

APPENDICES

Appendix 1
The Descriptive Analysis of Participants' Initial Competence in Reading Comprehension

Groups			Statistic	Std. Error
Pre-Test	Control	Mean	73.0909	1.51530
		95% Confidence Interval for Mean	Lower Bound	70.0043
			Upper Bound	76.1775
		5% Trimmed Mean	72.9444	
		Median	73.0000	
		Variance	75.773	
		Std. Deviation	8.70475	
		Minimum	60.00	
		Maximum	90.00	
		Range	30.00	
		Interquartile Range	15.00	
		Skewness	.052	.409
		Kurtosis	-.955	.798
Post-Test	Experimental	Mean	74.2353	1.19719
		95% Confidence Interval for Mean	Lower Bound	71.7996
			Upper Bound	76.6710
		5% Trimmed Mean	74.4085	
		Median	73.0000	
		Variance	48.731	
		Std. Deviation	6.98075	
		Minimum	60.00	
		Maximum	87.00	
		Range	27.00	
		Interquartile Range	10.00	
		Skewness	-.309	.403
		Kurtosis	-.493	.788

Appendix 2
The Descriptive Analysis of the Participants' Achievement in Reading Comprehension of Control Group

Tests			Statistic	Std. Error
Control	Pre-Test	Mean	73.0909	1.51530
		95% Confidence Interval for Mean	Lower Bound	70.0043
			Upper Bound	76.1775
		5% Trimmed Mean	72.9444	
		Median	73.0000	
		Variance	75.773	
		Std. Deviation	8.70475	
		Minimum	60.00	
		Maximum	90.00	
		Range	30.00	
		Interquartile Range	15.00	
		Skewness	.052	.409
		Kurtosis	-.955	.798
	Post-Test	Mean	76.4848	1.21162
		95% Confidence Interval for Mean	Lower Bound	74.0169
			Upper Bound	78.9528
		5% Trimmed Mean	76.5488	
		Median	77.0000	
		Variance	48.445	
		Std. Deviation	6.96025	
		Minimum	63.00	
		Maximum	90.00	
		Range	27.00	
		Interquartile Range	8.50	
		Skewness	-.138	.409
		Kurtosis	-.525	.798

Appendix 3

The Descriptive Analysis of the Participants' Achievement in Reading Comprehension of Experimental Group

Tests			Statistic	Std. Error
Experimental	Pre-Test	Mean	74.2353	1.19719
		95% Confidence Interval for Mean	Lower Bound	71.7996
		Upper Bound	76.6710	
		5% Trimmed Mean	74.4085	
		Median	73.0000	
		Variance	48.731	
		Std. Deviation	6.98075	
		Minimum	60.00	
		Maximum	87.00	
		Range	27.00	
		Interquartile Range	10.00	
		Skewness	-.309	.403
		Kurtosis	-.493	.788
	Post-Test	Mean	80.7647	1.14855
		95% Confidence Interval for Mean	Lower Bound	78.4280
		Upper Bound	83.1015	
		5% Trimmed Mean	80.6830	
		Median	80.0000	
		Variance	44.852	
		Std. Deviation	6.69717	
		Minimum	70.00	
		Maximum	93.00	
		Range	23.00	
		Interquartile Range	11.00	
		Skewness	-.030	.403
		Kurtosis	-.810	.788

Appendix 4 Lesson Plan (1st Meeting) for Control Group

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Satuan Pendidikan	: SMA Negeri 55 Jakarta
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI IIS B/2
Materi Pokok	: <i>Factual Report</i>
Alokasi Waktu	: 2 x 45 menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai pemasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
- 3.9. Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (*factual report*) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI
- 4.13. Menangkap makna dalam teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI

C. Indikator

1. Mengidentifikasi fungsi teks *Factual Report*
2. Mengidentifikasi struktur teks *Factual Report*
3. Mengidentifikasi unsur-unsur kebahasaan teks *Factual Report*
4. Menjawab pertanyaan-pertanyaan mengenai isi teks *Factual Report* dengan tepat

D. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi fungsi teks *Factual Report*.
2. Siswa dapat mengidentifikasi struktur teks *Factual Report*.
3. Siswa dapat mengidentifikasi unsur-unsur kebahasaan teks *Factual Report*.
4. Siswa dapat menjawab pertanyaan-pertanyaan mengenai isi teks *Factual Report* dengan tepat.

E. Materi Pembelajaran

Teks ilmiah faktual (*factual report*) lisan dan tulis sederhana tentang benda, binatang dan gejala/peristiwa alam

Fungsi sosial

- (1) Mengamati alam
- (2) Menulis paparan ilmiah mengenai benda, binatang dan gejala/peristiwa alam

Struktur text

- (1) Klasifikasi umum tentang binatang/benda yang ditulis, e.g.
Slow loris is a mammal. It is found in ... It is a nocturnal animal. It is very small with ...
- (2) Penggambaran mengenai bagian, sifat dan tingkah lakunya

Unsur kebahasaan

- (1) Simple present
- (2) Kata kerja yang menggambarkan binatang, benda, gejala alam
- (3) Kata sifat
- (4) Berbagai kata benda terkait dengan benda, binatang, gejala alam yang diamati
- (5) Ejaan, tanda baca, dan tulis tangan dan cetak yang jelas dan rapi
- (6) Rujukan kata

F. Metode Pembelajaran

Menyimak, studi pustaka, *role play*, penguasaan individu, SCL (Student-Centered Learning)

G. Media, Alat, dan Sumber

1. CD/ Audio/ VCD
2. Koran/ majalah berbahasa Inggris
3. Sumber dari internet:
- www.dailyenglish.com

- http://americanenglish.state.gov/files/ae/resource_files
- <http://learnenglish.britishcouncil.org/en/>

H. Langkah-langkah Kegiatan Pembelajaran

a. Kegiatan Pendahuluan (10 menit)

- Guru memberi salam kepada siswa.
- Guru mengecek kehadiran siswa.
- Guru mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan siswa sebelumnya dengan materi yang akan dipelajari
- Guru memperkenalkan materi yang akan diajarkan melalui ilustrasi dan memberi pertanyaan untuk mengajak siswa berpikir tentang apa yang akan dipelajari.

b. Kegiatan inti (70 menit)

1. Mengamati :

- Siswa menyimak berbagai contoh bacaan ilmiah pendek yang disediakan.
- Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual.
- Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu.

2. Mempertanyakan :

- Dengan arahan dan bimbingan dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut.
- Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks *factual report*.

3. Mengeksplorasi :

- Siswa membaca teks ilmiah faktual dengan membandingkan berbagai teks report dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks.

4. Mengasosiasi :

- Dalam kerja individu terbimbing siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa teks *report*.
- Siswa mengelompokkan struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya.

5. Mengomunikasikan :

- Siswa menyalin teks report yang didapatkannya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain dan membacakannya di kelas.
- Siswa menyampaikan laporan berupa catatan (*note taking*) dari hasil membaca beberapa teks ilmiah faktual.
- Membuat learning journal dalam pembelajaran ini.
- Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang teks *report* yang dihasilkan.

c. Kegiatan Penutup (10 menit)

- Guru memberi panduan dan meminta siswa untuk menyimpulkan hasil pembelajaran.
- Guru meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan.
- Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya dan memberikan penugasan terstruktur untuk pertemuan berikutnya.
- Guru mengakhiri pertemuan di kelas.

I. Penilaian hasil pembelajaran

1. Kompetensi sikap

- a. Jenis/Teknik Penilaian : Observasi
- b. Bentuk Instrumen : Lembar Observasi
- c. Observasi :

Lembar Pengamatan Sikap Peserta Didik

No.	Nama Peserta Didik	Indikator Sikap			
		Bertanggung jawab	Peduli	Kerjasama	Percaya diri
1.	AA				
2.	AVZ				
3.	ANFS				
4.	ATN				
5.	AELP				
6.	BPYA				
7.	BDFD				
8.	DL				
9.	DCR				
10.	DWE				
11.	ENP				
12.	FSS				
13.	FABE				

14.	FN					
15.	GAS					
16.	IA					
17.	IW					
18.	JF					
19.	KAT					
20.	KDA					
21.	KPN					
22.	MNG					
23.	MR					
24.	MIM					
25.	MAN					
26.	MFA					
27.	RMA					
28.	RPS					
29.	RW					
30.	RIS					
31.	SAA					
32.	SKF					
33.	SHR					
34.	TFPM					

Skala pedoman penskoran :

- 5: Amat Baik
 4: Baik
 3: Cukup
 2: Kurang
 1: Sangat kurang

2. Kompetensi Pengetahuan :

- a. **Teknik Penilaian** : Tes tertulis/lisan/demonstrasi
 b. **Bentuk Instrumen** : Uraian Non-Objektif dan Uraian Objektif

c. **Kisi-kisi** :

1. Membuat kalimat pernyataan dan pertanyaan mengenai *Factual Report*
2. Melaksakan Kegiatan Saintifik (5M)

Aspek Kegiatan	SIKAP/ PERILA- KU	PENGETAHUAN	KETRAMPILAN
MENGAMATI	Jujur Disiplin Tanggung-jawab	Fungsi sosial, ungkapan, dan unsur kebahasaan dari <i>Factual Report</i>	Menemukan informasi dengan memberikan persepsi, seperti; a. What information do you get? b. What is the text talking about? c. What is the function of the text? d. What is the text organization of the text?
MENANYA	Peduli Tanggung-jawab	Fungsi sosial, ungkapan, dan unsur kebahasaan dari <i>Factual Report</i>	Keterampilan bertanya berbagai informasi mengenai penggunaan <i>Factual Report</i>
MENGEKS- PLORASI	Tanggung-jawab Peduli Kerjasama	Fungsi sosial, ungkapan, dan unsur kebahasaan dari <i>Factual Report</i>	Membuat kalimat pernyataan dan pertanyaan mengenai <i>Factual Report</i>
MENGASOSI- ASI	Tanggung-jawab Peduli Kerjasama	Fungsi sosial, ungkapan, dan unsur kebahasaan dari <i>Factual Report</i>	Menalar dan membandingkan <i>Factual Report</i>
MENGOMUNI- KASIKAN	Peduli Tanggung-jawab Kerjasama	Fungsi sosial, ungkapan, dan unsur kebahasaan dari <i>Factual Report</i>	Menyampaikan laporan berupa catatan dari hasil membaca <i>Factual Report</i>

d. Soal Penugasan:

Read the texts carefully and answer the following questions.

Text 1

The Electric Torch or Flash Light

A flash light or an electric torch is a hand-held portable electrically-powered light source. It is commonly used for finding keyholes, supplementing to dark-adapted vision, or helping you find your way when walking in the dark. The electric torch was invented in 1902 by Conrad Hubert, who was also known as Akiba Horowitz.

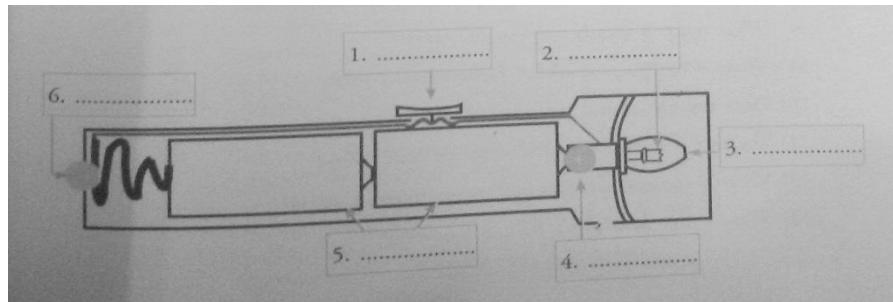
A typical flashlight consists of a light bulb mounted in a reflector, a transparent cover to protect the light source and reflector, a battery, and a switch. These are supported and protected by a plastic case.

The central part of a torch is the battery. The bottom of the bulb rests on the positive terminal of the battery. The zinc case of the battery forms the negative terminal. The negative terminal of the battery is connected to the switch by a brass strip. Another brass strip runs from the switch to the metal case of the bulb.

The bulb contains a very thin wire called a filament. The filament, is made of a tungsten alloy, is enclosed in a vacuum. The filament rests on two glass columns. Two wires pass through the columns and the whole assembly is enclosed in a thin glass envelope.

Sumber: *Pathway to English Program Peminatan Grade XI, Penerbit Erlangga*

- a. What is an electric torch for?
- b. Who invented the first electric torch?
- c. When was the electric torch invented?
- d. What does an electric torch consist of?
- e. How does an electric torch work?
- f. What is filament made of?
- g. What is the text organization of factual report text?
- h. What tense is mostly used in the text?
- i. What is the purpose of the factual report text?
- j. What is the general classification telling you about?
- k. What is the description telling you about?
- l. Use the diagram based on the text to explain the parts of a flash light.



Text 2

Jackfruit

The Jackfruit is well-known as an Asian tropical fruit. It belongs to the family of *Moraceae*. Scientists say that the fruit is native to the Southwestern rain forests of India. It easily grows in tropical humid and rainy climates. It does not survive in cold and frosty conditions. That's why it is largely cultivated only in tropical countries, such as Indonesia, Malaysia, Thailand, Brazil, and the Indian Subcontinent.

The jackfruit is categorized as a big tree, with hard trunk. It may grow as high as 30 meters. During the season, the tree can bear 250 large fruits. That is the reason why the tree is listed as the largest tree that bears fruit. The size and shape of the fruits borne in a single jackfruit tree may vary. They might be oval or round, 10 to 60 cm in length. They can weigh from 3 to 30 kg. They are green when they are still unripe, but they turn light brown when they ripen.

Jackfruit is known for its strong fruity flavor that can be smelt from a distance. Inside the fruit, there are many edible bulbs with a delicious sweet taste. The flesh is rich in energy, dietary fiber, minerals, vitamins, and is free from saturated fats or cholesterol. It is one of the healthiest summer season fruits. Jackfruit is quite similar to durian fruits. Its outer surface is covered with blunt thorns. The thorns will become soft when it ripens.

Sumber: <http://www.nutrition-and-you.com/jackfruit.html>

- a. Why can we find jackfruits in Indonesia, Malaysia, Thailand, Brazil, and the Indian Subcontinent?
- b. What is the text about?
- c. What does a jackfruit look like when it ripens?
- d. What will happen if a jackfruit grows in cold and frosty conditions?
- e. Which one is NOT the richness of jackfruit flesh?
 - A. Energy
 - B. Fat
 - C. Vitamins
- f. What makes jackfruit look similar to durian fruit?
- g. Why is jackfruit listed as the largest tree that bears fruit?

Jakarta, 24 Maret 2015

Guru Bahasa Inggris,

Peneliti,

Dra. Sumaydia, M.Hum.

Annery Fienta

Mengetahui,

Dosen Pembimbing I,

Drs. H. Anggiat M. Hutabarat, M.Hum.

Appendix 5 Lesson Plan (2nd Meeting) for Control Group
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Satuan Pendidikan	: SMA Negeri 55 Jakarta
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI IIS B/2
Materi Pokok	: <i>Analytical Exposition</i>
Alokasi Waktu	: 2 x 45 menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai pemasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
- 3.10. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya
- 4.14. Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum

C. Indikator

1. Mengidentifikasi fungsi teks *Analytical Exposition*
2. Mengidentifikasi struktur teks *Analytical Exposition*

1. Mengidentifikasi unsur-unsur kebahasaan teks *Analytical Exposition*
2. Menjawab pertanyaan-pertanyaan mengenai isi teks *Analytical Exposition* dengan tepat

D. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi fungsi teks *Analytical Exposition*.
2. Siswa dapat mengidentifikasi struktur teks *Analytical Exposition*.
3. Siswa dapat mengidentifikasi unsur-unsur kebahasaan teks *Analytical Exposition*.
4. Siswa dapat menjawab pertanyaan-pertanyaan mengenai isi teks *Analytical Exposition* dengan tepat.

