



APPENDICES

Appendix 1 Popoulation of the Study

PEMERINTAH PROVINSI BALI



DINAS PENDIDIKAN PROVINSI BALI

SMA NEGERI 1 SINGARAJA



Alamat: Jln. Pramuka, No.4, Singaraja-Bali Tlpn/Fax. (0362) 22144/32193

Website: www.smansasingaraja.sch.id E-mail: info@smansasingaraja.sch.id

STATISTIK KEADAAN SISWA

BULAN JULI

KELAS	AWAL BULAN			SISWA MASUK			SISWA KELUAR			AKHIR BULAN		
	LK	PR	JML	LK	PR	JML	LK	PR	JML	LK	PR	JML
XI BAHASA	11	24	35							11	24	35
XI MIA 1	12	18	30							12	18	30
XI MIA 2	10	20	30							10	20	30
XI MIA 3	14	19	33							14	19	33
XI MIA 4	12	21	33							12	21	33
XI MIA 5	17	16	33							17	16	33
XI MIA 6	17	16	33							17	16	33
XI MIA 7	13	20	33	1		1	1		1	13	20	33
XI MIA 8	18	16	34							18	16	34
XI MIA 9	13	21	34							13	21	34
XI IPS	15	18	33							15	18	33
JUMLAH	152	209	361	1	0	1	1	0	1	152	209	361

Appendix 2 Students' Summative Score

Students	Summative Score	
	XI MIA 8	XI MIA 9
Students 1	88	86
Students 2	87	88
Students 3	87	89
Students 4	86	86
Students 5	83	89
Students 6	87	87
Students 7	85	84
Students 8	88	83
Students 9	87	88
Students 10	88	83
Students 11	89	84
Students 12	86	84
Students 13	84	86
Students 14	88	87
Students 15	87	85
Students 16	89	87
Students 17	84	85
Students 18	87	84
Students 19	86	85
Students 20	84	86
Students 21	85	85
Students 22	85	87
Students 23	86	85
Students 24	86	87
Students 25	86	84
Students 26	85	85
Students 27	83	86
Students 28	85	85
Students 29	88	87
Students 30	85	87
Students 31	86	88
Students 32	84	86
Students 33	84	86
Students 34	85	88

Appendix 3 Summative Score Inferential Analysis

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental group	,135	34	,123	,953	34	,154
Control group	,132	34	,142	,956	34	,182

a. Lilliefors Significance Correction

Test of Homogeneity of Variances

Summative Score

Levene Statistic	df1	df2	Sig.
,012	1	66	,915

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	Df	Sig. (2- tailed)	Mean Differen ce	Std. Error Differen ce	95% Confidence Interval of the Difference	
									Lower	Upper
Summative Score	Equal variances assumed	,012	,915	,075	66	,941	,02941	,39477	-,75876	,81759
	Equal variances not assumed			,075	65,979	,941	,02941	,39477	-,75877	,81759

Appendix 4 Experimental Group Lesson Plan**LESSON PLAN**

(Experimental Group)

School : SMAN 1 Singaraja

Subject : English

Class : XI MIPA 8 / I

Material : Analytical Exposition Text

Time : 90 minutes

I. Core Competency

1. Appreciating and practicing the religious values that students are professed.
2. Respecting and practicing the behaviors of being honest, disciplined, responsible, caring (tolerant and cooperative among each other), well-mannered and confident in interacting effectively with the social and natural environments in which they interact and live.
3. Understanding factual, conceptual, and procedural knowledge in accordance with students' curiosity on science, technology, art, and culture related to tangible phenomena and events.
4. Attempting, processing, and presenting things in concrete domains (applying, analyzing, synthesizing, modifying, and constructing) and

abstract domains (writing, reading, calculating, drawing, and composing) based on what have been learnt at school as well as on other sources having similar concept or theory.

II. Basic Competencies & Indicators

Basic Competency	Indicator
3.4 Differentiating the social function, text structure, and language features of some spoken and written analytical exposition texts by giving and asking the information related to the actual issues, based on the context.	1. Comparing the social function, text structure, and language features of analytical exposition texts with other texts.
4.4.1 Understanding the meaning of the text contextually related to social function, text structure and language features of spoken and written analytical exposition texts.	2. Recognizing the explicit information, words meaning, and contextual reference in the analytical exposition texts. 3. Classifying the text structure of the analytical exposition texts. 4. Inferring the main idea and implicit information in the analytical exposition texts.

