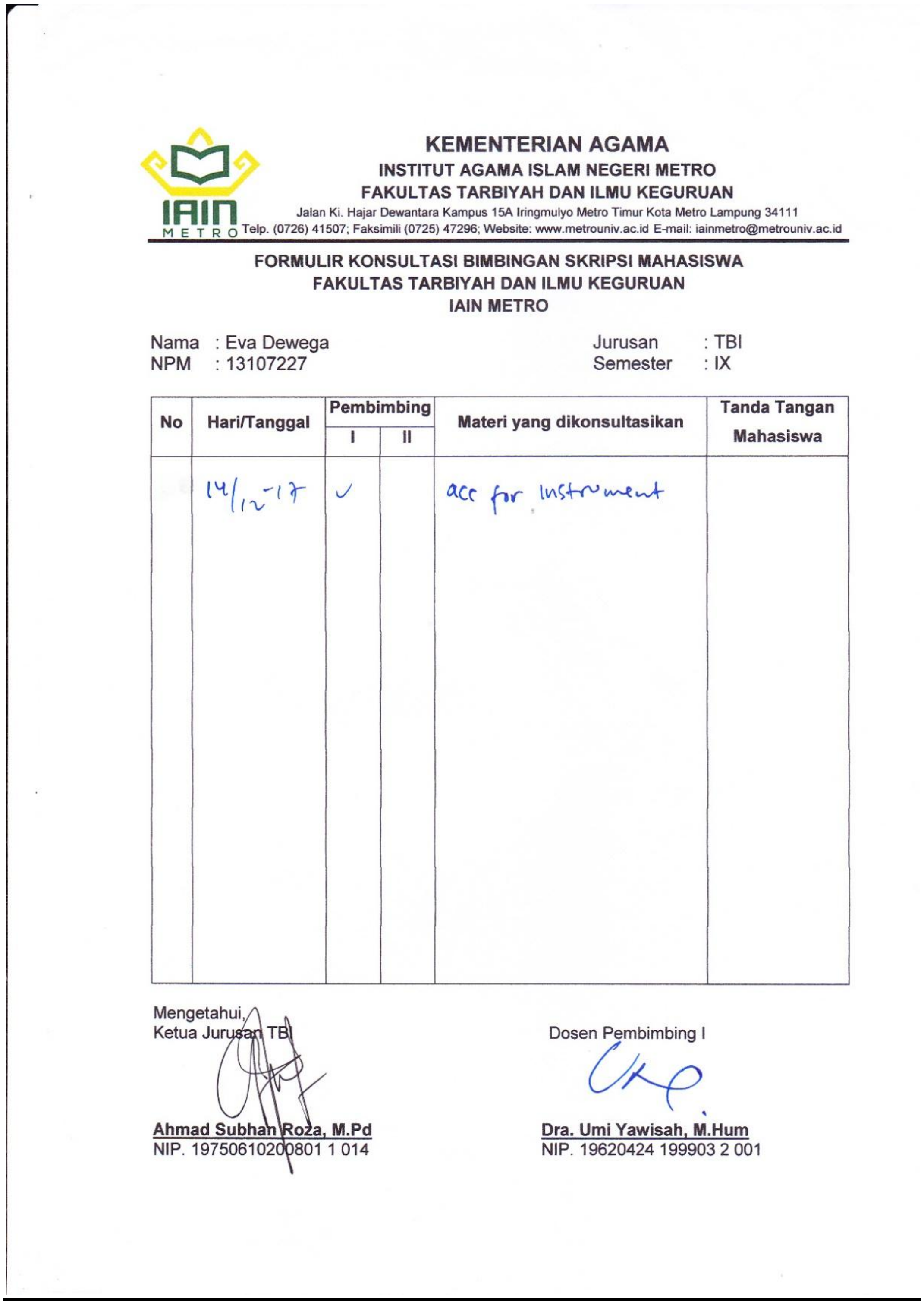
No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Friday 8/12/17		✓	Acc Research instrument	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Eva Dewega
NPM : 13107227
Jurusan : TBI
Semester : IX