E. Materi Pembelajaran

Teks eksposisi analitis

Fungsi sosial

Menyatakan pendapat tentang topik yang hangat dibicarakan secara tanggung jawab

Struktur text

- (1) Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan
- (2) Menyebutkan pandangan/pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung
- (3) Diakhiri dengan kesimpulan yang menyatakan kembali pendapat terhadap hal tersebut

Unsur kebahasaan

- (1) Kalimat Simple Present
- (2) Conditional Clauses
- (3) Modals

F. Metode Pembelajaran

Menyimak, studi pustaka, *role play*, penguasaan individu, SCL (Student-Centered Learning)

G. Media, Alat, dan Sumber

1. CD/ Audio/ VCD
2. Koran/ majalah berbahasa Inggris
3. Sumber dari internet:
 - www.dailyenglish.com
 - http://americanenglish.state.gov/files/ae/resource_files
 - <http://learnenglish.britishcouncil.org/en/>

H. Langkah-langkah Kegiatan Pembelajaran

- a. Kegiatan Pendahuluan (10 menit)
 - Guru memberi salam kepada siswa.
 - Guru mengecek kehadiran siswa.
 - Guru mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan siswa

sebelumnya dengan materi yang akan dipelajari.

- Guru memperkenalkan materi yang akan diajarkan melalui ilustrasi dan memberi pertanyaan untuk mengajak siswa berpikir tentang apa yang akan dipelajari.

b. Kegiatan inti (70 menit)

1. Mengamati :

- Siswa menyimak berbagai contoh teks eksposisi analitis yang diberikan/diperdengarkan guru.
- Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya.
- Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks eksposisi analitis.

2. Mempertanyakan :

- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks eksposisi yang ada dalam bahasa Inggris.
- Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu.

3. Mengeksplorasi :

- Siswa mencari beberapa teks eksposisi analitis dari berbagai sumber.
- Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu.

4. Mengasosiasi :

- Siswa secara individu menganalisis beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.
- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analitis yang disampaikan.

5. Mengomunikasikan :

- Siswa membuat laporan berupa catatan hasil membaca.
- Siswa bertukar cerita tentang teks eksposisi dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.
- Siswa membuat ‘learning journal’.

c. Kegiatan Penutup (10 menit)

- Guru memberi panduan dan meminta siswa untuk menyimpulkan hasil pembelajaran.
- Guru meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan.
- Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya dan memberikan penugasan terstruktur untuk pertemuan berikutnya.
- Guru mengakhiri pertemuan di kelas.

I. Penilaian hasil pembelajaran

1. Kompetensi sikap

- a. Jenis/Teknik Penilaian : Observasi
- b. Bentuk Instrumen : Lembar Observasi
- c. Observasi :

Lembar Pengamatan Sikap Peserta Didik

No.	Nama Peserta Didik	Indikator Sikap			
		Bertanggung jawab	Peduli	Kerjasama	Percaya diri
1.	AA				
2.	AVZ				
3.	ANFS				
4.	ATN				
5.	AELP				
6.	BPYA				
7.	BDFD				
8.	DL				
9.	DCR				
10.	DWE				
11.	ENP				
12.	FSS				
13.	FABE				
14.	FN				
15.	GAS				
16.	IA				
17.	IW				
18.	JF				

19.	KAT					
20.	KDA					
21.	KPN					
22.	MNG					
23.	MR					
24.	MIM					
25.	MAN					
26.	MFA					
27.	RMA					
28.	RPS					
29.	RW					
30.	RIS					
31.	SAA					
32.	SKF					
33.	SHR					
34.	TFPM					

Skala pedoman penskoran :

5: Amat Baik

4: Baik

3: Cukup

2: Kurang

1: Sangat kurang

2. Kompetensi Pengetahuan :

a. **Teknik Penilaian** : Tes tertulis/lisan/demonstrasi

b. **Bentuk Instrumen** : Uraian Non-Objektif dan Uraian Objektif

c. **Kisi-kisi** :

1. Membuat kalimat pernyataan dan pertanyaan mengenai *Analytical Exposition*
2. Melaksakan Kegiatan Saintifik (5M)

Aspek Kegiatan	SIKAP/ PERILA- KU	PENGETAHUAN	KETRAMPILAN
MENGAMATI	Jujur Disiplin Tanggung-jawab	Fungsi sosial, ungkapan, dan unsur kebahasaan dari <i>Analytical Exposition</i>	Menemukan informasi dengan memberikan persepsi, seperti; a. What information do you get? b. What is the text talking about? c. What is the function of the text? d. What is the text organization of the text?
MENANYA	Peduli Tanggung-jawab	Fungsi sosial, ungkapan, dan unsur kebahasaan dari <i>Analytical Exposition</i>	Keterampilan bertanya berbagai informasi mengenai penggunaan <i>Analytical Exposition</i>
MENGEKS- PLORASI	Tanggung-jawab Peduli Kerjasama	Fungsi sosial, ungkapan, dan unsur kebahasaan dari <i>Analytical Exposition</i>	Membuat kalimat pernyataan dan pertanyaan mengenai <i>Analytical Exposition</i>
MENGASOSI- ASI	Tanggung-jawab Peduli Kerjasama	Fungsi sosial, ungkapan, dan unsur kebahasaan dari <i>Analytical Exposition</i>	Menalar dan membandingkan <i>Analytical Exposition</i>
MENGOMUNI- KASIKAN	Peduli Tanggung-jawab Kerjasama	Fungsi sosial, ungkapan, dan unsur kebahasaan dari <i>Analytical Exposition</i>	Menyampaikan laporan berupa catatan dari hasil membaca <i>Analytical Exposition</i>

d. Soal Penugasan:

Read the texts carefully and answer the following questions.

Text 1

Why You Should Eat a Healthy Breakfast

Breakfast is the most important meal of the day. Breakfast provides you with the energy and nutrients that lead to increase concentration in the classroom.

Studies show that breakfast can be important in maintaining a healthy body weight. Many people who skip breakfast will feel hungry quickly and then they eat snacks that contain high fat and sugar. This makes them gain weight quickly.

People who skip breakfast are unlikely to make up their daily requirement for some vitamins and minerals that a simple breakfast would have provided.

Breakfast provides energy for the activities during the morning and helps to prevent that mid-morning slump.

Sumber: *Pathway to English General Programme Grade XI, Penerbit Erlangga*

- a. Why do people who skip breakfast gain weight quickly? _____
- b. What is the role of energy and nutrients of breakfast for you as a student? _____
- c. Decide whether these statements are True (T) or False (F).
 - 1. The text encourages people not to have breakfast in the morning. _____
 - 2. If you don't have your breakfast in the morning, you don't get supply of energy and nutrients. _____
 - 3. People who go to work without breakfast will gain weight easily. _____
 - 4. If you don't take your breakfast in the morning, you still look fresh until midday. _____
- d. What is the text organization of analytical exposition text? _____
- e. What tense is mostly used in the text? _____
- f. What is the purpose of the analytical exposition text? _____
- g. What is the thesis telling you about? _____
- h. What are the arguments telling you about? _____
- i. What is the reiteration telling you about? _____

Text 2

Five Drinks to Help You Lose Weight

There are many ways to lose weight. You can do sports regularly and eat some nutritious food and drinks. In this case, you have to watch every drink that you want to consume because soft drinks, fruit juices and energy drinks can be loaded with added sugars and carbohydrates that can sabotage your weight-loss strategy. Here are five tasty ways to drink up without packing on the pounds.

The first drink is water. It is important to remember water is the best choice for effective weight loss. If you are bored with drinking pure water, you can try adding fresh lemon slices, lime, cucumber, and even a slice of tomato to add flavor without adding many calories.

The second drink is vegetable juice. Whether in a can, bottled, or homemade, vegetable juice is an excellent way to get the fiber and nutrients your body that needs to fuel your weight loss. Vegetable juice will keep you fuller longer. It will be better, if you can find a low-sodium variety.

The third drink is unsweetened tea, like green tea, black tea, and oolong tea. Green tea has been proven to help boost metabolism and speed up weight loss. Black and oolong teas are filled with antioxidants, which can help rid your body of toxins.

The fourth is black coffee. It can help spur your weight loss by providing a boost of caffeine that suppresses hunger when you drink it in the morning and afternoon. It has also been shown to stimulate thermogenesis, which heats up the body and boosts metabolism.

The last drink is skimmed milk. Milk is an excellent source of lean protein, vitamin D, and calcium that can help build your muscles and keep your bones strong.

From the facts above, you can maintain your weight and your health by choosing the right drinks.

Sumber: <http://www.rdasia.com/5-drinks-to-help-you-lose-weight>

- a. According to the text, how can you do if you are bored with drinking pure water?
- b. Which of the following drinks is NOT mentioned in the text?
 - A. Skimmed milk.
 - B. Mocha chino.
 - C. Vegetable juice.
- c. What can help spur your weight loss?
- d. What can keep you fuller longer?
- e. What essence in milk that can build muscles and keep bones strong?
- f. What is the text about?
- g. What is the function of antioxidants in black and oolong tea?

Jakarta, 31 Maret 2015

Guru Bahasa Inggris,

Peneliti,

Dra. Sumaydia, M.Hum.

Annery Fienta

Mengetahui,

Dosen Pembimbing I,

Drs. H. Anggiat M. Hutabarat, M.Hum.

Appendix 6 Lesson Plan (3rd Meeting) for Control Group
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Satuan Pendidikan	: SMA Negeri 55 Jakarta
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI IIS B/2
Materi Pokok	: <i>Biography</i>
Alokasi Waktu	: 2 x 45 menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai pemasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
- 3.11. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal, sesuai dengan konteks penggunaannya
- 4.15. Menangkap makna teks biografi pendek dan sederhana tentang tokoh terkenal

C. Indikator

1. Mengidentifikasi fungsi teks *Biography*
2. Mengidentifikasi struktur teks *Biography*
3. Mengidentifikasi unsur-unsur kebahasaan teks *Biography*

4. Menjawab pertanyaan-pertanyaan mengenai isi teks *Biography* dengan tepat

D. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi fungsi teks *Biography*.
2. Siswa dapat mengidentifikasi struktur teks *Biography*.
3. Siswa dapat mengidentifikasi unsur-unsur kebahasaan teks *Biography*.
4. Siswa dapat menjawab pertanyaan-pertanyaan mengenai isi teks *Biography* dengan tepat.

E. Materi Pembelajaran

Teks biografi pendek dan sederhana tentang tokoh terkenal

Fungsi sosial

Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan
Struktur text

- (1) Menyebutkan tindakan/peristiwa/kejadian secara umum
- (2) Menyebutkan urutan tindakan/kejadian/peristiwa secara kronologis, dan runtut
- (3) Jika perlu, ada kesimpulan umum.

Unsur kebahasaan

- (1) Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan
- (2) Simple, Continuous, Perfect tense
- (3) Penyebutan kata benda
- (4) Modal auxiliary verbs

F. Metode Pembelajaran

Menyimak, studi pustaka, *role play*, penguasaan individu, SCL (Student-Centered Learning)

G. Media, Alat, dan Sumber

1. CD/ Audio/ VCD
2. Koran/ majalah berbahasa Inggris
3. Sumber dari internet:
 - www.dailyenglish.com
 - http://americanenglish.state.gov/files/ae/resource_files
 - <http://learnenglish.britishcouncil.org/en/>

H. Langkah-langkah Kegiatan Pembelajaran

- a. Kegiatan Pendahuluan (10 menit)
 - Guru memberi salam kepada siswa.
 - Guru mengecek kehadiran siswa.
 - Guru mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan siswa sebelumnya dengan materi yang akan dipelajari.

- Guru memperkenalkan materi yang akan diajarkan melalui ilustrasi dan memberi pertanyaan untuk mengajak siswa berpikir tentang apa yang akan dipelajari.

b. Kegiatan inti (70 menit)

1. Mengamati :

- Siswa menyimak berbagai contoh teks biografi yang diberikan/diperdengarkan guru secara santun dan tanggung jawab.
- Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya.
- Siswa mengamati keteladanan dari teks biografi yang dipelajari.
- Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks biografi.

2. Mempertanyakan :

- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks biografi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.
- Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu.

3. Mengeksplorasi :

- Siswa mencari beberapa teks biografi dari berbagai sumber.
- Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu.
- Siswa melengkapi rumpang dari beberapa teks biografi sederhana.

4. Mengasosiasi :

- Secara individu siswa menganalisis beberapa teks biografi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.
- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan.

5. Mengomunikasikan :

- Siswa menceritakan kembali teks biografi sederhana tentang keteladanan dari tokoh terkenal dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.
- Siswa membuat kliping teks biografi dengan menyalin dan beberapa sumber.
- Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks biografi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami.
- Siswa membuat ‘learning journal’.

c. Kegiatan Penutup (10 menit)

- Guru memberi panduan dan meminta siswa untuk menyimpulkan hasil pembelajaran.
- Guru meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan.
- Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya dan memberikan penugasan terstruktur untuk pertemuan berikutnya.

- Guru mengakhiri pertemuan di kelas.

I. Penilaian hasil pembelajaran

1. Kompetensi sikap

- a. Jenis/Teknik Penilaian : Observasi
- b. Bentuk Instrumen : Lembar Observasi
- c. Observasi :

Lembar Pengamatan Sikap Peserta Didik

No.	Nama Peserta Didik	Indikator Sikap			
		Bertanggung jawab	Peduli	Kerjasama	Percaya diri
1.	AA				
2.	AVZ				
3.	ANFS				
4.	ATN				
5.	AELP				
6.	BPYA				
7.	BDFD				
8.	DL				
9.	DCR				
10.	DWE				
11.	ENP				
12.	FSS				
13.	FABE				
14.	FN				
15.	GAS				
16.	IA				
17.	IW				

18.	JF					
19.	KAT					
20.	KDA					
21.	KPN					
22.	MNG					
23.	MR					
24.	MIM					
25.	MAN					
26.	MFA					
27.	RMA					
28.	RPS					
29.	RW					
30.	RIS					
31.	SAA					
32.	SKF					
33.	SHR					
34.	TFPM					

Skala pedoman penskoran :

5: Amat Baik

4: Baik

3: Cukup

2: Kurang

1: Sangat kurang

2. Kompetensi Pengetahuan :

- a. **Teknik Penilaian** : Tes tertulis/lisan/demonstrasi
- b. **Bentuk Instrumen** : Uraian Non-Objektif dan Uraian Objektif
- c. **Kisi-kisi** :
 - 1. Membuat kalimat pernyataan dan pertanyaan mengenai *Biography*
 - 2. Melaksakan Kegiatan Saintifik (5M)

Aspek Kegiatan	SIKAP/ PERILA- KU	PENGETAHUAN	KETRAMPILAN
MENGAMATI	Jujur Disiplin Tanggung-jawab	Fungsi sosial, ungkapan, dan unsur kebahasaan dari <i>Biography</i>	Menemukan informasi dengan memberikan persepsi, seperti; a. What information do you get? b. What is the text talking about? c. What is the function of the text? d. What is the text organization of the text?
MENANYA	Peduli Tanggung-jawab	Fungsi sosial, ungkapan, dan unsur kebahasaan dari <i>Biography</i>	Keterampilan bertanya berbagai informasi mengenai penggunaan <i>Biography</i>
MENGEKS- PLORASI	Tanggung-jawab Peduli Kerjasama	Fungsi sosial, ungkapan, dan unsur kebahasaan dari <i>Biography</i>	Membuat kalimat pernyataan dan pertanyaan mengenai <i>Biography</i>
MENGASOSI- ASI	Tanggung-jawab Peduli Kerjasama	Fungsi sosial, ungkapan, dan unsur kebahasaan dari <i>Biography</i>	Menalar dan membandingkan <i>Biography</i>
MENGOMUNI- KASIKAN	Peduli Tanggung-jawab Kerjasama	Fungsi sosial, ungkapan, dan unsur kebahasaan dari <i>Biography</i>	Menyampaikan laporan berupa catatan dari hasil membaca <i>Biography</i>

d. Soal Penugasan:

Read the texts carefully and answer the following questions.