III. Learning Objective

1. Students are able to compare the social function, text structure, and language features of analytical exposition texts with other texts.
2. Students are able to recognize the explicit information, words meaning, and contextual reference in the analytical exposition texts.
3. Students are able to classify the text structure of the analytical exposition texts.
4. Students are able to infer the implicit information and main idea in the analytical exposition texts.

IV. Learning Material

Analytical Exposition Text

Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to convince the reader that the idea is important matter, and to analyze the topic that the thesis/opinion is correct by developing an argument to support it.

Generic Structure of Analytical Exposition Text

1. Thesis: Introducing the topic and indicating the writer's position
2. Arguments: Explaining arguments to support the writer's position.
3. Reiteration: Restating the writer's position/conclusion.

Language features:

1. Using relational process

2. Using internal conjunction
3. Using causal conjunction
4. Using Simple Present Tense

V. Learning Method

Flipped learning :

1. Online Class (It is done in schoology platform to target the LOTS of students)
2. Face to face class (It is done in the classroom to target the HOTS of students through group discussion)

VI. Learning Activities

Online classroom

PHASES	ACTIVITIES	TIMES
	<ol style="list-style-type: none"> 1. The students join the schoology course. 2. The students are exposed with online instruction and materials (analyzing text entitled “Social Media are Bad for Teenagers”) before the classroom section. 3. The students read the text carefully and answering the questions. 4. The students discuss the structure and difficult words they find in the text in the comment. 5. The students skimming the text by making a 	

	summary of what is discussed in each paragraph of the text.	
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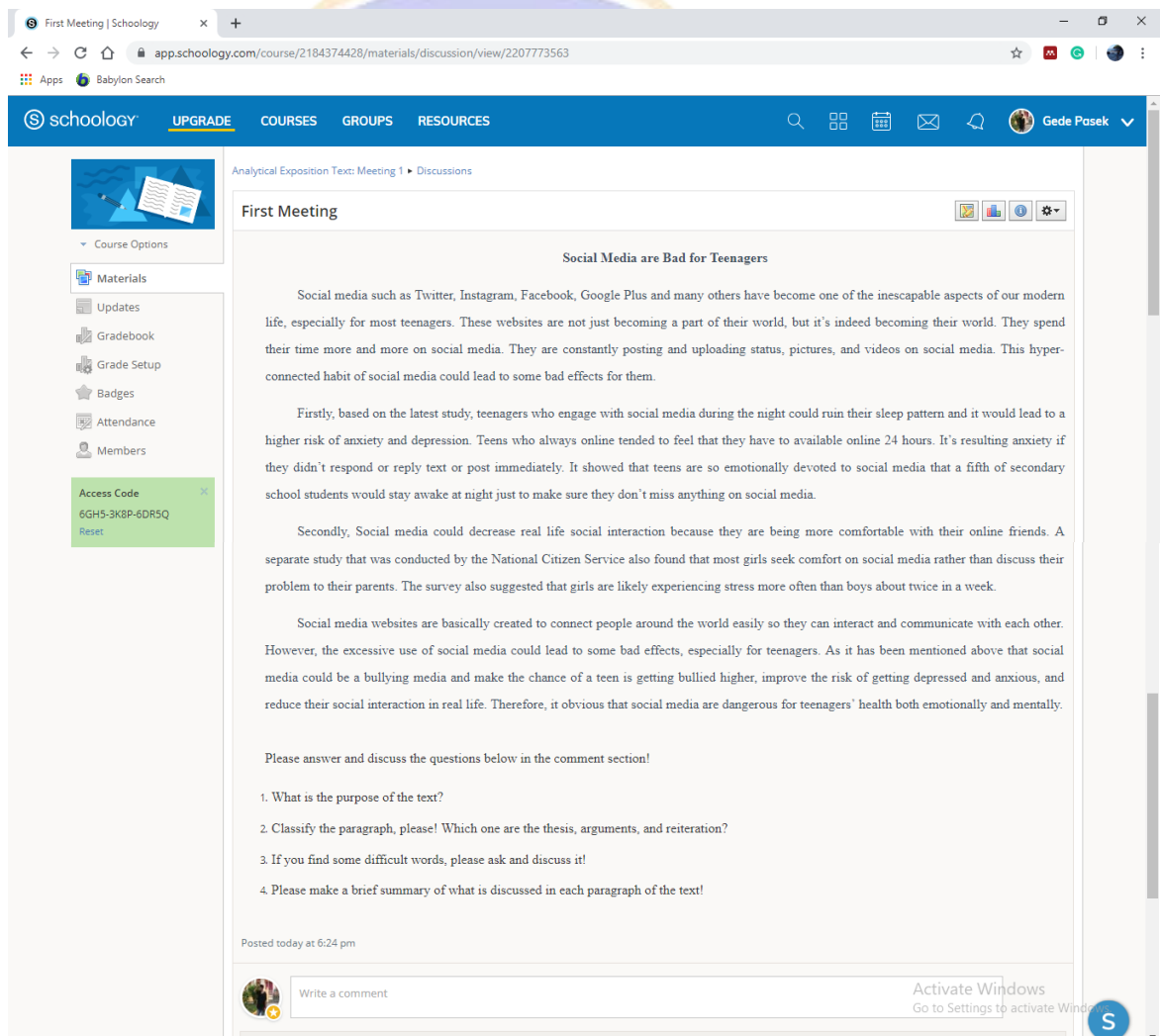
Face to face classroom