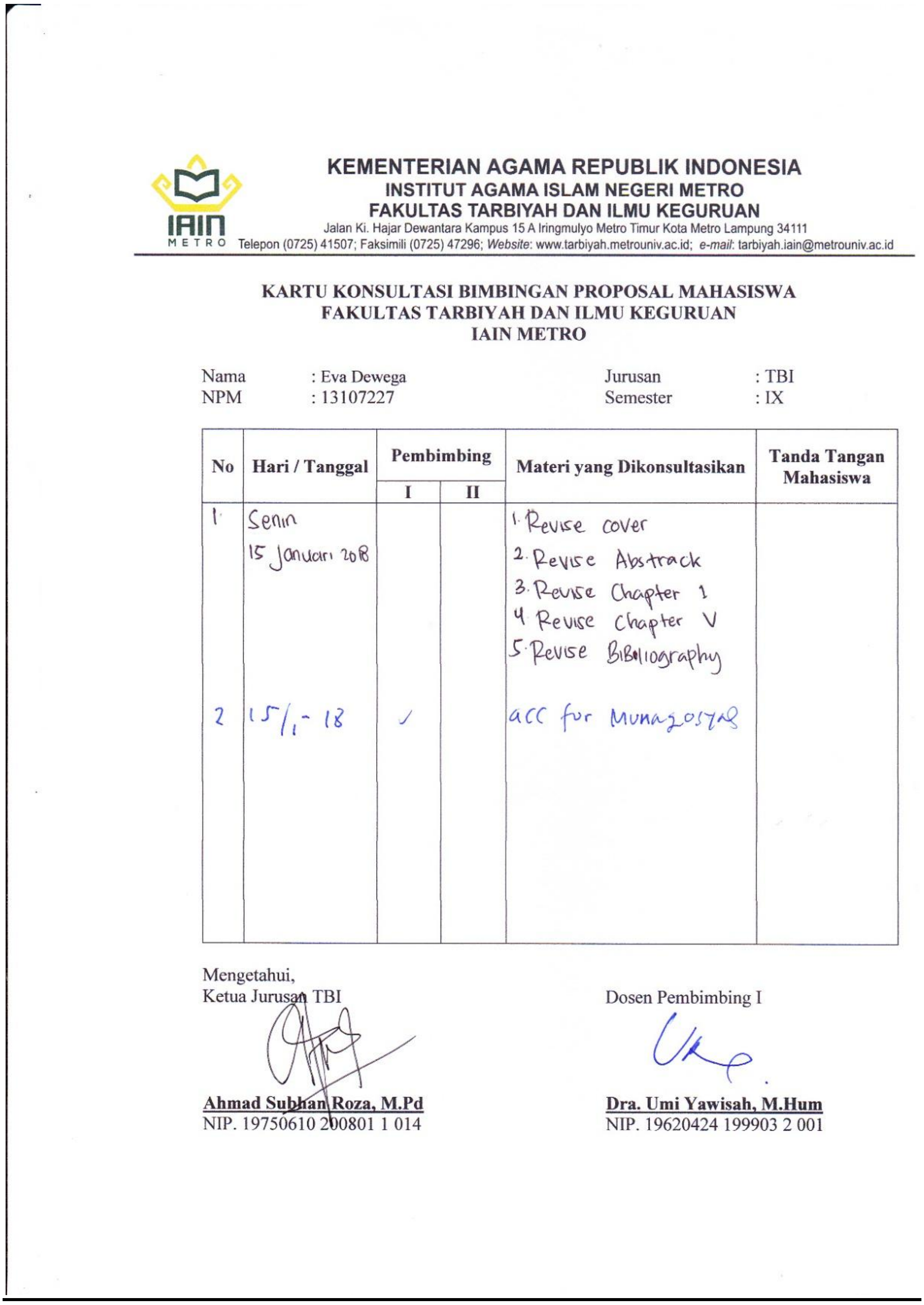
No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	14/12-17	✓		acc for instrument	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing I

Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Eva Dewega
NPM : 13107227
Jurusan : TBI
Semester : IX