Text 1

Taylor Swift

Taylor Alison Swift is a singer, song-writer and an actress. She was born on December 13, 1989, in Wyomissing, Pennsylvania. Swift had already shown her talent at singing since her childhood. Swift sang at a variety of local events, including fairs and contests at the age of 10. When she was 12 years old, she began writing her own songs and learning guitar.

To pursue her music career, Swift frequently went to Nashville in Tennessee, the country music capital. She then moved to Hendersonville, Tennessee, together with her family, in an attempt to further career. Her attempt was a great success. Finally, she signed a contract with Scott Borchetta's Big Machine Records when she performed at The Bluebird Café in Nashville.

She released her first single *Tim McGraw* which became a Top 10 hit in the country charts in 2006. Other successful tracks become popular too such as *Our Song*, *Teardrops on My Guitar*, *Picture to Burn* and *Should've Said No*.

Sumber: <http://www.biography.com/people/taylor-swift-369608>

- a. Since when Swift had already shown her talent?
- b. What did she do in 1999?
- c. How old was Swift when she began writing her own songs?
- d. Where did Swift and her family move to in an attempt to Swift's career?
- e. Was her attempt successful? What was the proof?
- f. What did she release when she was 17 years old?
- g. Mention at least 3 Swift's tracks which become popular.
- h. What is the text organization of biography text?
- i. What tense is mostly used in the text?
- j. What is the purpose of the biography text?
- k. What is the introduction telling you about?
- l. What is the body telling you about?
- m. What is the conclusion telling you about?

Text 2

Bob Sadino

Bob Sadino is well-known for his shorts. Every time he appears in public, he wears his shorts. People know him as a successful businessman. He was born on March 9, 1939, to a wealthy family. He inherited all his family properties when his parents died because all his four siblings were considered to have prosperous lives. He spent all his money travelling around the world. For 9 years, he stayed in The Netherlands and met his wife, Soelami Soejoed. At that time, he worked for Djakarta Lloyd in Amsterdam and Hamburg, Germany.

He is a successful Indonesian businessman who proposes the idea of entrepreneurship. Only a few people did business through risk and initiative in Indonesia at that time. He and his partner started a business by selling domestic chicken eggs door-to-door. Gradually, his domestic chicken eggs became well-known and Sadino's business grew significantly. Sadino then expanded his business by selling chicken meat.

He believes that everybody can be as successful in business as him. Accordingly, he shared his ideas and experiences in his two books. In the books, he said that doing business is "stupid learning". That means it's better to start business from our dullness than to be smart to start it. A "stupid" man will start his business directly when the idea comes to his mind. However, an educated man will spend time to think about any possibilities and theories before starting and sometimes none of them becomes reality.

Sumber: http://en.wikipedia.org/wiki/Bob_Sadino

- a. What does "Stupid Learning" mean?
- b. What is the main idea of the 2nd paragraph?
- c. Why did he inherit all his family properties?
- d. How many books that he wrote?
- e. How did he start a business?
- f. What makes Bob Sadino well-known?
- g. What did he do with all his money from his parents?

Jakarta, 07 April 2015

Guru Bahasa Inggris,

Peneliti,

Dra. Sumaydia, M.Hum.

Annery Fienta

Mengetahui,

Dosen Pembimbing I,

Drs. H. Anggiat M. Hutabarat, M.Hum.

Appendix 7 Lesson Plan (1st Meeting) for Experimental Group
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Satuan Pendidikan : SMA Negeri 55 Jakarta
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI IIS C/2
Materi Pokok : *Factual Report*
Alokasi Waktu : 2 x 45 menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai pemasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
- 3.9. Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (*factual report*) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI
- 4.13. Menangkap makna dalam teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI

C. Indikator

1. Mengidentifikasi fungsi teks *Factual Report*
2. Mengidentifikasi dan memahami struktur teks *Factual Report*
3. Mengidentifikasi unsur-unsur kebahasaan teks *Factual Report*
4. Menjawab pertanyaan-pertanyaan mengenai isi teks *Factual Report* dengan tepat

D. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi fungsi teks *Factual Report*.
2. Siswa dapat mengidentifikasi struktur teks *Factual Report*.
3. Siswa dapat mengidentifikasi unsur-unsur kebahasaan teks *Factual Report*.
4. Siswa dapat menjawab pertanyaan-pertanyaan mengenai isi teks *Factual Report* dengan tepat.

E. Materi Pembelajaran

Teks ilmiah faktual (*factual report*) lisan dan tulis sederhana tentang benda, binatang dan gejala/peristiwa alam

Fungsi sosial

- (1) Mengamati alam
- (2) Menulis paparan ilmiah mengenai benda, binatang dan gejala/peristiwa alam

Struktur text

- (1) Klasifikasi umum tentang binatang/benda yang ditulis, e.g.
Slow loris is a mammal. It is found in ... It is a nocturnal animal. It is very small with ...
- (2) Penggambaran mengenai bagian, sifat dan tingkah lakunya

Unsur kebahasaan

- (1) Simple present
- (2) Kata kerja yang menggambarkan binatang, benda, gejala alam
- (3) Kata sifat
- (4) Berbagai kata benda terkait dengan benda, binatang, gejala alam yang diamati
- (5) Ejaan, tanda baca, dan tulis tangan dan cetak yang jelas dan rapi
- (6) Rujukan kata

F. Metode Pembelajaran

Menyimak, studi pustaka, *role play*, penguasaan individu, TGT (Teams-Games-Tournament)

G. Media, Alat, dan Sumber

1. CD/ Audio/ VCD
2. Koran/ majalah berbahasa Inggris
3. Sumber dari internet:
- www.dailyenglish.com

- http://americanenglish.state.gov/files/ae/resource_files
- <http://learnenglish.britishcouncil.org/en/>

H. Langkah-langkah Kegiatan Pembelajaran

a. Kegiatan Pendahuluan (10 menit)

- Guru memberi salam kepada siswa.
- Guru mengecek kehadiran siswa.
- Guru mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan siswa sebelumnya dengan materi yang akan dipelajari
- Guru memperkenalkan materi yang akan diajarkan melalui ilustrasi dan memberi pertanyaan untuk mengajak siswa berpikir tentang apa yang akan dipelajari.

b. Kegiatan inti (70 menit)

1. Mengamati :

- Siswa menyimak berbagai contoh bacaan ilmiah pendek yang disediakan.
- Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual.
- Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu.

2. Mempertanyakan :

- Dengan arahan dan bimbingan dari guru, siswa terpacu untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut.
- Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks *factual report*.

3. Mengeksplorasi :

- Siswa membaca teks ilmiah faktual dengan membandingkan berbagai teks report dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks.

4. Mengasosiasi :

- Dalam kerja kelompok terbimbing siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa teks *report*.
- Siswa mengelompokkan struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya.
- Siswa mengikuti permainan yang melatih pemahaman membaca teks *factual report*.

5. Mengomunikasikan :

- Siswa menyalin teks report yang didapatkannya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain dan membacakannya di kelas.
- Siswa menyampaikan laporan berupa catatan (*note taking*) dari hasil membaca beberapa teks ilmiah faktual.
- Membuat learning journal dalam pembelajaran ini.
- Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang teks *report* yang dihasilkan.

c. Kegiatan Penutup (10 menit)

- Guru memberi panduan dan meminta siswa untuk menyimpulkan hasil pembelajaran.
- Guru meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan.
- Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya dan memberikan penugasan terstruktur untuk pertemuan berikutnya.
- Guru mengakhiri pertemuan di kelas.

I. Penilaian hasil pembelajaran

1. Kompetensi sikap

- a. Jenis/Teknik Penilaian : Observasi
- b. Bentuk Instrumen : Lembar Observasi
- c. Observasi :

Lembar Pengamatan Sikap Peserta Didik

No.	Nama Peserta Didik	Indikator Sikap			
		Bertanggung jawab	Peduli	Kerjasama	Percaya diri
1.	AAP				
2.	AFD				
3.	AR				
4.	AT				
5.	AMS				
6.	AIR				
7.	AEP				
8.	DRA				
9.	DFS				
10.	ETM				
11.	FRP				
12.	FK				
13.	FZ				

14.	HAn					
15.	HAr					
16.	IRA					
17.	IA					
18.	JM					
19.	MF					
20.	MS					
21.	MYKW					
22.	MBR					
23.	MZA					
24.	PKD					
25.	RNF					
26.	RD					
27.	RPA					
28.	RH					
29.	RS					
30.	RAP					
31.	RN					
32.	RA					
33.	SF					
34.	VC					

Skala pedoman penskoran :

5: Amat Baik

4: Baik

3: Cukup

2: Kurang

1: Sangat kurang

2. Kompetensi Pengetahuan :

- a. **Teknik Penilaian** : Tes tertulis/lisan/demonstrasi
- b. **Bentuk Instrumen** : Uraian Non-Objektif dan Uraian Objektif

c. **Kisi-kisi** :

1. Membuat kalimat pernyataan dan pertanyaan mengenai *Factual Report*
2. Melaksakan Kegiatan Saintifik (5M)

Aspek Kegiatan	SIKAP/ PERILA- KU	PENGETAHUAN	KETRAMPILAN
MENGAMATI	Jujur Disiplin Tanggung-jawab	Fungsi sosial, ungkapan, dan unsur kebahasaan dari <i>Factual Report</i>	Menemukan informasi dengan memberikan persepsi, seperti; a. What information do you get? b. What is the text talking about? c. What is the function of the text? d. What is the text organization of the text?
MENANYA	Peduli Tanggung-jawab	Fungsi sosial, ungkapan, dan unsur kebahasaan dari <i>Factual Report</i>	Keterampilan bertanya berbagai informasi mengenai penggunaan <i>Factual Report</i>
MENGEKS- PLORASI	Tanggung-jawab Peduli Kerjasama	Fungsi sosial, ungkapan, dan unsur kebahasaan dari <i>Factual Report</i>	Membuat kalimat pernyataan dan pertanyaan mengenai <i>Factual Report</i>
MENGASOSI- ASI	Tanggung-jawab Peduli Kerjasama	Fungsi sosial, ungkapan, dan unsur kebahasaan dari <i>Factual Report</i>	Menalar dan membandingkan <i>Factual Report</i>
MENGOMUNI- KASIKAN	Peduli Tanggung-jawab Kerjasama	Fungsi sosial, ungkapan, dan unsur kebahasaan dari <i>Factual Report</i>	Menyampaikan laporan berupa catatan dari hasil membaca <i>Factual Report</i>

d. Soal Penugasan:

Read the texts carefully and answer the following questions.

Text 1

The Electric Torch or Flash Light

A flash light or an electric torch is a hand-held portable electrically-powered light source. It is commonly used for finding keyholes, supplementing to dark-adapted vision, or helping you find your way when walking in the dark. The electric torch was invented in 1902 by Conrad Hubert, who was also known as Akiba Horowitz.

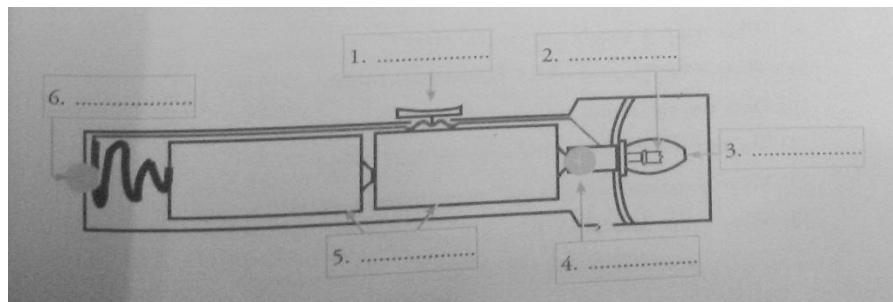
A typical flashlight consists of a light bulb mounted in a reflector, a transparent cover to protect the light source and reflector, a battery, and a switch. These are supported and protected by a plastic case.

The central part of a torch is the battery. The bottom of the bulb rests on the positive terminal of the battery. The zinc case of the battery forms the negative terminal. The negative terminal of the battery is connected to the switch by a brass strip. Another brass strip runs from the switch to the metal case of the bulb.

The bulb contains a very thin wire called a filament. The filament, is made of a tungsten alloy, is enclosed in a vacuum. The filament rests on two glass columns. Two wires pass through the columns and the whole assembly is enclosed in a thin glass envelope.

Sumber: *Pathway to English Program Peminatan Grade XI, Penerbit Erlangga*

- a. What is an electric torch for?
- b. Who invented the first electric torch?
- c. When was the electric torch invented?
- d. What does an electric torch consist of?
- e. How does an electric torch work?
- f. What is filament made of?
- g. What is the text organization of factual report text?
- h. What tense is mostly used in the text?
- i. What is the purpose of the factual report text?
- j. What is the general classification telling you about?
- k. What is the description telling you about?
- l. Use the diagram based on the text to explain the parts of a flash light.



Text 2

Jackfruit

The Jackfruit is well-known as an Asian tropical fruit. It belongs to the family of *Moraceae*. Scientists say that the fruit is native to the Southwestern rain forests of India. It easily grows in tropical humid and rainy climates. It does not survive in cold and frosty conditions. That's why it is largely cultivated only in tropical countries, such as Indonesia, Malaysia, Thailand, Brazil, and the Indian Subcontinent.

The jackfruit is categorized as a big tree, with hard trunk. It may grow as high as 30 meters. During the season, the tree can bear 250 large fruits. That is the reason why the tree is listed as the largest tree that bears fruit. The size and shape of the fruits borne in a single jackfruit tree may vary. They might be oval or round, 10 to 60 cm in length. They can weigh from 3 to 30 kg. They are green when they are still unripe, but they turn light brown when they ripen.

Jackfruit is known for its strong fruity flavor that can be smelt from a distance. Inside the fruit, there are many edible bulbs with a delicious sweet taste. The flesh is rich in energy, dietary fiber, minerals, vitamins, and is free from saturated fats or cholesterol. It is one of the healthiest summer season fruits. Jackfruit is quite similar to durian fruits. Its outer surface is covered with blunt thorns. The thorns will become soft when it ripens.

Sumber: <http://www.nutrition-and-you.com/jackfruit.html>

- a. Why can we find jackfruits in Indonesia, Malaysia, Thailand, Brazil, and the Indian Subcontinent?
- b. What is the text about?
- c. What does a jackfruit look like when it ripens?
- d. What will happen if a jackfruit grows in cold and frosty conditions?
- e. Which one is NOT the richness of jackfruit flesh?
 - A. Energy
 - B. Fat
 - C. Vitamins
- f. What makes jackfruit look similar to durian fruit?
- g. Why is jackfruit listed as the largest tree that bears fruit?

Jakarta, 24 Maret 2015

Guru Bahasa Inggris,

Peneliti,

Dra. Sumaydia, M.Hum.