PHASES	ACTIVITIES	TIMES
Pre Activities	<ol style="list-style-type: none"> 1. Greeting the students. 2. Checking the students' attendance. 3. The students share their quick review about the text given in online classroom. 	10 minutes
Whilst Activities	<ol style="list-style-type: none"> 1. The students make a group consist of 4 students. 2. The students reflect on and discuss more about the text that already given in online classroom by answering the questions. 3. The groups present their discussion result orally. 4. Other groups comment on the group presentation and also share their discussion result. 	60 minutes
Post Activities	<ol style="list-style-type: none"> 1. The students summarize the text related to social function, text structure and language features that they have learned. 	20 minutes

	<p>2. The teacher provide help, for clarifying the misunderstanding, solving problems and giving feedback when needed.</p> <p>3. The teacher ends the class by saying goodbye.</p>	
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Instrument

Online classroom



First Meeting | Schoology

app.schoology.com/course/2184374428/materials/discussion/view/2207773563

schology UPGRADE COURSES GROUPS RESOURCES

Analytical Exposition Text: Meeting 1 • Discussions

First Meeting

Social Media are Bad for Teenagers

Social media such as Twitter, Instagram, Facebook, Google Plus and many others have become one of the inescapable aspects of our modern life, especially for most teenagers. These websites are not just becoming a part of their world, but it's indeed becoming their world. They spend their time more and more on social media. They are constantly posting and uploading status, pictures, and videos on social media. This hyper-connected habit of social media could lead to some bad effects for them.

Firstly, based on the latest study, teenagers who engage with social media during the night could ruin their sleep pattern and it would lead to a higher risk of anxiety and depression. Teens who always online tended to feel that they have to available online 24 hours. It's resulting anxiety if they didn't respond or reply text or post immediately. It showed that teens are so emotionally devoted to social media that a fifth of secondary school students would stay awake at night just to make sure they don't miss anything on social media.

Secondly, Social media could decrease real life social interaction because they are being more comfortable with their online friends. A separate study that was conducted by the National Citizen Service also found that most girls seek comfort on social media rather than discuss their problem to their parents. The survey also suggested that girls are likely experiencing stress more often than boys about twice in a week.

Social media websites are basically created to connect people around the world easily so they can interact and communicate with each other. However, the excessive use of social media could lead to some bad effects, especially for teenagers. As it has been mentioned above that social media could be a bullying media and make the chance of a teen is getting bullied higher, improve the risk of getting depressed and anxious, and reduce their social interaction in real life. Therefore, it obvious that social media are dangerous for teenagers' health both emotionally and mentally.

Please answer and discuss the questions below in the comment section!

1. What is the purpose of the text?
2. Classify the paragraph, please! Which one are the thesis, arguments, and reiteration?
3. If you find some difficult words, please ask and discuss it!
4. Please make a brief summary of what is discussed in each paragraph of the text!

Posted today at 6:24 pm

Write a comment

Activate Windows
Go to Settings to activate Windows

Captured from: <https://app.schoology.com>

Face to face classroom

Social Media are Bad for Teenagers

Social media such as Twitter, Instagram, Facebook, Google Plus and many others have become one of the inescapable aspects of our modern life, especially for most teenagers. These websites are not just becoming a part of their world, but it's indeed becoming their world. They spend their time more and more on social media. They are constantly posting and uploading status, pictures, and videos on social media. This hyper-connected habit of social media could lead to some bad effects for them.