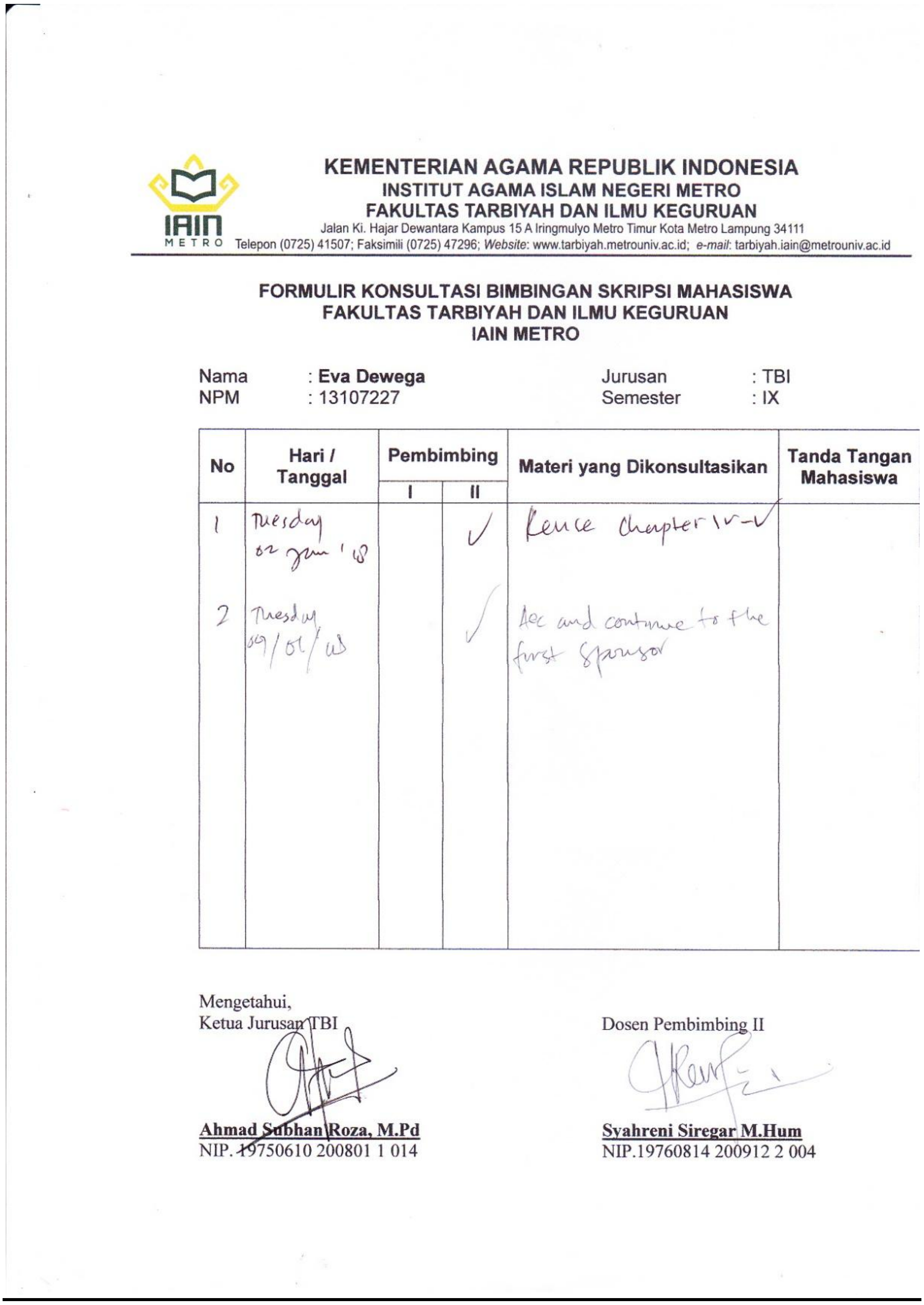
No	Hari / Tanggal	Pembimbing		Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin 15 Januari 2018			1. Revise cover 2. Revise Abstrack 3. Revise Chapter 1 4. Revise Chapter V 5. Revise Bibliography	
2	15/1-18	✓		acc for Munaqosyah	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : **Eva Dewega**
NPM : 13107227
Jurusan : TBI
Semester : IX

No	Hari / Tanggal	Pembimbing		Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Tuesday 02 Jan '18		✓	Revice chapter IV-V ✓	
2	Tuesday 09/01/18		✓	Acc and continue to the first sponsor	