Annery Fienta

Mengetahui,

Dosen Pembimbing I,

Drs. H. Anggiat M. Hutabarat, M.Hum.

Appendix 8 Lesson Plan (2nd Meeting) for Experimental Group
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Satuan Pendidikan : SMA Negeri 55 Jakarta
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI IIS C/2
Materi Pokok : *Analytical Exposition*
Alokasi Waktu : 2 x 45 menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai pemasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
- 3.10. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya
- 4.14. Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum

C. Indikator

1. Mengidentifikasi fungsi teks *Analytical Exposition*
2. Mengidentifikasi dan memahami struktur teks *Analytical Exposition*

3. Mengidentifikasi unsur-unsur kebahasaan teks *Analytical Exposition*
4. Menjawab pertanyaan-pertanyaan mengenai isi teks *Analytical Exposition* dengan tepat

D. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi fungsi teks *Analytical Exposition*.
2. Siswa dapat mengidentifikasi struktur teks *Analytical Exposition*.
3. Siswa dapat mengidentifikasi unsur-unsur kebahasaan teks *Analytical Exposition*.
4. Siswa dapat menjawab pertanyaan-pertanyaan mengenai isi teks *Analytical Exposition* dengan tepat.

E. Materi Pembelajaran

Teks eksposisi analitis

Fungsi sosial

Menyatakan pendapat tentang topik yang hangat dibicarakan secara tanggung jawab

Struktur text

- (1) Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan
- (2) Menyebutkan pandangan/pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung
- (3) Diakhiri dengan kesimpulan yang menyatakan kembali pendapat terhadap hal tersebut

Unsur kebahasaan

- (1) Kalimat Simple Present
- (2) Conditional Clauses
- (3) Modals

F. Metode Pembelajaran

Menyimak, studi pustaka, *role play*, penguasaan individu, TGT (Teams-Games-Tournament)

G. Media, Alat, dan Sumber

1. CD/ Audio/ VCD
2. Koran/ majalah berbahasa Inggris
3. Sumber dari internet:
 - www.dailyenglish.com
 - http://americanenglish.state.gov/files/ae/resource_files
 - <http://learnenglish.britishcouncil.org/en/>

H. Langkah-langkah Kegiatan Pembelajaran

- a. Kegiatan Pendahuluan (10 menit)
 - Guru memberi salam kepada siswa.
 - Guru mengecek kehadiran siswa.
 - Guru mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan siswa

sebelumnya dengan materi yang akan dipelajari

- Guru memperkenalkan materi yang akan diajarkan melalui ilustrasi dan memberi pertanyaan untuk mengajak siswa berpikir tentang apa yang akan dipelajari.

b. Kegiatan inti (70 menit)

1. Mengamati :

- Siswa menyimak berbagai contoh teks eksposisi analitis yang diberikan/diperdengarkan guru.
- Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya.
- Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks eksposisi analitis.

2. Mempertanyakan :

- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks eksposisi yang ada dalam bahasa Inggris.
- Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu.

3. Mengeksplorasi :

- Siswa mencari beberapa teks eksposisi analitis dari berbagai sumber.
- Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu.

4. Mengasosiasi :

- Siswa secara berkelompok menganalisis beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.
- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analitis yang disampaikan di dalam permainan.

5. Mengomunikasikan :

- Siswa membuat laporan berupa catatan hasil membaca.
- Siswa bertukar cerita tentang teks eksposisi dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.
- Siswa membuat ‘learning journal’.

c. Kegiatan Penutup (10 menit)

- Guru memberi panduan dan meminta siswa untuk menyimpulkan hasil pembelajaran.
- Guru meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan.
- Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya dan memberikan penugasan terstruktur untuk pertemuan berikutnya.
- Guru mengakhiri pertemuan di kelas.

I. Penilaian hasil pembelajaran

1. Kompetensi sikap

- a. Jenis/Teknik Penilaian : Observasi
- b. Bentuk Instrumen : Lembar Observasi
- c. Observasi :

Lembar Pengamatan Sikap Peserta Didik

No.	Nama Peserta Didik	Indikator Sikap			
		Bertanggung jawab	Peduli	Kerjasama	Percaya diri
1.	AAP				
2.	AFD				
3.	AR				
4.	AT				
5.	AMS				
6.	AIR				
7.	AEP				
8.	DRA				
9.	DFS				
10.	ETM				
11.	FRP				
12.	FK				
13.	FZ				
14.	HAn				
15.	HAr				
16.	IRA				
17.	IA				
18.	JM				

19.	MF					
20.	MS					
21.	MYKW					
22.	MBR					
23.	MZA					
24.	PKD					
25.	RNF					
26.	RD					
27.	RPA					
28.	RH					
29.	RS					
30.	RAP					
31.	RN					
32.	RA					
33.	SF					
34.	VC					

Skala pedoman penskoran :

- 5: Amat Baik
- 4: Baik
- 3: Cukup
- 2: Kurang
- 1: Sangat kurang

2. Kompetensi Pengetahuan :

- a. **Teknik Penilaian** : Tes tertulis/lisan/demonstrasi
 - b. **Bentuk Instrumen** : Uraian Non-Objektif dan Uraian Objektif
 - c. **Kisi-kisi** :
1. Membuat kalimat pernyataan dan pertanyaan mengenai *Analytical Exposition*
 2. Melaksakan Kegiatan Saintifik (5M)

Aspek Kegiatan	SIKAP/ PERILA- KU	PENGETAHUAN	KETRAMPILAN
MENGAMATI	Jujur Disiplin Tanggung-jawab	Fungsi sosial, ungkapan, dan unsur kebahasaan dari <i>Analytical Exposition</i>	Menemukan informasi dengan memberikan persepsi, seperti; a. What information do you get? b. What is the text talking about? c. What is the function of the text? d. What is the text organization of the text?
MENANYA	Peduli Tanggung-jawab	Fungsi sosial, ungkapan, dan unsur kebahasaan dari <i>Analytical Exposition</i>	Keterampilan bertanya berbagai informasi mengenai penggunaan <i>Analytical Exposition</i>
MENGEKS- PLORASI	Tanggung-jawab Peduli Kerjasama	Fungsi sosial, ungkapan, dan unsur kebahasaan dari <i>Analytical Exposition</i>	Membuat kalimat pernyataan dan pertanyaan mengenai <i>Analytical Exposition</i>
MENGASOSI- ASI	Tanggung-jawab Peduli Kerjasama	Fungsi sosial, ungkapan, dan unsur kebahasaan dari <i>Analytical Exposition</i>	Menalar dan membandingkan <i>Analytical Exposition</i>
MENGOMUNI- KASIKAN	Peduli Tanggung-jawab Kerjasama	Fungsi sosial, ungkapan, dan unsur kebahasaan dari <i>Analytical Exposition</i>	Menyampaikan laporan berupa catatan dari hasil membaca <i>Analytical Exposition</i>

d. Soal Penugasan:

Read the texts carefully and answer the following questions.

Text 1

Why You Should Eat a Healthy Breakfast

Breakfast is the most important meal of the day. Breakfast provides you with the energy and nutrients that lead to increase concentration in the classroom.

Studies show that breakfast can be important in maintaining a healthy body weight. Many people who skip breakfast will feel hungry quickly and then they eat snacks that contain high fat and sugar. This makes them gain weight quickly.

People who skip breakfast are unlikely to make up their daily requirement for some vitamins and minerals that a simple breakfast would have provided.

Breakfast provides energy for the activities during the morning and helps to prevent that mid-morning slump.

Sumber: *Pathway to English General Programme Grade XI, Penerbit Erlangga*

- a. Why do people who skip breakfast gain weight quickly? _____
- b. What is the role of energy and nutrients of breakfast for you as a student? _____
- c. Decide whether these statements are True (T) or False (F).
 - 1. The text encourages people not to have breakfast in the morning. _____
 - 2. If you don't have your breakfast in the morning, you don't get supply of energy and nutrients. _____
 - 3. People who go to work without breakfast will gain weight easily. _____
 - 4. If you don't take your breakfast in the morning, you still look fresh until midday. _____
- d. What is the text organization of analytical exposition text? _____
- e. What tense is mostly used in the text? _____
- f. What is the purpose of the analytical exposition text? _____
- g. What is the thesis telling you about? _____
- h. What are the arguments telling you about? _____
- i. What is the reiteration telling you about? _____

Text 2

Five Drinks to Help You Lose Weight

There are many ways to lose weight. You can do sports regularly and eat some nutritious food and drinks. In this case, you have to watch every drink that you want to consume because soft drinks, fruit juices and energy drinks can be loaded with added sugars and carbohydrates that can sabotage your weight-loss strategy. Here are five tasty ways to drink up without packing on the pounds.

The first drink is water. It is important to remember water is the best choice for effective weight loss. If you are bored with drinking pure water, you can try adding fresh lemon slices, lime, cucumber, and even a slice of tomato to add flavor without adding many calories.

The second drink is vegetable juice. Whether in a can, bottled, or homemade, vegetable juice is an excellent way to get the fiber and nutrients your body that needs to fuel your weight loss. Vegetable juice will keep you fuller longer. It will be better, if you can find a low-sodium variety.

The third drink is unsweetened tea, like green tea, black tea, and oolong tea. Green tea has been proven to help boost metabolism and speed up weight loss. Black and oolong teas are filled with antioxidants, which can help rid your body of toxins.

The fourth is black coffee. It can help spur your weight loss by providing a boost of caffeine that suppresses hunger when you drink it in the morning and afternoon. It has also been shown to stimulate thermogenesis, which heats up the body and boosts metabolism.

The last drink is skimmed milk. Milk is an excellent source of lean protein, vitamin D, and calcium that can help build your muscles and keep your bones strong.

From the facts above, you can maintain your weight and your health by choosing the right drinks.

Sumber: <http://www.rdasia.com/5-drinks-to-help-you-lose-weight>

- a. According to the text, how can you do if you are bored with drinking pure water?
- b. Which of the following drinks is NOT mentioned in the text?
 - A. Skimmed milk.
 - B. Mocha chino.
 - C. Vegetable juice.
- c. What can help spur your weight loss?
- d. What can keep you fuller longer?
- e. What essence in milk that can build muscles and keep bones strong?
- f. What is the text about?
- g. What is the function of antioxidants in black and oolong tea?

Jakarta, 31 Maret 2015

Guru Bahasa Inggris,

Peneliti,

Dra. Sumaydia, M.Hum.

Annery Fienta

Mengetahui,

Dosen Pembimbing I,

Drs. H. Anggiat M. Hutabarat, M.Hum.

Appendix 9 Lesson Plan (3rd Meeting) for Experimental Group
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Satuan Pendidikan	: SMA Negeri 55 Jakarta
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI IIS C/2
Materi Pokok	: <i>Biography</i>
Alokasi Waktu	: 2 x 45 menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai pemasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
- 3.11. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal, sesuai dengan konteks penggunaannya
- 4.15. Menangkap makna teks biografi pendek dan sederhana tentang tokoh terkenal

C. Indikator

1. Mengidentifikasi fungsi teks *Biography*
2. Mengidentifikasi dan memahami struktur teks *Biography*
3. Mengidentifikasi unsur-unsur kebahasaan teks *Biography*

4. Menjawab pertanyaan-pertanyaan mengenai isi teks *Biography* dengan tepat

D. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi fungsi teks *Biography*.
2. Siswa dapat mengidentifikasi struktur teks *Biography*.
3. Siswa dapat mengidentifikasi unsur-unsur kebahasaan teks *Biography*.
4. Siswa dapat menjawab pertanyaan-pertanyaan mengenai isi teks *Biography* dengan tepat.

E. Materi Pembelajaran

Teks biografi pendek dan sederhana tentang tokoh terkenal

Fungsi sosial

Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan
Struktur text

- (1) Menyebutkan tindakan/peristiwa/kejadian secara umum
- (2) Menyebutkan urutan tindakan/kejadian/peristiwa secara kronologis, dan runtut
- (3) Jika perlu, ada kesimpulan umum.

Unsur kebahasaan

- (1) Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan
- (2) Simple Past, Continuous, Perfect tense
- (3) Penyebutan kata benda
- (4) Modal auxiliary verbs

F. Metode Pembelajaran

Menyimak, studi pustaka, *role play*, penguasaan individu, TGT (Teams-Games-Tournament)

G. Media, Alat, dan Sumber

1. CD/ Audio/ VCD
2. Koran/ majalah berbahasa Inggris
3. Sumber dari internet:
 - www.dailyenglish.com
 - http://americanenglish.state.gov/files/ae/resource_files
 - <http://learnenglish.britishcouncil.org/en/>

H. Langkah-langkah Kegiatan Pembelajaran

- a. Kegiatan Pendahuluan (10 menit)
 - Guru memberi salam kepada siswa.
 - Guru mengecek kehadiran siswa.
 - Guru mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan siswa sebelumnya dengan materi yang akan dipelajari.

- Guru memperkenalkan materi yang akan diajarkan melalui ilustrasi dan memberi pertanyaan untuk mengajak siswa berpikir tentang apa yang akan dipelajari.

b. Kegiatan inti (70 menit)

1. Mengamati :

- Siswa menyimak berbagai contoh teks biografi yang diberikan/diperdengarkan guru secara santun dan tanggung jawab.
- Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya.
- Siswa mengamati keteladanan dari teks biografi yang dipelajari.
- Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks biografi.

2. Mempertanyakan :

- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks biografi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.
- Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu.

3. Mengeksplorasi :

- Siswa mencari beberapa teks biografi dari berbagai sumber.
- Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu.
- Siswa melengkapi rumpang dari beberapa teks biografi sederhana.

4. Mengasosiasi :

- Secara berkelompok siswa menganalisis beberapa teks biografi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.
- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan di dalam permainan.

5. Mengomunikasikan :

- Siswa menceritakan kembali teks biografi sederhana tentang keteladanan dari tokoh terkenal dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.
- Siswa membuat kliping teks biografi dengan menyalin dan beberapa sumber.
- Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks biografi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami.
- Siswa membuat ‘learning journal’.

c. Kegiatan Penutup (10 menit)

- Guru memberi panduan dan meminta siswa untuk menyimpulkan hasil pembelajaran.
- Guru meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan.
- Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya dan memberikan penugasan terstruktur untuk pertemuan berikutnya.

- Guru mengakhiri pertemuan di kelas.