Firstly, based on the latest study, teenagers who engage with social media during the night could ruin their sleep pattern and it would lead to a higher risk of anxiety and depression. Teens who always online tended to feel that they have to be available online 24 hours. It's resulting anxiety if they didn't respond or reply text or post immediately. It showed that teens are so emotionally devoted to social media that a fifth of secondary school students would stay awake at night just to make sure they don't miss anything on social media.

Secondly, Social media could decrease real life social interaction because they are being more comfortable with their online friends. A separate study that was conducted by the National Citizen Service also found that most girls seek comfort on social media rather than discuss their problem to their parents. The survey also suggested that girls are likely experiencing stress more often than boys about twice in a week.

Social media websites are basically created to connect people around the world easily so they can interact and communicate with each other. However, the excessive use of social media could lead to some bad effects, especially for teenagers. As it has been mentioned above that social media could be a bullying media and make the chance of a teen is getting bullied higher, improve the risk of getting depressed and anxious, and reduce their social interaction in real life. Therefore, it obvious that social media are dangerous for teenagers' health both emotionally and mentally.

Retrieved from: <http://www.belajarbahasainggris.us>

Please discuss the answer of these questions in your group!

1. What is the text about?
2. How do social media ruin the sleeping pattern?
3. Based on the text, What is the main idea of the 2nd and 3rd paragraph?
4. Why is social media very attractive for the teenagers?
5. What do you think about social media? Explain your reasons briefly!
6. What can you conclude from the text?

LESSON PLAN

(Experimental Group)

School : SMAN 1 Singaraja

Subject : English

Class : XI MIPA 8 / I

Material : Analytical Exposition Text

Time : 90 minutes

I. Core Competency

1. Appreciating and practicing the religious values that students are professed.
2. Respecting and practicing the behaviors of being honest, disciplined, responsible, caring (tolerant and cooperative among each other), well-mannered and confident in interacting effectively with the social and natural environments in which they interact and live.
3. Understanding factual, conceptual, and procedural knowledge in accordance with students' curiosity on science, technology, art, and culture related to tangible phenomena and events.
4. Attempting, processing, and presenting things in concrete domains (applying, analyzing, synthesizing, modifying, and constructing) and abstract domains (writing, reading, calculating, drawing, and

composing) based on what have been learnt at school as well as on other sources having similar concept or theory.

II. Basic Competencies & Indicators

Basic Competency	Indicator
3.4 Differentiating the social function, text structure, and language features of some spoken and written analytical exposition texts by giving and asking the information related to the actual issues, based on the context.	1. Comparing the social function, text structure, and language features of analytical exposition texts with other texts.
4.4.1 Understanding the meaning of the text contextually related to social function, text structure and language features of spoken and written analytical exposition texts.	2. Recognizing the explicit information, words meaning, and contextual reference in the analytical exposition texts. 3. Classifying the text structure of the analytical exposition texts. 4. Inferring the main idea and implicit information in the analytical exposition texts.

III. Learning Objective

1. Students are able to compare the social function, text structure, and language features of analytical exposition texts with other texts.
2. Students are able to recognize the explicit information, words meaning, and contextual reference in the analytical exposition texts.
3. Students are able to classify the text structure of the analytical exposition texts.
4. Students are able to infer the implicit information and main idea in the analytical exposition texts.

IV. Learning Material

Analytical Exposition Text

Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to convince the reader that the idea is important matter, and to analyze the topic that the thesis/opinion is correct by developing an argument to support it.

Generic Structure of Analytical Exposition Text

1. Thesis: Introducing the topic and indicating the writer's position
2. Arguments: Explaining arguments to support the writer's position.
3. Reiteration: Restating the writer's position/conclusion.

Language features:

1. Using relational process
2. Using internal conjunction
3. Using causal conjunction

4. Using Simple Present Tense

V. Learning Method

Flipped learning :

1. Online Class (It is done in schoology platform to target the LOTS of students)
2. Face to face class (It is done in the classroom to target the HOTS of students through group discussion)

VI. Learning Activities

Online classroom

PHASES	ACTIVITIES	TIMES
	<ol style="list-style-type: none"> 1. The students join the schoology course. 2. The students are exposed with online instruction and materials (analyzing text entitled “The Power of Music in Our Life”) before the classroom section. 3. The students read the text carefully and answering the questions. 4. The students discuss the structure and difficult words they find in the text in the comment. 5. The students skimming the text by making a summary of what is discussed in each paragraph of the text. 	