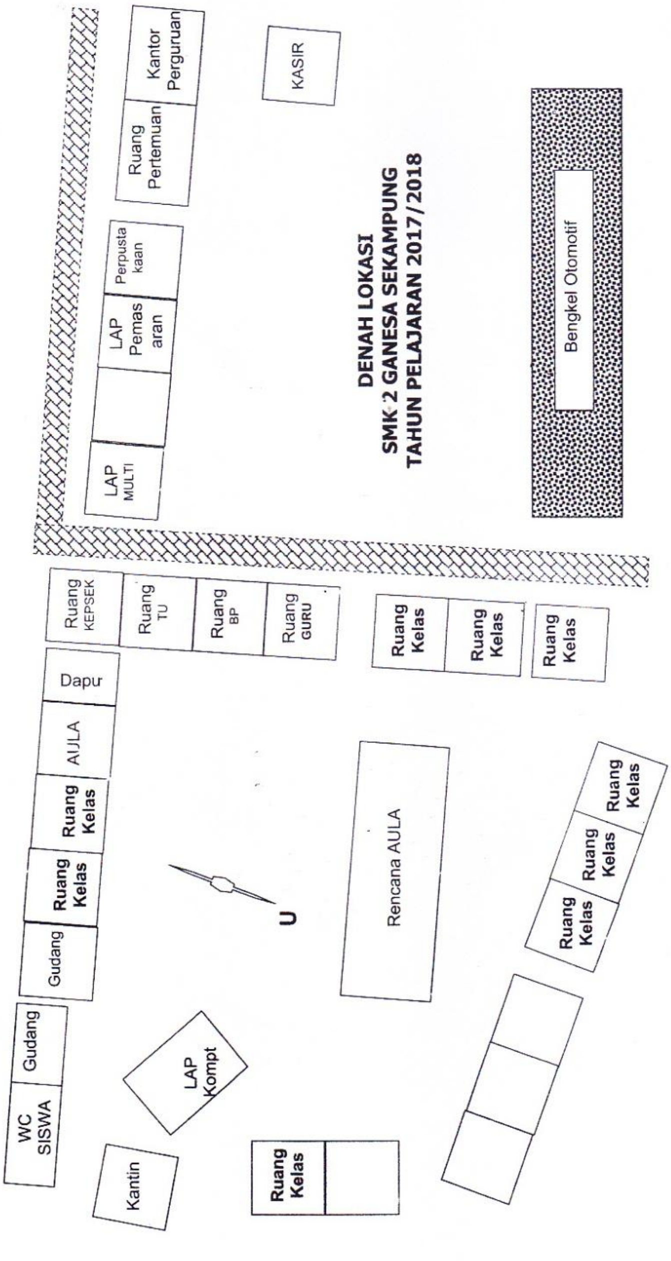
Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Syahreni Siregar M.Hum
NIP.19760814 200912 2 004

Denah Lokasi SMK 2 Ganesa Sekampung


DENAH LOKASI
SMK 2 GANESA SEKAMPUNG
TAHUN PELAJARAN 2017/2018
Kantor Perguruan
Ruang Pertemuan
KASIR
Perpustakaan
LAP Pemasaran
LAP MULTI
Bengkel Otomotif
Ruang KEPSEK
Ruang TU
Ruang BP
Ruang GURU
Ruang Kelas
Ruang Kelas
Ruang Kelas
Dapur
AULA
Ruang Kelas
Ruang Kelas
Gudang
Gudang
WC SISWA
LAP Kompt
U
Rencana AULA
Ruang Kelas
Ruang Kelas
Ruang Kelas
Kantin
Ruang Kelas

DOCUMENTATION

1. Situation of Pre- Test

The researcher giving simple material and explained the direction to the students

The Students doing the pre test

HUT
GANESA
KE -41
Terimakasih
Atas jasa
Mu Guru

GANESA
KE -41
Atas jasa
Mu Guru

2. Treatment

The Researcher giving explaining about material

ADVERTISING MEDIA

The researcher helped the students who didn't understand

The researcher surrounded the class to control the situation

The Students doing post test

The students doing Post-Test

SMK BISA
HUT GANESA KE -41
Ayo Membaca!

SMK BISA
HUT GANESA KE -41
Terimakasih Atas Jasa Mu Guru

ADVERTISING MEDIA

CURRICULUM VITAE

The name of the researcher is Eva Dewega. She was born in Seputih Banyak, in Agustus 16, 1994. She is first child of happy family of Mr.Riyoto Mrs. Jumini. She lives in Sumber Bahagia , Seputih Banyak Center Lampung.

She enrolled her study at SD Negeri 2, in 1999-2005.Then, she underwent her study at SMP Negeri 1 Seputih Banyak 2005-2008.Soon after that, she continued to Junior High School at SMP N 1Bumi Agung,in 2007-2010.She stood her study at SMA Negeri 1 2008-2011.It was long journey for her to find out her dream. After graduating from senior high school, she decided to take a lecture in English Education Department of IAIN Metro. Hopefully, she can do anything best to increase and to apply her knowledge wisely.