I. Penilaian hasil pembelajaran

1. Kompetensi sikap

- a. Jenis/Teknik Penilaian : Observasi
- b. Bentuk Instrumen : Lembar Observasi
- c. Observasi :

Lembar Pengamatan Sikap Peserta Didik

No.	Nama Peserta Didik	Indikator Sikap			
		Bertanggung jawab	Peduli	Kerjasama	Percaya diri
1.	AAP				
2.	AFD				
3.	AR				
4.	AT				
5.	AMS				
6.	AIR				
7.	AEP				
8.	DRA				
9.	DFS				
10.	ETM				
11.	FRP				
12.	FK				
13.	FZ				
14.	HAn				
15.	HAr				
16.	IRA				
17.	IA				

18.	JM					
19.	MF					
20.	MS					
21.	MYKW					
22.	MBR					
23.	MZA					
24.	PKD					
25.	RNF					
26.	RD					
27.	RPA					
28.	RH					
29.	RS					
30.	RAP					
31.	RN					
32.	RA					
33.	SF					
34.	VC					

Skala pedoman penskoran :

5: Amat Baik

4: Baik

3: Cukup

2: Kurang

1: Sangat kurang

2. Kompetensi Pengetahuan :

- a. **Teknik Penilaian** : Tes tertulis/lisan/demonstrasi
- b. **Bentuk Instrumen** : Uraian Non-Objektif dan Uraian Objektif
- c. **Kisi-kisi** :
 - 1. Membuat kalimat pernyataan dan pertanyaan mengenai *Biography*
 - 2. Melaksakan Kegiatan Saintifik (5M)

Aspek Kegiatan	SIKAP/ PERILA- KU	PENGETAHUAN	KETRAMPILAN
MENGAMATI	Jujur Disiplin Tanggung-jawab	Fungsi sosial, ungkapan, dan unsur kebahasaan dari <i>Biography</i>	Menemukan informasi dengan memberikan persepsi, seperti; a. What information do you get? b. What is the text talking about? c. What is the function of the text? d. What is the text organization of the text?
MENANYA	Peduli Tanggung-jawab	Fungsi sosial, ungkapan, dan unsur kebahasaan dari <i>Biography</i>	Keterampilan bertanya berbagai informasi mengenai penggunaan <i>Biography</i>
MENGEKS- PLORASI	Tanggung-jawab Peduli Kerjasama	Fungsi sosial, ungkapan, dan unsur kebahasaan dari <i>Biography</i>	Membuat kalimat pernyataan dan pertanyaan mengenai <i>Biography</i>
MENGASOSI- ASI	Tanggung-jawab Peduli Kerjasama	Fungsi sosial, ungkapan, dan unsur kebahasaan dari <i>Biography</i>	Menalar dan membandingkan <i>Biography</i>
MENGOMUNI- KASIKAN	Peduli Tanggung-jawab Kerjasama	Fungsi sosial, ungkapan, dan unsur kebahasaan dari <i>Biography</i>	Menyampaikan laporan berupa catatan dari hasil membaca <i>Biography</i>

d. Soal Penugasan:

Read the texts carefully and answer the following questions.

Text 1

Taylor Swift

Taylor Alison Swift is a singer, song-writer and an actress. She was born on December 13, 1989, in Wyomissing, Pennsylvania. Swift had already shown her talent at singing since her childhood. Swift sang at a variety of local events, including fairs and contests at the age of 10. When she was 12 years old, she began writing her own songs and learning guitar.

To pursue her music career, Swift frequently went to Nashville in Tennessee, the country music capital. She then moved to Hendersonville, Tennessee, together with her family, in an attempt to further career. Her attempt was a great success. Finally, she signed a contract with Scott Borchetta's Big Machine Records when she performed at The Bluebird Café in Nashville.

She released her first single *Tim McGraw* which became a Top 10 hit in the country charts in 2006. Other successful tracks become popular too such as *Our Song*, *Teardrops on My Guitar*, *Picture to Burn* and *Should've Said No*.

Sumber: <http://www.biography.com/people/taylor-swift-369608>

- a. Since when Swift had already shown her talent?
- b. What did she do in 1999?
- c. How old was Swift when she began writing her own songs?
- d. Where did Swift and her family move to in an attempt to Swift's career?
- e. Was her attempt successful? What was the proof?
- f. What did she release when she was 17 years old?
- g. Mention at least 3 Swift's tracks which become popular.
- h. What is the text organization of biography text?
- i. What tense is mostly used in the text?
- j. What is the purpose of the biography text?
- k. What is the introduction telling you about?
- l. What is the body telling you about?
- m. What is the conclusion telling you about?

Text 2

Bob Sadino

Bob Sadino is well-known for his shorts. Every time he appears in public, he wears his shorts. People know him as a successful businessman. He was born on March 9, 1939, to a wealthy family. He inherited all his family properties when his parents died because all his four siblings were considered to have prosperous lives. He spent all his money travelling around the world. For 9 years, he stayed in The Netherlands and met his wife, Soelami Soejoed. At that time, he worked for Djakarta Lloyd in Amsterdam and Hamburg, Germany.

He is a successful Indonesian businessman who proposes the idea of entrepreneurship. Only a few people did business through risk and initiative in Indonesia at that time. He and his partner started a business by selling domestic chicken eggs door-to-door. Gradually, his domestic chicken eggs became well-known and Sadino's business grew significantly. Sadino then expanded his business by selling chicken meat.

He believes that everybody can be as successful in business as him. Accordingly, he shared his ideas and experiences in his two books. In the books, he said that doing business is "stupid learning". That means it's better to start business from our dullness than to be smart to start it. A "stupid" man will start his business directly when the idea comes to his mind. However, an educated man will spend time to think about any possibilities and theories before starting and sometimes none of them becomes reality.

Sumber: http://en.wikipedia.org/wiki/Bob_Sadino

- a. What does "Stupid Learning" mean?
- b. What is the main idea of the 2nd paragraph?
- c. Why did he inherit all his family properties?
- d. How many books that he wrote?
- e. How did he start a business?
- f. What makes Bob Sadino well-known?
- g. What did he do with all his money from his parents?

Jakarta, 07 April 2015

Guru Bahasa Inggris,

Peneliti,

Dra. Sumaydia, M.Hum.

Annery Fienta

Mengetahui,

Dosen Pembimbing I,

Drs. H. Anggiat M. Hutabarat, M.Hum.

Appendix 10

Pre-Test Sheet for Control and Experimental Groups

Name : _____
Class/Number : _____
Date : _____

Read the following texts and choose the correct answer by crossing A, B, C, D, or E.

Dear friends,

I am very sure that TV can be good or bad. I think it is just a box that cannot be harmful for anyone. But, how can it be harmful? I feel it all depends on how we use it. If it is properly used, we can get some knowledge and enjoy some entertainment for fun. It is just useless blaming TV because we are the ones who control TV. If it is wrongly used and excessively watched, it is obvious that it will have a bad impact on our health and it will really waste our time. We have to realize we are the persons who operate the remote control of TV, not the TV which controls us. I reckon that it is better to stop blaming TV and identify what you really need from TV. Identification is important to decide what program you watch. I believe that our behavior is the thing that makes it good or bad not the thing itself.

Regards,

Luke Pardede

1. What is the text about?
 - A. Pardede's suggestion to quit watching TV.
 - B. Pardede's recommendation to blame TV.
 - C. Pardede's explanation on how to control TV.
 - D. Pardede's complaint about bad impact of television.
 - E. Pardede's opinion on controlling our TV watching habits.

2. "It is just useless blaming TV because we are the ones who control TV".
What does the underlined word mean?
 - A. Accuse.
 - B. Support.
 - C. Achieve.
 - D. Distinguish.
 - E. Accomplish.

3. What is TRUE according to the text?
 - A. TV is always harmful.
 - B. We have to blame TV.
 - C. Watching TV wastes times.
 - D. It is very important to identify TV channels.
 - E. Controlling TV watching habits is important.

Dear Hermawan,

I am really proud of you. You have pursued a dream that needed your efforts and passion.

Graduation is very important in your life. It does not mean that you can enjoy the world and stop working hard. It's all just a short break before entering the new battlefields of life. You will face ups and downs. Don't give up – it's just experience.

You deserve your success. On this graduation day, you must be full of joy and happiness. I wish that you set your goals high and don't stop until you achieve them. Wishing you find your own star.

With love,

Dad and Mum

4. What is the text about?

- A. Wishes on graduation.
- B. A success remark.
- C. Tips to find jobs.
- D. Birthday wishes.
- E. Greetings cards.

5. “You have pursued a dream ...”

What does the underlined word mean?

- A. Finding out.
- B. Looking for.
- C. Seeing at.
- D. Chasing.
- E. Gazing.

6. Who will receive this message?

- A. A young couple.
- B. Father and mother.
- C. A woman who has a new baby.
- D. A person who has just graduated.
- E. A person who just got a new job.

Become A Class Room Star

1. Put down your fear

Sometimes, we fear to do things, such as standing in front of the class, giving wrong answers, asking simple questions. Remember that everybody in the class is studying. It is quite normal if you make mistakes.

2. Find your star subject

It is quite normal if we love some things more than other things. As students, we must also have a favorite subject. You have to make sure that, while you put more interest in a particular subject, you have to work hard in other subjects. Find your strengths and overcome your weaknesses.

3. Understand that teachers don't judge

Don't worry about asking questions about something that makes you confused. Your teachers are there to teach and help you. They'll not laugh or judge you when you go wrong. They'll help you.

4. Be proactive!

Be active in taking part in the learning process. Doing a simple thing in the class, like collecting all the class homework will be very beneficial. When you have a lot of responsibilities that will keep you on the list of top students.

5. Give your 100%

Manage your time for homework, football practice, piano classes and exams. Give 100% of your capacity to all your activities. Play like it's the last time you'll ever kick a ball, concentrate on your studies as if they were the next exam. No matter what you do, just do it with your full capacity.

Source: <http://cbse-sample-papers.blogspot.com/2008/12/become-class-room-star-study-tips.html>

7. What is the purpose of the text?

- A. To let the students know how important it is to be proactive in the class.
- B. To tell students about tips to get appreciation from teachers.
- C. To give information on how to get good marks in the examinations.
- D. To tell the students not to worry about asking for help from teachers.
- E. To tell the students how to be a star in class.

8. Why should students not be afraid of making mistakes in front of the teachers?

- A. Because teachers will be glad to help the students.
- B. Because teachers will appreciate the students.
- C. Because teachers will likely laugh and judge the students.
- D. Because teachers will give clarification about the students' mistakes.
- E. Because teachers will give bad marks in the students' examination.

9. "...try to overcome your weaknesses."

What does the underlined word mean?

- A. Bring it on.
- B. Make it up.
- C. Carry on.
- D. Conquer.
- E. Solve.

2 November 2015

Dr Ali Kurniadi
Technology Department
University of Yogyakarta
Jln. Sam Ratulangi 38
Yogyakarta

National Conference on Communication

Dear Dr. Kurniadi,

We are organizing The National Conference on Modern Communication. It is scheduled for 23 to 25 April 2015 in Cendrawasih Hotel. The conference will mainly discuss new communications systems and how they will transform society. All universities, majoring in communication technology, are invited. This conference will also be attended by Mr. Hamada from the University of Kyoto. He has designed new communications systems in Japan.

The conference will be inaugurated by our Minister of Telecommunication and the Chief Bureau of Science And Research (LIPI) is due to deliver the closing ceremony.

We would like you to deliver your presentation on the topic. Please send us the abstract of your presentation before 20 November 2015. We believe that your contribution to this subject is very beneficial.

We look forward to receiving your confirmation. Kindly send RSVP by 15 November 2015 to the Conference Secretary, Ms. Maria Sanusi, at info@widgetconference2015.com

Yours faithfully,

Dr. Judith Fatima
Conference Planning Chair
Ministry of Telecommunication

10. What is the purpose of the text?

- A. To invite Dr. Kurniadi to deliver a presentation at the conference.
- B. To organize an international conference in Cendrawasih Hotel.
- C. To confirm Dr. Kurniadi's attendance at the conference.
- D. To invite Dr. Kurniadi to address the closing ceremony.
- E. To arrange a meeting during the conference.

11. "The conference will be inaugurated by our Minister of Telecommunication..."

What does the underlined word mean?

- A. Welcomed.
- B. Finished.
- C. Opened.
- D. Started.
- E. Begun.

12. Who will probably attend the conference?

- A. Students.
- B. Japanese experts.
- C. Experts in telecommunication.
- D. Telecommunication entrepreneurs.
- E. Officers from the Ministry of Telecommunication.

12 January 2015

Dear Sari,

I would like to thank you for helping us organize my son's birthday party. I know it was hard work for you to do the preparation of the party. But, I understand that you enjoyed helping us because you like everyone to get together. I want to express my appreciation for everything that you did in preparation for the event.

After helping Diana in her family's get-together, I know preparing a party is not easy, even if it is a small one. I can't imagine how much time you had spent on the planning and the arrangement. Impressively, you really did a great job. Everybody, especially my son enjoyed the party.

Finally, on behalf of my family, I would like to express our gratitude for your valuable help. The event would have been nothing without your help.

With love,
Widya Kusuma

13. What is the purpose of the text?

- A. To ask for someone's help in the preparation of the party.
- B. To say thanks for someone's help during the birthday party.
- C. To thank somebody for attending the party.
- D. To compliment someone on her great job.
- E. To arrange a meeting with someone.

14. What can we infer from the text?

- A. Sari didn't come to the birthday party.
- B. Widya, herself, prepared her son's birthday party.
- C. Widya got Sari to prepare her son's birthday party.
- D. Sari helped Diana to prepare her family gathering party.
- E. Widya asked Diana to help her prepare her son's birthday party.

15. "..., even if it is a small one." (Paragraph 2)

What does the underlined pronoun refer to?

- A. Time.
- B. Help.
- C. Party.
- D. Family.
- E. Preparation.

How to Improve Speaking English Skill

1. Practice speaking English anytime, either with native speakers or friends. It will help you in constructing ideas in English, not in your mother tongue.
2. Apply it in your daily conversation even though it's only a simple sentence.
3. Try to use English words and phrases you know in new situations. Find a native friend to exchange feedback from her/him. A friend that you find from the social media is a good choice because you can get feedback fast and you can communicate with him/her easily.
4. If you don't remember a single word, don't translate the English words into and from your own language. Imitate what native speakers do if you forget the English words, for example: try to use um or er.
5. Speak slowly so that people understand what you mean. Use correct pronunciation.
6. Don't be shy to speak. The more words you practice, the more confident you will get.



Source: <http://cbse-sample-papers.blogspot.com/2009/01/better-english-speaking-skills.html>

16. What is the text about?

- A. Tips how to find a good English native speakers.
- B. Tips how to improve your English speaking skill.
- C. Tips how to use English in business conversation.
- D. Tips how to speak English fluently with native speaker.
- E. Tips how to increase your confidence in speaking English.

17. “Imitate what native speakers do if you forget the English words.”

What does the underlined word mean?

- A. Copy.
- B. Provide.
- C. Look on.
- D. Increase.
- E. Focus on.

18. Why is it important to use correct pronunciation?

- A. To get feedback from native speakers.
- B. To avoid too much hesitation.
- C. To avoid misunderstanding from people.
- D. To build vocabulary and self-confidence.
- E. To respond to what people say to you.

5 March 2015

Allison Key

216 Kensington Av

Perth

Dear Anne,

How is your holiday, Anne? Right now, I am enjoying a cup of hot coffee in the coziest café in Yogyakarta while writing this letter for you. You know my uncle, don't you? He always reminds me that I shouldn't miss seeing the whole city and visiting some beautiful places too. So, we decided to walk around the city all day and we don't forget to take same pictures. We have visited Alun-alun, The Sultan's Palace, Taman Sari and of course, Malioboro street. We didn't go to Prambanan Temple because it was almost dark. But, we are going to go and see it tomorrow.

This city is unbelievable. The streets are always busy. Many people walk along the pedestrian streets. They look busy with their own business, it is very hot around here.

I hope you holidays too and I can't wait to give you some souvenirs that I bought for you. I miss you Anne and I will see you back in Perth on the 15th.

Love,

Allison Key

19. What is the letter about?

- A. Relatives in Yogyakarta.
- B. Allison's holiday activities.
- C. The weather in Yogyakarta.
- D. Tourist attractions in Yogyakarta.
- E. Beautiful souvenirs from Yogyakarta.

20. “.....hot coffee in the coziest café in Yogyakarta...?”

What does the underlined phrase mean?