Face to face classroom

PHASES	ACTIVITIES	TIMES
Pre Activities	<ol style="list-style-type: none"> 1. Greeting the students. 2. Checking the students' attendance. 3. The students share their quick review about the text given in online classroom. 	10 minutes
Whilst Activities	<ol style="list-style-type: none"> 1. The students make a group consist of 4 students. 2. The students reflect on and discuss more about the text that already given in online classroom by answering the questions. 3. The groups present their discussion result orally. 4. Other groups comment on the group presentation and also share their discussion result. 	60 minutes
Post Activities	<ol style="list-style-type: none"> 1. The students summarize the text related to social function, text structure and language features that they have learned. 2. The teacher provide help, for clarifying the misunderstanding, solving problems and 	20 minutes

	giving feedback when needed.	
	3. The teacher ends the class by saying goodbye.	

Instrument

Online classroom

The screenshot shows a web browser window displaying a Schoology page. The browser address bar shows the URL: app.schoology.com/course/2184374428/materials/discussion/view/2228635520. The page title is "Second Meeting | Schoology". The navigation bar includes "UPGRADE", "COURSES", "GROUPS", and "RESOURCES". The user's name "Gede Pasek" is visible in the top right corner.

The main content area is titled "Second Meeting" and features a discussion post. The post title is "The Power of Music in Our Life". The text of the post reads:

Do you agree that music is important in our life? Yes, I do, music has certain role in completing our day to day activities. Here are some reasons why music is heard everywhere and anywhere. Music is a way to express feelings. When we fall in love, the kind of music we'd listen to would be all about love. When we're sad, we would go for music that is melancholic in nature and immerse ourselves in the sadness. When we're happy, we'd choose songs with happy tunes too.

Songs can help to memorize the last experiences. A favorite song is a powerful documentary. People with Alzheimer which are impaired the brain would remember details about songs they were familiar with. For example, an elderly woman who couldn't even remember her husband's name would remember the details of her favorite song; when it was played, how it made her feel and things about the song that made it especially memorable for her.

Further, music can unite people for a cause and changes the world. A song with good lyric and striking deep chord can stimulate the universal feeling of all people. We can see it in the case of the famous and legendary Michael Jackson's Heal the World. It can arouse humanism of a lot of people in this world.

So what would the world be like without music? It would be lonely.

Please answer and discuss the questions below in the comment section!

1. What is the purpose of the text?
2. Classify the paragraph, please! Which one are the thesis, arguments, and reiteration?
3. If you find some difficult words, please ask and discuss it!
4. Please make a brief summary of what is discussed in each paragraph of the text!

The post was posted today at 2:07 pm. At the bottom, there is a comment input field with the placeholder text "Write a comment" and a "Write" button.

Captured from: <https://app.schoology.com>

Face to face classroom

The Power of Music in Our Life

Do you agree that music is important in our life? Yes, I do, music has certain role in completing our day to day activities. Here are some reasons why music is heard everywhere and anywhere. Music is a way to express feelings. When we fall in love, the kind of music we'd listen to would be all about love. When we're sad, we would go for music that is melancholic in nature and immerse ourselves in the sadness. When we're happy, we'd choose songs with happy tunes too.

Songs can help to memorize the last experiences. A favorite song is a powerful documentary. People with Alzheimer which are impaired the brain would remember details about songs they were familiar with. For example, an elderly woman who couldn't even remember her husband's name would remember the details of her favourite song; when it was played, how it made her feel and things about the song that made it especially memorable for her.

Further, music can unite people for a cause and changes the world. A song with good lyric and striking deep chord can stimulate the universal feeling of all people. We can see it in the case of the famous and legendary Michael Jackson's Heal the World. It can arouse humanism of a lot of people in this world.

So what would the world be like without music? It would be lonely.

Retrieved from: <https://freeenglishcourse.info>

Please discuss the answer of these questions in your group!

1. What is the text about?
2. How does music complete our life?
3. Based on the text, What is the main idea of the 2nd paragraph?
4. How can music unite the people all over the world?
5. What do you think about music? Explain your reasons briefly!
6. What can you conclude from the text?

LESSON PLAN

(Experimental Group)

School : SMAN 1 Singaraja

Subject : English

Class : XI MIPA 8 / I

Material : Analytical Exposition Text

Time : 90 minutes

I. Core Competency

1. Appreciating and practicing the religious values that students are professed.
2. Respecting and practicing the behaviors of being honest, disciplined, responsible, caring (tolerant and cooperative among each other), well-mannered and confident in interacting effectively with the social and natural environments in which they interact and live.
3. Understanding factual, conceptual, and procedural knowledge in accordance with students' curiosity on science, technology, art, and culture related to tangible phenomena and events.
4. Attempting, processing, and presenting things in concrete domains (applying, analyzing, synthesizing, modifying, and constructing) and abstract domains (writing, reading, calculating, drawing, and

composing) based on what have been learnt at school as well as on other sources having similar concept or theory.