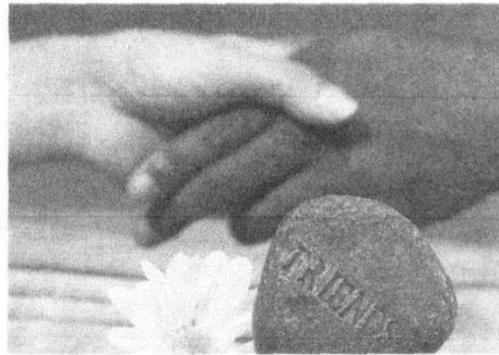
- | | |
|---|---|
| <ul style="list-style-type: none"> A. The most comfortable. B. The most luxurious. C. The most affordable. | <ul style="list-style-type: none"> D. The most attractive. E. The most beautiful. |
|---|---|

21. Which of the following statements is TRUE according to the letter?

- A. Allison wants Anne to visit her in Yogyakarta.
- B. Allison and her uncle went to Yogyakarta for a holiday.
- C. Allison and Anne will spend a holiday together in Perth.
- D. Allison shares information about the best place to stay in Yogyakarta.
- E. Allison didn't visit Prambanan Temple because she didn't want to visit it.

In my opinion, rich countries, such as a few countries in Europe, should help poor countries. Some are located in Africa, Asia, and South America. Rich countries should be responsible for addressing the basic needs of poor countries, such as food and education. It is reported that famines always happen in some part of Africa. It is mostly caused by climate change and civil wars that lead to harvest failure.

It is the duty of all nation's government to help poor countries so that the world could be a better place for all human beings. We should try to have a world where no one hears news about starving and lack of education in all countries.



Clipart.com

22. What is TRUE according to the text?

- A. Rich countries should take over the poor countries to provide their food and education.
- B. Poor countries always find it difficult to get out of the poverty chain.
- C. Poor countries have the right to ask for help from rich countries.
- D. All countries should work hand-in-hand to help poor countries.
- E. Civil wars always happen in poor countries.

23. "...It is reported that famines always happen in some part of Africa."

What does the underlined word mean?

- A. Poor.
- B. Chaos.
- C. Danger.
- D. Hunger.
- E. Harmful.

24. What is the text about?

- A. The difference between rich and poor countries.
- B. The main duty of governments of poor countries.
- C. The main duty of governments of rich countries in Europe.
- D. The duty of government in assisting their citizens' prosperity.
- E. The responsibility of rich countries for helping poorer countries.

Dear Fatimah,

Congratulations!

I am really excited, hearing from Rino about your success in getting the first prize in the Student Badminton tournament. I understand how hard you prepared it. I am very proud of your achievement. I hope you achieve your dream to be a professional player in the future.

Regards,

Tania

25. What is the purpose of the text?

- A. To invite a friend to join the badminton tournament.
- B. To tell of the winner of the badminton tournament.
- C. To explain how to win a badminton tournament.
- D. To congratulate someone on her achievement.
- E. To invite someone to a winning party.

26. "... I hope you achieve your dream to be a professional player in the future."

What does the underlined word mean?

- A. Accomplish.
- B. Complete.
- C. Manage.
- D. Retain.
- E. Fulfill.

27. What is TRUE according to the text?

- A. Tania is one of the contestants.
- B. Tania played badminton with Fatimah.
- C. Fatimah wants to be a professional player.
- D. It was a professional badminton tournament.
- E. Tania watched the final game of the badminton tournament.

10 October 2015

Jeanne Queen
Broadey Avenue 14
Nebraska

Richard Smith
Oak Street 45
Arizona

Dear Mr. Smith,

We cordially invite you to a dinner party celebrating the 2nd anniversary of GO CLEAN Laundry. It will take place at the Romance Hotel on Thursday, 20th November. The dress code is formal.

The procession will start with a traditional Balinese dance at 7 p.m. while a program of events will be delivered to you upon arrival. Dinner will be served in Tiara hall at 8 p.m. where Mr. and Mrs. Ketut will welcome each of you personally.

Please find the RSVP form and return it to the address stated above by 10th of November. We cannot accept any replies we receive after that date. On behalf of Mr. and Mrs. Ketut, we look forward to your attendance.

Yours faithfully

Jeanne Queen
Assistant to Mr. and Mrs. Ketut

28. If Richard Smith would like to come to the party, what must he do?

- A. He has to phone Mr. Ketut.
- B. He has to call Jeanne Queen.
- C. He has to write a letter to Mr. Ketut.
- D. He has to make a reservation before 10th November.
- E. He has to send the RSVP from before 10th November.

29. What is the letter about?

- A. A request about the party program.
- B. A confirmation about the party.
- C. A reply to an invitation.
- D. An invitation to a party.
- E. A hotel reservation.

30. What is TRUE according to the letter?

- A. Jeanne Queen is the director of GO CLEAN laundry.
- B. The guests of the party should wear Balinese costume.
- C. The guests should meet Jeanne Queen on 10th November.
- D. Mr. and Mrs. Ketut will welcome all the guests upon arrival.
- E. The guests will receive the program of the party upon their arrival.

Appendix 11

Post-Test Sheet for Control and Experimental Groups

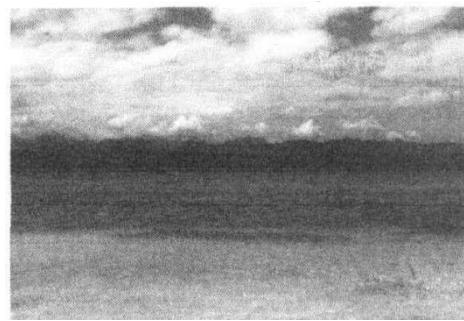
Name : _____
Class/Number : _____
Date : _____

Read the following texts and choose the correct answer by crossing A, B, C, D, or E.

Lombok

Lombok is one of the enchanting tourist destinations in Indonesia. It is a naturally pure island. Lombok benefits from its location near Bali, one of the most famous tourist destinations in the world. Many people going to Bali will also spend a few days in Lombok. This affects Lombok socially and economically.

To promote its tourism, Lombok is called “an unspoiled Bali”. It is believed that Lombok is culturally and naturally similar to Bali. However, its purity is still well-kept because the number of tourists going to Lombok is much less than those going to Bali. In Lombok, people can enjoy beautiful beaches, enchanting waterfalls, and the looming volcano of Mount Rinjani.



Source: <http://wikitravel.org/en/Lombok>

1. What is the topic of the text?
 - A. There are many luxurious accommodations in Lombok.
 - B. Lombok is a tourist destination as beautiful as Bali.
 - C. Lombok is known for its looming volcano.
 - D. Lombok is famous for its distinct fauna.
 - E. Lombok is more beautiful than Bali.
2. Why is Lombok called as “an unspoiled Bali”?
 - A. The natural and cultural purity of Lombok is still well-kept.
 - B. Lombok has fewer visitors than Bali.
 - C. There are various local souvenirs.
 - D. Lombok is another paradise.
 - E. Lombok is close to Bali.
3. “... Lombok is much less than those going to Bali” (Paragraph 2)
What does the underlined pronoun refer to?
 - A. Someone.
 - B. Tourists.
 - C. Beaches.
 - D. Waterfalls.
 - E. Tourist destinations.

Consequences of Cheating



Cheating is a bad habit that must be avoided by students. There are no benefits that students will get by cheating. It only makes them lazy.

Cheating has a few consequences in both short and long terms. In the short term, it means that the learning process, you are taking, is useless. Maybe you will feel safe because you are not caught by your teacher. Then, you will feel amazing when you get good grades without studying. But, it is not such a good method. Actually, you are wasting your time and your money trying to "learn" by cheating. If you get caught, you will be in trouble because

you can be expelled from school or the university, in addition, you will get a zero on your test and a bad reputation with the teachers and the other students. In the long term, you may graduate from school or university by cheating, but when you are asked to use your knowledge at work, you cannot solve your problems, give ideas, or behave in a meeting because you did not learn much at university.

From the consequences above, it is obvious that cheating is a bad habit that has many disadvantages for students.

Source: <http://www.topics-mag.com/edition13/cheating-olga.htm>

4. What is the text about?

What is the purpose of the text?

- A. To retell a cheating experience.
- B. To persuade readers not to cheat.
- C. To show the number of cheating cases.
- D. To show good and bad impacts of cheating.
- E. To discuss the cheating phenomenon among students.

5. What can we infer from the text?

- A. Cheating can get you expelled from school.
- B. You cannot go to meetings at work.
- C. Cheating makes students lazy.
- D. You cannot work in any company because you are a cheat.
- E. Cheating is a bad habit that has short and long term consequences.

6. "It only makes them lazy." (Paragraph 1)

What does the underlined word refer to?

- A. A bad habit.
- B. Cheating.
- C. Studying.
- D. Reading.
- E. Student.

7. "... it is obvious that cheating is a bad habit..." (Paragraph 3)

What does the underlined word mean?

- | | |
|----------------|-----------|
| A. Ridiculous. | D. Vague. |
| B. Difficult. | E. Clear. |
| C. Obscure. | |

Bruno Mars



Bruno Mars is an American singer who is very famous among teenagers around the world. He is not only a singer, but also a songwriter, record producer, voice actor, and choreographer. He was born on October 8, 1985 in Honolulu, Hawaii to a musician family. He had begun creating music from his youth. He had many musical performances in his hometown as well. After he graduated from high school, he decided to move to Los Angeles to pursue his musical career.

From 2009, people knew him as a solo artist after featuring with several singers, such as "Nothin' on You" with B.o.B. and "Billionaire" with Travie McCoy. He, then, signed a contract with Atlantic. In 2010, he released his debut album. It was listed as number three album on the Billboard 200 and it was nominated for seven Grammy Awards. The album soon spread around the world. In 2012, he released his second album, *Unorthodox Jukebox*. It was a great success in the United States, UK and other international countries. The album won Best Pop Vocal Album at the Grammy Awards.

Mars is a professional singer. He is known for his stage performances and retro showmanship. He usually plays a variety of instruments such as electric guitar, piano, keyboards and drums, dances and performs a wild range of musical styles, including reggae, soul and funk music.

Source: http://en.wikipedia.org/wiki/Bruno_Mars

8. Which of the following statements is TRUE?

- A. Doo-Wops & Hooligans' album peaked at number two on the Billboard 200.
- B. 'Unorthodox Jukebox' won Best Pop Vocal Album at the Grammy Awards.
- C. Bruno Mars was raised by a farming family.
- D. Bruno Mars cannot play guitar and piano.
- E. Bruno Mars is bad at dancing.

9. What is the topic of the text?

- A. The romance of Bruno Mars.
- B. Bruno Mars' performances.
- C. Bruno Mars' album.
- D. Bruno Mars' songs.
- E. Bruno Mars' career.

10. "It was a great success in the United States, UK..." (Paragraph 2)

What does the underlined word refer to?

- A. Doo-Wops & Hooligans album.
- B. Unorthodox Jukebox album.
- C. "Billionaire" song.
- D. "Treasure" song.
- E. Bruno's album.

Basil is well-known as a seasoning leaf for various foods. Basil leaves have a strong fragrance. Because basil belongs to the same family as peppermint, basil shares the same characteristics with peppermint. Its leaf is round at the bottom and pointed at the end.

This leaf is generally used fresh in cooked recipes. It has been a prominent part of Italian cuisine and plays a major ingredient of Southeast Asian cuisines, such as Thai, Vietnamese, Cambodian, Lao and Indonesian. It is added at the last moment of the cooking process. It is believed that cooking will quickly destroy the flavor. Basil can be kept in a plastic bag for a short time in a refrigerator. If you want to keep it for a long time, blanch it quickly in boiling water and put it in the freezer. Dried basil is frequently found in Chinese soup. But, people say that it has lost most of its flavor.



Soure: <http://en.wikipedia.org/wiki/Basil>

11. What is the purpose of the text?
 - A. To show the taste of basils.
 - B. To describe basils in general.
 - C. To describe basils cultivated in India.
 - D. To determine the various species of basils.
 - E. To identify the function of basils for cooking.

12. Why should we add basil at the last step of cooking?
 - A. Because it should be served hot.
 - B. Because not all people like basils.
 - C. Because it is difficult to find basils.
 - D. Because it is not a prominent ingredient.
 - E. Because the cooking process may destroy their flavor.

13. “It has been a prominent part...” (Paragraph 1)
What does the underlined word refer to?
 - A. Well-known.
 - B. Necessary.
 - C. Important.
 - D. Tasteful.
 - E. Popular.

Bambang Pamungkas

In the last decade, Bambang Pamungkas has been the most popular Indonesian footballer who plays as forward in his team. People usually call him Bepe. He was born on June 10, 1980 in Semarang. Since childhood, he has shown his football talent. He has played for Indonesia's national football team for 14 years, until his resignation in 2013.

In South East Asian football, he became popular after scoring the only goal for Indonesia at the 2002 Tiger Cup semifinal against Malaysia. Overall, he scored 8 goals in the tournament, becoming the tournament's top scorer. Bambang is considered to be an outstanding header of the ball. He also

has a reputation for his sharpness in the penalty box. He is Indonesia's most capped player and top goal scorer, with 85 caps and 37 goals. According to ESPN Soccernet, he is considered as one of the top ten Asian players.

Bambang is a generous footballer too. He devotes some of his free time to charity work. He founded the Bambang Pamungkas Foundation. Its purpose is to provide financial assistance and resources to schools in Indonesia. He also takes part in raising funds for children's cancer charities.

Source: http://en.wikipedia.org/wiki/Bambang_Pamungkas

14. What is the text about?

- A. The biography of Bambang Pamungkas.
- B. The Bambang Pamungkas Foundation.
- C. Bambang's position in a football team.
- D. Indonesia's national football team.
- E. An outstanding footballer.

15. “Its purpose is to provide financial assistance...” (Paragraph 3)

What does the underlined word refer to?

- A. Bambang Pamungkas Foundation.
- B. National Football Team.
- C. Bambang Pamungkas.
- D. ESPN Soccernet.
- E. Charity work.

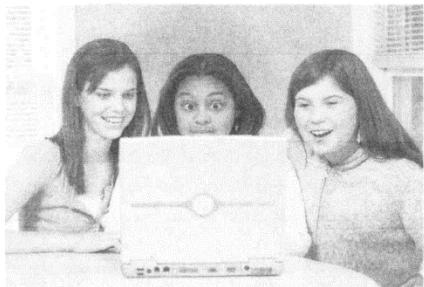
16. When did Bambang start playing football for Indonesia's national football team?

- A. 2000.
- B. 1997.
- C. 2001.
- D. 1999.
- E. 1998.

17. How many goal did Bambang score at the 2002 Tiger Cup semifinal against Malaysia?

- A. 1.
- B. 2.
- C. 8.
- D. 10.
- E. 37.

Online etiquettes when using social media



Nowadays, many people can connect with other people by using social media such as Facebook, twitter, path, etc. So, online etiquettes are definitely needed to prevent any misunderstanding, disputes, harassment and crime.

Firstly, you do not have to add friends on your social media if you don't know them well or speak to them only occasionally. We must keep in mind that a stranger might harm you. Secondly, you do not have to post photos of other people drunk, drinking or doing other nonsense. Your entire

life doesn't need to be uploaded to a public website that other people can see. But, you can still take and keep your pictures privately. Thirdly, you have to be careful when you want to post something on your friend's walls. You do not need to write inappropriate things. It may look funny for you, but it can just look bad to others.

You know that social media is a good place for discussions. You can share the good things, but the bad things should be done elsewhere. This can make everyone use online etiquette.

Source: <http://collegenet.com/elect/app/app?service=external/Forum&sp=66286>

18. What is the text about?

- A. You cannot share the bad things in social media such as arguments or negativity.
- B. You cannot write inappropriate things on your friend's walls.
- C. Several online etiquettes when using social media.
- D. Social media is a good place for discussions.
- E. A few rules of using social media.

19. "But, you can still take and keep your pictures privately." (Paragraph 2)

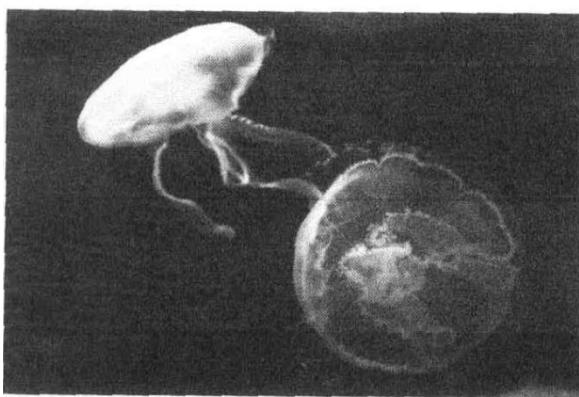
What does the underlined word mean?

- A. Vaquely.
- B. Carelessly.
- C. Secretly.
- D. Publicly.
- E. Openly.

20. According to text above, which of the following sentences is NOT true?

- A. Online etiquettes are needed to prevent something terrible happening when you use social media.
- B. You have to be careful when you want to post something on your friend walls.
- C. You cannot post photos of other people doing nonsensical activities.
- D. You do not have to add someone that you know in real life.
- E. You don't have to post inappropriate things.

Jellyfish



A jellyfish is a sea creature that is gelatinous or made up of "jelly-like" material. It lives in almost all oceans from the surface to the deep sea. A jellyfish has a gelatinous umbrella-shaped bell for its movement and tentacles for capturing prey. There are three kinds of jellyfish: **medusae** (stinging jellyfish), **comb jellies** (non-stinging jellyfish), and **salp** (a barrel-shaped jellyfish).

Jellyfish's tentacles have millions of very small cells, called nematocysts. The cells enable it to capture prey by injecting some toxin. The toxin will spread through the prey's skin. A jellyfish eats many kinds of things, such as plankton (small plants), copepods, fish eggs and small fish. They even eat other jellyfish. A great number of jellyfish in one area will be bad for fishermen because they will eat almost everything in the water and no fish will come close to the area.

Source: <http://www.jellywatch.org/blooms/facts>

21. What is the purpose of the text?
- To describe a jellyfish in general.
 - To show how a jellyfish reproduces.
 - To explain how a jellyfish captures its prey.
 - To show the relationship between a jellyfish and a fisherman.
 - To discuss the advantages and disadvantages of jellyfish for humans.
22. “The cells enable it to capture prey by injecting some toxin.” (Paragraph 2)
What does the pronoun refer to?
- A jellyfish.
 - Plankton.
 - Toxin.
 - Water.
 - Area.
23. What is the function of nematocysts?
- To reproduce.
 - To move forward.
 - To threaten fishermen.
 - To prolong their lifetime.
 - To inject some toxin into the prey.
24. Why will a great number of jellyfish in one area be bad for fishermen?
- They are dangerous.
 - They eat almost everything.
 - They have tentacles.
 - They have umbrella-shaped bell.
 - They will inject some toxin.

Bad Smoking



Smoking is a bad habit that we must avoid. Commonly, most people start smoking because of peer pressure, depression, the need to lose weight, to relax, or to fit in. For young people, they usually start to smoke to feel better about themselves. They think that it is the only way to get through their problems.

Actually, smoking is not good for our health. It causes lung cancer, bad breath, yellow teeth or nails, bronchitis, and other diseases. But, mentally, if someone has been smoking, they can encounter some loss of concentration or balance that can affect their social life. Actually, smoking can become very addictive and kills more people than car accidents, marijuana, illicit drugs, suicide, murder, and other things.

From the reasons above, we can conclude that smoking is a bad habit that does not give us any advantages.

Source: www.topics-mag.com/readers/smoking-forum.htm

25. According to the text above, why do young people decide to start smoking?
- Because they think that it is the only way to get through their problems.
 - Because they want to lose their concentration.
 - Because they want to try it, even just once.
 - Because they become addicted to smoking.
 - Because they just want to do it.
26. "Smoking is a bad habit that we must avoid." (Paragraph 1)
What is the synonym of the underlined word?
- Face.
 - Admit.
 - Prevent.
 - Promote.
 - Encourage.
27. What is the main idea of the second paragraph?
- Smoking can lose our balance concentration.
 - Smoking can relieve stress and depression.
 - Smoking can cause several disadvantages.
 - Smoking makes people become addicted.
 - Smoking causes many diseases.

J.K. Rowling



The *Harry Potter* fantasy is the most best-selling book series of the last decade. It was written by Joanne "Jo" Rowling, better known as J. K. Rowling and Robert Galbraith. She was born on July 31, 1965 to a British family. J.K. Rowling has won many awards. The film *Harry Potter* was also a great success, too.

She was working as researcher and bilingual secretary for Amnesty International when she wrote the Harry Potter series. She envisaged those books on a delayed train from Manchester to London in 1990. While she was writing the first novel, *Harry Potter and the Philosopher's Stone*, many bad things happened to her, such as the death of her mother, divorce from her first husband and relative poverty. The misery caused her to finish her first novel longer than expected. She finally finished it in 1997. She finished the last novel of six sequels, *Harry Potter and the Deathly Hallows* in 2007. She then also wrote three books for adult readers, *The Casual Vacancy* (2012), *The Cuckoo's Calling* (2013) and *The Silkworm* (2014).

Source: http://en.wikipedia.org/wiki/J._K._Rowling

28. What is the text about?
- The success of Rowling's books, the *Harry Potter* series.
 - Harry Potter series' books became film series.
 - The J.K. Rowling's important events.
 - The death of Rowling's mother.
 - Rowling was born in England.

29. “She finally finished it in 1997.” (Paragraph 2)
What does the underlined word refer to?
A. *The Silkworm*.
B. *The Casual Vacancy*.
C. *The Cuckoo’s Calling*.
D. *Harry Potter and the Deathly Hallows*.
E. *Harry Potter and the Philosopher’s Stone*.
30. Why did she take a long time to finish the first novel?
A. Many bad things happened to her.
B. No publisher wanted to publish it.
C. She had to go to Manchester.
D. The novel was filmed first.
E. She was not a real novelist.

Appendix 12

Answer Key of Pre-Test for Control and Experimental Groups

- | | | |
|-------|-------|-------|
| 1. E | 11. C | 21. B |
| 2. A | 12. A | 22. D |
| 3. E | 13. B | 23. D |
| 4. A | 14. C | 24. E |
| 5. D | 15. C | 25. D |
| | | |
| 6. D | 16. B | 26. A |
| 7. E | 17. A | 27. C |
| 8. A | 18. C | 28. E |
| 9. D | 19. B | 29. D |
| 10. A | 20. A | 30. E |

Appendix 13
Answer Key of Post-Test for Control and Experimental Groups

- | | | |
|-------|-------|-------|
| 1. B | 11. B | 21. A |
| 2. A | 12. E | 22. A |
| 3. B | 13. E | 23. E |
| 4. B | 14. A | 24. A |
| 5. E | 15. A | 25. A |
| | | |
| 6. B | 16. D | 26. C |
| 7. E | 17. A | 27. E |
| 8. B | 18. C | 28. C |
| 9. E | 19. C | 29. E |
| 10. B | 20. D | 30. A |

Appendix 14
Pre-Test and Post-Test Scores of Control Group

No.	NIS	NISN	Nama	L/P	Pre	Post
1	13869	9988678719	AA	P	63	63
2	13767	9972016522	AVZ	P	60	73
3	13918	9982507551	ANFS	P	73	90
4	13804	9981506132	ATN	P	67	80
5	13836	9970526396	AELP	L	73	87
6	13805	9972052303	BPYA	P	70	67
7	13874	9972051734	BDFD	L	80	80
8	13769	9981978946	DL	L	60	73
9	13876	9980364194	DCR	P	77	77
10	13521	7777788888	DWE	L	70	77
11	13845	9991990299	ENP	P	90	83
12	13810	9981220401	FSS	P	63	67
13	13774	9982015037	FABE	L	73	80
14	13879	9982011442	FN	P	60	73
15	13850	9982019424	GAS	L	80	80
16	13882	9970687161	IA	P	73	67
17	13851	9981267823	IW	P	80	70
18	13816	9981506138	JF	L	87	83
19	13817	9983175504	KAT	L	77	87
20	13883	9972051394	KDA	P	83	77
21	13886	9988678718	KPN	L	73	77
22	13818	9992012434	MNG	P	63	73
23	13853	9982019830	MR	L	70	70
24	13820	9981220390	MIM	L	77	80
25	13783	9981148298	MAN	L	83	80
26	13860	9982011464	MFA	L	70	70
27	13911	9972055920	RMA	L	80	77
28	13863	9981978996	RPS	P	67	77
29	13893	9982019442	RW	L	83	83
30	13897	9982993978	RIS	L	77	87
31	13792	9981992686	SAA	P	63	73
32	13794	9992168024	SKF	L	60	63
33	13866	9980364919	SHR	L	87	80
TOTAL					2412	2524
Mean					73.0909	76.4848

Appendix 15
Pre-Test and Post-Test Scores of Experimental Group

No.	NIS	NISN	Nama	L/P	Pre	Post
1	13798	9980364196	AAP	P	83	87
2	13761	9982014548	AFD	L	73	80
3	13831	9981546503	AR	L	70	73
4	13765	9988678726	AT	P	83	87
5	13834	9982018839	AMS	P	73	77
6	13766	9970526419	AIR	P	80	87
7	13916	9980902862	AEP	L	77	80
8	13872	9991885865	DRA	L	77	80
9	13842	9981668438	DFS	L	83	87
10	13809	9982015312	ETM	P	83	93
11	13878	9981528410	FRP	P	73	77
12	13812	9981205194	FK	P	80	83
13	13813	9981140268	FZ	L	63	80
14	13848	9982014961	HAn	L	60	80
15	13849	9982014486	HAr	L	87	93
16	13815	9981506132	IRA	P	67	87
17	13881	9981979040	IA	L	80	80
18	13775	9980060612	JM	L	77	80
19	14208	9981409194	MF	P	70	90
20	13885	9981986727	MS	P	73	77
21	13782	9981993510	MYKW	L	77	80
22	13854	9981187922	MBR	L	67	90
23	13856	9982011453	MZA	L	73	70
24	13786	9981994055	PKD	P	83	87
25	13858	9981129935	RNF	L	80	83
26	13825	9981506119	RD	L	73	73
27	13909	9986274583	RPA	L	60	70
28	13891	9972055635	RH	L	70	70
29	13827	9988678744	RS	P	73	83
30	13862	9980363321	RAP	P	63	73
31	13894	9981507993	RN	P	73	70
32	13895	9991975941	RA	P	80	83
33	13864	9982015900	SF	P	70	73
34	13899	9980363381	VC	P	70	83
TOTAL					2524	2746
Mean					74.2353	80.7647

Appendix 16

List of Groups for Games and Tournament Section in Experimental Group

Group I	Points
Handycal	30
Puan	20
M. Zulfiansyah	10
Meita	30
Hamdan	20
Total Point: 110	

Group II	Points
Adinda	30
Arvin	40
Aditya. F	30
Aditya. R	60
Ribka	30
Total Point: 190	

Group III	Points
Alvina	30
Daffa	20
Rohadatul	30
Retno	40
M. Beryl	30
Total Point: 150	

Group IV	Points
Annisa	10
Febri	10
Riska	20
Renaldo	20
Indah	20
Total Point: 80	

Group V	Points
Dwi Febri	50
Josia	20
Rafi	30
Meutya	40
Firhan	70
Total Point: 210	

Group VI	Points
Enzelia	60
M. Yusuf	40
Fathinnida	40
Valencia	30
Rahadyan	20
Total Point: 190	

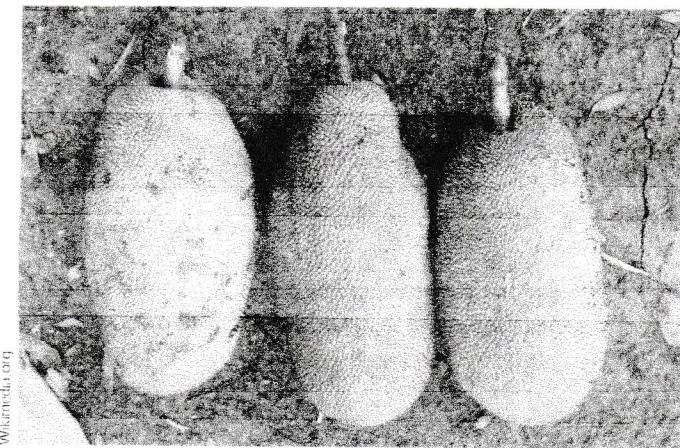
Group VII	Points
Indra	30
Raehan	40
Anastasya	20
Siti. F	30
Total Point: 120	

Appendix 17
Text, Questions, and List of Scores (1st Treatment) of Games and Tournament
Section in Experimental Group

TEXT

24-Mar-15

Jackfruit



The Jackfruit is well-known as an Asian tropical fruit. It belongs to the family of *Moraceae*. Scientists say that the fruit is native to the Southwestern rain forests of India. It easily grows in tropical humid and rainy climates. It does not survive in cold and frosty conditions. That's why it is largely cultivated only in tropical countries,

such as Indonesia, Malaysia, Thailand, Brazil and the Indian Subcontinent.

The jackfruit is categorized as a big tree, with hard trunk. It may grow as high as 30 metres. During the season, the tree can bear 250 large fruits. That is the reason why the tree is listed as the largest tree that bears fruit. The size and shape of the fruits borne in a single jackfruit tree may vary. They might be oval or round, 10 to 60 cm in length. They can weigh from 3 to 30 kg. They are green when they are still unripe, but they turn light brown when they ripen.

Jackfruit is known for its strong fruity flavor that can be smelt from a distance. Inside the fruit, there are many edible bulbs with a delicious sweet taste. The flesh is rich in energy, dietary fiber, minerals, vitamins, and is free from saturated fats or cholesterol. It is one of the healthiest summer season fruits. Jackfruit is quite similar to durian fruits. Its outer surface is covered with blunt thorns. The thorns will become soft when it ripens.

Source: <http://www.nutrition-and-you.com/jackfruit.htm>

QUESTIONS

24-Mar-15

1. Why can we find jackfruits in Indonesia, Malaysia, Thailand, Brazil, and the Indian Subcontinent?
 - A. Because the countries are always frosty.
 - B. Because the countries are in tropical areas.
 - C. Because the countries have a lot of rain forest.
2. What is the text about?
 - A. A tropical jackfruit.
 - B. The benefit of consuming jackfruits.
 - C. The time when jackfruits are harvested.
3. What does a jackfruit look like when it ripens?
 - A. It is light brown.
 - B. It will have a hard trunk.
 - C. The flesh will turn green.
4. What will happen if jackfruit grows in cold and frosty conditions?
 - A. It will have sweet taste.
 - B. It will grow prosperously.
 - C. It will dead.
5. Which one is NOT the richness of jackfruit flesh?
 - A. Energy.
 - B. Fat.
 - C. Vitamins.
6. What makes jackfruit look similar to durian fruits?
 - A. Thorns.
 - B. Color.
 - C. Flavor.
7. Why is jackfruit listed as the largest tree that bears fruit?
 - A. Because it belongs to the family Moraceae.
 - B. Because it has hard trunk.
 - C. Because it can bear 250 large fruits.