II. Basic Competencies & Indicators

Basic Competency	Indicator
3.4 Differentiating the social function, text structure, and language features of some spoken and written analytical exposition texts by giving and asking the information related to the actual issues, based on the context.	1. Comparing the social function, text structure, and language features of analytical exposition texts with other texts.
4.4.1 Understanding the meaning of the text contextually related to social function, text structure and language features of spoken and written analytical exposition texts.	2. Recognizing the explicit information, words meaning, and contextual reference in the analytical exposition texts. 3. Classifying the text structure of the analytical exposition texts. 4. Inferring the main idea and implicit information in the analytical exposition texts.

III. Learning Objective

1. Students are able to compare the social function, text structure, and language features of analytical exposition texts with other texts.
2. Students are able to recognize the explicit information, words meaning, and contextual reference in the analytical exposition texts.
3. Students are able to classify the text structure of the analytical exposition texts.
4. Students are able to infer the implicit information and main idea in the analytical exposition texts.

IV. Learning Material

Analytical Exposition Text

Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to convince the reader that the idea is important matter, and to analyze the topic that the thesis/opinion is correct by developing an argument to support it.

Generic Structure of Analytical Exposition Text

1. Thesis: Introducing the topic and indicating the writer's position
2. Arguments: Explaining arguments to support the writer's position.
3. Reiteration: Restating the writer's position/conclusion.

Language features:

1. Using relational process
2. Using internal conjunction
3. Using causal conjunction

4. Using Simple Present Tense

V. Learning Method

Flipped learning :

1. Online Class (It is done in schoology platform to target the LOTS of students)
2. Face to face class (It is done in the classroom to target the HOTS of students through group discussion)

VI. Learning Activities

Online classroom

PHASES	ACTIVITIES	TIMES
	<ol style="list-style-type: none"> 1. The students join the schoology course. 2. The students are exposed with online instruction and materials (analyzing text entitled “TV is Bad for Children ”) before the classroom section. 3. The students read the text carefully and answering the questions. 4. The students discuss the structure and difficult words they find in the text in the comment. 5. The students skimming the text by making a summary of what is discussed in each paragraph of the text. 	

Face to face classroom

PHASES	ACTIVITIES	TIMES
Pre Activities	<ol style="list-style-type: none"> 1. Greeting the students. 2. Checking the students' attendance. 3. The students share their quick review about the text given in online classroom. 	10 minutes
Whilst Activities	<ol style="list-style-type: none"> 1. The students make a group consist of 4 students. 2. The students reflect on and discuss more about the text that already given in online classroom by answering the questions. 3. The groups present their discussion result orally. 4. Other groups comment on the group presentation and also share their discussion result. 	60 minutes
Post Activities	<ol style="list-style-type: none"> 1. The students summarize the text related to social function, text structure and language features that they have learned. 2. The teacher provide help, for clarifying the misunderstanding, solving problems and 	20 minutes

	giving feedback when needed.	
	3. The teacher ends the class by saying goodbye.	

Instrument

Online classroom

Third Meeting | Schoology

app.schoology.com/course/2184374428/materials/discussion/view/2228641660

UPGRADE COURSES GROUPS RESOURCES

Analytical Exposition: Texts • Discussions

Third Meeting

TV is Bad for Children

Television plays a very important role in our lives, and it is also main source of entertainment. We watch TV whenever we are free, or sometimes while working, and learn many things from it. But, sometimes children watch those programs on TV which should not mean to be viewed by the child's age group and have many negative impacts on their lives.

I believe that many children who watch TV for long hours have many negative impacts on their health such as they may weak their eyesight at a young age. In fact, these children should spend most of their time playing and studying, which would give them better result later and keep them healthy as well. If these children keep wasting their precious time watching TV for long hours instead of studying, it may affect their school result.

Many children tend to follow their favorite actors or actress and imitate them by wearing the same clothes, following the same attitude and try to speak the same languages. This becomes worse when they watch any action movies and perform the same actions at home, which might injure them or change their behavior toward other people.

Television indeed can be a media to entertain and to teach children something. However, programs on TV are not designed for children only; they also include some programs for adult. Watching TV too much could make children following some clothes, attitudes, and language which may be bad for them. Too much watching TV also will weaken children eyes. Thus, watching TV too much is bad for children.

Please answer and discuss the questions below in the comment section!

1. What is the purpose of the text?
2. Classify the paragraph, please! Which one are the thesis, arguments, and reiteration?
3. If you find some difficult words, please ask and discuss it!
4. Please make a brief summary of what is discussed in each paragraph of the text!

Posted today at 2:35 pm

Write a comment

Activate Windows
Go to Settings to activate Windows

Captured from: <https://app.schoology.com>

Face to face classroom

TV is Bad for Children

Television plays a very important role in our lives, and it is also main source of entertainment. We watch TV whenever we are free, or sometimes while working, and learn many things from it. But, sometimes children watch those programs on TV which should not mean to be viewed by the child's age group and have many negative impacts on their lives.

I believe that many children who watch TV for long hours have many negative impacts on their health such as they may weak their eye-sight at a young age. In fact, these children should spend most of their time playing and studying, which would give them better result later and keep them healthy as well. If these children keep wasting their precious time watching TV for long hours instead of studying, it may affect their school result.

Many children tend to follow their favorite actors or actress and imitate them by wearing the same clothes, following the same attitude and try to speak the same languages. This becomes worse when they watch any action movies and perform the same actions at home, which might injure them or change their behavior toward other people.

Television indeed can be a media to entertain and to teach children something. However, programs on TV are not designed for children only; they also include some programs for adult. Watching TV too much could make children following some clothes, attitudes, and language which may be bad for

them. Too much watching TV also will weaken children eyes. Thus, watching TV too much is bad for children.

Retrieved from: <http://www.belajarbahasainggris.us>

Please discuss the answer of these questions in your group!

1. What is the text about?
2. How does watch TV for long hours have many negative impacts on health?
3. Based on the text, What is the main idea of the 2nd and 3rd paragraph?
4. Why is TV can be very dangerous for the children?
5. What do you think about TV and its program contents? Explain your reasons briefly!
6. What can you conclude from the text?

Appendix 5 Control Group Lesson Plan**LESSON PLAN**

(Control Group)

School : SMAN 1 Singaraja

Subject : English

Class : XI MIPA 9 / I

Material : Analytical Exposition Text

Time : 90 minutes

I. Core Competency

1. Appreciating and practicing the religious values that students are professed.
2. Respecting and practicing the behaviors of being honest, disciplined, responsible, caring (tolerant and cooperative among each other), well-mannered and confident in interacting effectively with the social and natural environments in which they interact and live.
3. Understanding factual, conceptual, and procedural knowledge in accordance with students' curiosity on science, technology, art, and culture related to tangible phenomena and events.
4. Attempting, processing, and presenting things in concrete domains (applying, analyzing, synthesizing, modifying, and constructing) and

abstract domains (writing, reading, calculating, drawing, and composing) based on what have been learnt at school as well as on other sources having similar concept or theory.

II. Basic Competencies & Indicators

Basic Competency	Indicator
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III. Learning Objective

1. Students are able to compare the social function, text structure, and language features of analytical exposition texts with other texts.
2. Students are able to recognize the explicit information, words meaning, and contextual reference in the analytical exposition texts.
3. Students are able to classify the text structure of the analytical exposition texts.
4. Students are able to infer the implicit information and main idea in the analytical exposition texts.

IV. Learning Material

Analytical Exposition Text

Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to convince the reader that the idea is important matter, and to analyze the topic that the thesis/opinion is correct by developing an argument to support it.

Generic Structure of Analytical Exposition Text

1. Thesis: Introducing the topic and indicating the writer's position
2. Arguments: Explaining arguments to support the writer's position.
3. Reiteration: Restating the writer's position/conclusion.

Language features:

1. Using relational process

2. Using internal conjunction
3. Using causal conjunction
4. Using Simple Present Tense

V. Learning Method

Conventional Strategy

VI. Learning Activities

PHASES	ACTIVITIES	TIMES
Pre Activities	<ol style="list-style-type: none"> 1. Greeting the students. 2. Checking the students' attendance. 3. The teacher explains to the students about analytical exposition text 	10 minutes
Whilst Activities	<ol style="list-style-type: none"> 1. The teacher tells the student to read and analyze a text " Social Media are Bad for Teenagers" 2. The students reflect on and discuss more about the text by answering the questions. 3. The students answer the questions orally. 4. Other students comment on the other students' answer and also share their opinion about the answer. 	60 minutes
Post Activities	<ol style="list-style-type: none"> 1. The teacher concludes and summarizes the text related to social function, text structure 	20 minutes