Answer:

1. B
2. A
3. A
4. C
5. B
6. A
7. C

SCORE LIST (Table 1)**24-Mar-15**

No.	Name	Group	Question	Point
1.	Renaldo	9		20
2.	Siti Fatimah	7		10
3.	Meita	1	-	0
4.	Aditya Reihansyah	2		10
5.	Valen	6	-	0
6.	Retno. S	3		10
7.	Meutya	5		20

SCORE LIST (Table 2)**24-Mar-15**

No.	Name	Group	Question	Point
1.	Mochamad Yusuf	6	7&3	20
2.	Josia Meserabiel	5	4	10
3.	Arvin Enditya Putra	2	1	10
4.	Raehan Nico	7	5	10
5.	Febri Kristianwati	4	8	10
6.	Rulan Khusyala	1	6	10
7.	Daffa	3	-	0

SCORE LIST (Table 3)**24-Mar-15**

No.	Name	Group	Question	Point
1.	Alvina Tsalisa	3		10
2.	Indra Abi Y	7		10
3.	Adinda Aulia	2		10
4.	Dwi Febri	5		10
5.	Handycal	1		10
6.	Entelia	6		20
7.				

Keterangan:

Annisa (Kelompok 4) → Tdk masuk

SCORE LIST (Table 4)**24-Mar-15**

No.	Name	Group	Question	Point
1.	Ribha	2	-	0
2.	Firhan	5	3,4,5,6	40
3.	Hamdan	1	2	10
4.	Indah Rizki A	4	1	10
5.	Rahadyan P	6	7	10
6.	Bery1	3	-	0
7.				

SCORE LIST (Table 5)**24-Mar-15**

No.	Name	Group	Question	Point
1.	Anastasya Monica	7	1, 7	20
2.	Fathminah Rizky.	6	5, 6	20
3.	Rohadatus Aisy	3	2	10
4.	Rafi Devard	15	4	10
5.	Alditya Fauzan D	2	3	10
6.	M. Zulfiansyah	1	-	0
7.	Riska	4	-	0

Appendix 18

Text, Questions, and List of Scores (2nd Treatment) of Games and Tournament Section in Experimental Group

TEXT

31-Mar-15

Five Drinks to Help You Lose Weight

There are many ways to lose weight. You can do sports regularly and eat some nutritious food and drinks. In this case, you have to watch every drink that you want to consume because soft drinks, fruit juices and energy drinks can be loaded with added sugars and carbohydrates that can sabotage your weight-loss strategy. Here are five tasty ways to drink up without packing on the pounds.

The first drink is water. It is important to remember water is the best choice for effective weight loss. If you are bored with drinking pure water, you can try adding fresh lemon slices, lime, cucumber, and even a slice of tomato to add flavour without adding many calories.

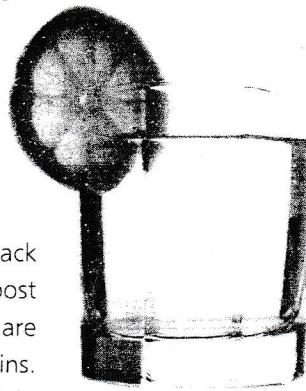
The second drink is vegetable juice. Whether in a can, bottled, or homemade, vegetable juice is an excellent way to get the fiber and nutrients your body that needs to fuel your weight loss. Vegetable juice will keep you fuller longer. It will be better, if you can find a low-sodium variety.

The third drink is unsweetened tea, like green tea, black tea, and oolong tea. Green tea has been proven to help boost metabolism and speed up weight loss. Black and oolong teas are filled with antioxidants, which can help rid your body of toxins.

The fourth is black coffee. It can help spur your weight loss by providing a boost of caffeine that suppresses hunger when you drink it in the morning and afternoon. It has also been shown to stimulate thermogenesis, which heats up the body and boosts metabolism.

The last drink is skimmed milk. Milk is an excellent source of lean protein, vitamin D, and calcium that can help build your muscles and keep your bones strong.

From the facts above, you can maintain your weight and your health by choosing the right drinks.



Clipart.com

Source: www.rdasia.com/5-drinks-to-help-you-lose-weight

QUESTIONS

31-Mar-15

1. According to the text, how can you do if you are bored with drinking pure water?
 - A. You can add sugar and green tea.
 - B. You can replace it with soft drinks.
 - C. You can add sugar and fresh lemon slices, lime, and cucumber to add flavor.
2. Which of the following drinks is NOT mentioned in the text?
 - A. Skimmed milk.
 - B. Mochachino.
 - C. Vegetable juice.
3. What can help spur your weight loss?
 - A. Water.
 - B. Green tea.
 - C. Black coffee.
4. What can keep you fuller longer?
 - A. Vegetable juice.
 - B. Oolong tea.
 - C. Milk.
5. What essence in milk that can build muscles and keep bones strong?
 - A. Protein.
 - B. Vitamin D.
 - C. Calcium.
6. What is the text about?
 - A. Black coffee helps to suppress your hunger.
 - B. Milk is not a good drink for losing weight.
 - C. Five drinks that can maintain your healthy life.
7. What is the function of antioxidants in black and oolong tea?
 - A. Rid body of toxins.
 - B. Boost metabolism.
 - C. Speed up weight loss.

Answer:

1. C
2. B
3. C
4. A
5. C
6. C
7. A

SCORE LIST (Table 1)**31-Mar-15**

No.	Name	Group	Question	Point
1.	DWI FEBRI SETIAWAN	5	1 & 4	20
2.	ADITYA FAUZAN D	2	3	10
3.	RETNO SARASWATI	3	2	10
4.	HAMDAN APNOVERA	1	-	10
5.	INDAH RIZKI	4	6	10
6.	RAEHAN NICO F.	7	5	10
7.	FATHINNIDHA R.	6	7	10

SCORE LIST (Table 2)**31-Mar-15**

No.	Name	Group	Question	Point
1.	Anastasya	7	1 -	10
2.	Adinda	2	6	10
3.	Alvina	3	4	10
4.	Handyca	1		10
5.	Enzelia	6		30
6.	Renaldo	4	-	10
7.	Firhan	5		10

SCORE LIST (Table 3)**31-Mar-15**

No.	Name	Group	Question	Point
1.	Indra Abi .Y	7		10
2.	Febri Kristiawati	4	—	0
3.	Rohadatul Aisy	3		20
4.	Arvin Enditya Putra	2	1, 3	20
5.	Mochamad Yusof	6	6	10
6.	Mewtya Salimah	5		10
7.				

Keterangan:

Ruan (Kelompok 1) → Tdk masuk ✓

SCORE LIST (Table 4)**31-Mar-15**

No.	Name	Group	Question	Point
1.	Aditya Roihansyah	II		20
2.	Rahadyan P	VI		10
3.	Annisa Indira R	IV	-	0
4.	M ZulFiansyah	I		10
5.	Josia Mesezabiel	V		10
6.	Siti Fatimah	VII		10
7.	Daffa Rizaldy Alifama	III		10

SCORE LIST (Table 5)**31-Mar-15**

No.	Name	Group	Question	Point
1.	Valencia	6	4,1	20
2.	Riska	4	7	10
3.	Rafi	5	5,4,6,3	10
4.	Ribka	2	3,6	20
5.	Beryl	3	2	10
6.				
7.				

Note:

Meita (Group 1) → Absent

Appendix 19

Text, Questions, and List of Scores (3rd Treatment) of Games and Tournament Section in Experimental Group

TEXT

07-Apr-15

Bob Sadino

Bob Sadino is well-known for his shorts. Every time he appears in public, he wears his shorts. People know him as a successful businessman. He was born on March 9, 1939, to a wealthy family. He inherited all his family properties when his parents died because all his four siblings were considered to have prosperous lives. He spent all his money travelling around the world. For 9 years, he stayed in The Netherlands and met his wife, Soelami Soejoed. At that time, he worked for Djakarta Lloyd in Amsterdam and Hamburg, Germany.

He is a successful Indonesian businessman who proposes the idea of entrepreneurship. Only a few people did business through risk and initiative in Indonesia at that time. He and his partner started a business by selling domestic chicken eggs door-to-door. Gradually, his domestic chicken eggs became well-known and Sadino's business grew significantly. Sadino then expanded his business by selling chicken meat.

He believes that everybody can be as successful in business as him. Accordingly, he shared his ideas and experiences in his two books. In the books, he said that doing business is "stupid learning". That means it's better to start business from our dullness than to be smart to start it. A "stupid" man will start his business directly when the idea comes to his mind. However, an educated man will spend time to think about any possibilities and theories before starting and sometimes none of them becomes reality.

Source: http://en.wikipedia.org/wiki/Bob_Sadino

QUESTIONS

07-Apr-15

1. What does “Stupid Learning” mean?
 - A. We can use our dullness to start doing business.
 - B. We don’t need to do anything when starting business.
 - C. We have to be stupid when doing everything.
2. What is the main idea of the 2nd paragraph?
 - A. Bob Sadino started a business.
 - B. Bob Sadino sold chicken eggs.
 - C. Bob Sadino proposed the idea of entrepreneurship.
3. Why did he inherit all his family properties?
 - A. Because he is the only child.
 - B. Because all his siblings were already prosperous.
 - C. Because he likes to help his parents.
4. How many books that he wrote?
 - A. Three.
 - B. Two.
 - C. Four.
5. How did he start a business?
 - A. By selling chicken eggs.
 - B. By writing a book.
 - C. By selling chicken meat.
6. What makes Bob Sadino well-known?
 - A. His business.
 - B. His shorts.
 - C. His parents.
7. What did he do with all his money from his parents?
 - A. Donated to orphans.
 - B. Travelled around the world.
 - C. Married Soelami Soejoed.

Answer:

1. A
2. C
3. B
4. B
5. A
6. B
7. B

SCORE LIST (Table 1)**07-Apr-15**

No.	Name	Group	Question	Point
1.	Indra Abi Y.	7		10
2.	Arvin	2		10
3.	Dwi	5		20
4.	handycal	1		10
5.	Riska	4		10
6.	enzelia	6		10
7.	Rohadatul	3	-	0

SCORE LIST (Table 2)**07-Apr-15**

No.	Name	Group	Question	Point
1.	Alvina Tsalisa	3	4	10
2.	Aditya Rohmansyah	2	1, 3, 6	30
3.	Raehan Nico Febrian	7	2 & 5	20
4.	Indah Rizki	4	-	0
5.	Valencia clarissa	6	7	10
6.	Josia .M	5	-	0
7.	M. Zulfiansyah	1	-	0

SCORE LIST (Table 3)**07-Apr -15**

No.	Name	Group	Question	Point
1.	Ruan Khursyab Devi	1	1	10
2.	Ribka A.P.	2	3	10
3.	Siti F	7	7	10
4.	Annisa Indira	4	5	10
5.	Roffi Devora	5	2	10
6.	Raffia Rizaldy Alifama	3	6	10
7.	M. Yusuf	6	4	10

SCORE LIST (Table 4)**07-Apr -15**

No.	Name	Group	Question	Point
1.	Refno Saroswati	3	5,7	20
2.	Adinda Aulia	2	6	10
3.	Mewya S	5	4	10
4.	Meita F.	1	1,2,3	30
5.				
6.				
7.				

Note:

Renaldo (Group 4) → Absent

Rahadyan (Group 6) ~ Absent

SCORE LIST (Table 5)**07-Apr -15**

No.	Name	Group	Question	Point
1.	Hamdan	1	1	10
2.	Firhan	5	7, 2	20
3.	Fathin	6	6	10
4.	Febri	4	-	0
5.	Adit	2	3	10
6.	Beryl	3	5, 4	20
7.				

Note:

Anastasya (Group 7) → Absent



Universitas Kristen Indonesia

Fakultas Keguruan dan Ilmu Pendidikan

Jl. Mayjen Sutoyo no.2
Cawang - Jakarta 13630
INDONESIA

Telp. 021 8092425, 8009190
Psw. 310, 301, 302, 303
Faks. 021 80885229
E-mail: fkip-uki@uki.ac.id
<http://www.uki.ac.id>

Nomor : 13/FKIP/SekFak/Gn/3.2015

3 Maret 2015

Yth.

Kepala Sekolah
SMA Negeri 55
Di Jakarta

Jurusan Ilmu Pendidikan
Program Studi Bimbingan dan Konseling

Jurusan Pendidikan Bahasa dan Seni
Program Studi Pendidikan Bahasa Inggris

Jurusan Pendidikan MIPA
Program Studi Pendidikan Matematika
Program Studi Pendidikan Biologi
Program Studi Pendidikan Fisika
Program Studi Pendidikan Kimia

Jurusan Pendidikan Agama Kristen
Program Studi PAK (S1)

Jurusan Bahasa Mandarin
Program Studi Pendidikan Bahasa Mandarin

Hal : Permohonan Izin Melaksanakan Penelitian

Dengan hormat,

Sehubungan dengan rencana penulisan skripsi mahasiswa kami :

Nama	:	Annery Fienta
NIM	:	1112150024
Semester/Program Studi	:	VIII/Pendidikan Bahasa Inggris
Judul Skripsi	:	"The Effect of Using TGT Technique to The Eleventh Graders' Reading Comprehension at SMAN 55 Jakarta"

Kami mohon bantuan Bapak/Ibu untuk memberikan izin kepada mahasiswa tersebut melaksanakan penelitian di sekolah yang Bapak/Ibu pimpin.

Atas perhatian Bapak/Ibu, kami ucapan terima kasih.



Dekan,
Pardede
Parlindungan Pardede, S.S., M.Hum.



PEMERINTAH PROVINSI DAERAH KHUSUS IBUKOTA JAKARTA
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS NEGERI 55 JAKARTA

Jl. Minyak Raya Duren Tiga, Pancoran, Jakarta Selatan
Alamat Sementara : Jalan Budhi No.21 Cawang, Dewi Sartika Telp/Fax (021) 80874454
JAKARTA TIMUR

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No. 879/-1.851.622

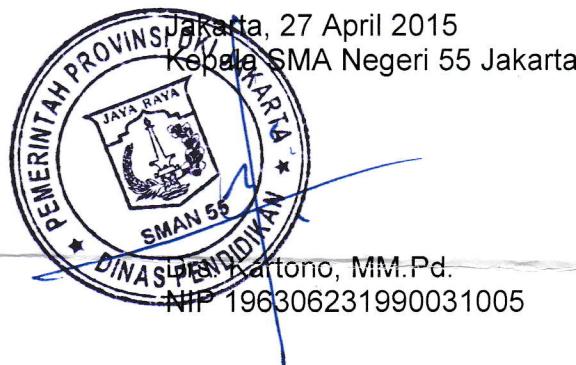
Yang bertanda tangan di bawah ini Kepala SMA Negeri 55 Jakarta, menerangkan bahwa

Nama : ANNERY FIENTA
NIRM/NPM : 1112150024
Semester/Program Studi : VIII / Pendidikan Bahasa Inggris
Universitas : Universitas Kristen Indonesia

Adalah benar nama tersebut diatas telah melaksanakan Penelitian Lapangan di SMA Negeri 55 Jakarta, untuk menyelesaikan Program Strata 1(S1) di Universitas Keristen Indonesia dengan judul Skripsi "***The Effect of Using TGT Technique to The Eleventh Graders' Reading Comprehension at SMAN 55 Jakarta***".

Penelitian tersebut telah dilaksanakan pada tanggal 17 Maret 2015 s.d. 21 April 2015.

Demikianlah, surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Appendix 22

Documentation

Control Class



Experimental Class