	<p>and language features that they have learned.</p> <p>2. The teacher gives a homework to continue the discussion if needed.</p> <p>3. The teacher ends the class by saying goodbye.</p>	
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Instrument

Social Media are Bad for Teenagers

Social media such as Twitter, Instagram, Facebook, Google Plus and many others have become one of the inescapable aspects of our modern life, especially for most teenagers. These websites are not just becoming a part of their world, but it's indeed becoming their world. They spend their time more and more on social media. They are constantly posting and uploading status, pictures, and videos on social media. This hyper-connected habit of social media could lead to some bad effects for them.

Firstly, based on the latest study, teenagers who engage with social media during the night could ruin their sleep pattern and it would lead to a higher risk of anxiety and depression. Teens who always online tended to feel that they have to available online 24 hours. It's resulting anxiety if they didn't respond or reply text or post immediately. It showed that teens are so emotionally devoted to social media that a fifth of secondary school students would stay awake at night just to make sure they don't miss anything on social media.

Secondly, Social media could decrease real life social interaction because they are being more comfortable with their online friends. A separate study that was conducted by the National Citizen Service also found that most girls seek comfort on social media rather than discuss their problem to their parents. The survey also suggested that girls are likely experiencing stress more often than boys about twice in a week.

Social media websites are basically created to connect people around the world easily so they can interact and communicate with each other. However, the excessive use of social media could lead to some bad effects, especially for teenagers. As it has been mentioned above that social media could be a bullying media and make the chance of a teen is getting bullied higher, improve the risk of getting depressed and anxious, and reduce their social interaction in real life. Therefore, it obvious that social media are dangerous for teenagers' health both emotionally and mentally.

Retrieved from: <http://www.belajarbahasainggris.us>

Please answer these questions correctly!

1. What is the purpose of the text?
2. Classify the paragraph, please! Which one are the thesis, arguments, and reiteration?
3. What is the text about?
4. How do social media ruin the sleeping pattern?
5. Based on the text, What is the main idea of the 2nd and 3rd paragraph?

6. Why is social media very attractive for the teenagers?
7. What do you think about social media? Explain your reasons briefly!
8. What can you conclude from the text?



LESSON PLAN

(Control Group)

School : SMAN 1 Singaraja

Subject : English

Class : XI MIPA 9 / I

Material : Analytical Exposition Text

Time : 90 minutes

I. Core Competency

1. Appreciating and practicing the religious values that students are professed.
2. Respecting and practicing the behaviors of being honest, disciplined, responsible, caring (tolerant and cooperative among each other), well-mannered and confident in interacting effectively with the social and natural environments in which they interact and live.
3. Understanding factual, conceptual, and procedural knowledge in accordance with students' curiosity on science, technology, art, and culture related to tangible phenomena and events.
4. Attempting, processing, and presenting things in concrete domains (applying, analyzing, synthesizing, modifying, and constructing) and abstract domains (writing, reading, calculating, drawing, and

composing) based on what have been learnt at school as well as on other sources having similar concept or theory.

II. Basic Competencies & Indicators

Basic Competency	Indicator
3.4 Differentiating the social function, text structure, and language features of some spoken and written analytical exposition texts by giving and asking the information related to the actual issues, based on the context.	1. Comparing the social function, text structure, and language features of analytical exposition texts with other texts.
4.4.1 Understanding the meaning of the text contextually related to social function, text structure and language features of spoken and written analytical exposition texts.	2. Recognizing the explicit information, words meaning, and contextual reference in the analytical exposition texts. 3. Classifying the text structure of the analytical exposition texts. 4. Inferring the main idea and implicit information in the analytical exposition texts.

III. Learning Objective

1. Students are able to compare the social function, text structure, and language features of analytical exposition texts with other texts.
2. Students are able to recognize the explicit information, words meaning, and contextual reference in the analytical exposition texts.
3. Students are able to classify the text structure of the analytical exposition texts.
4. Students are able to infer the implicit information and main idea in the analytical exposition texts.

IV. Learning Material

Analytical Exposition Text

Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to convince the reader that the idea is important matter, and to analyze the topic that the thesis/opinion is correct by developing an argument to support it.

Generic Structure of Analytical Exposition Text

1. Thesis: Introducing the topic and indicating the writer's position
2. Arguments: Explaining arguments to support the writer's position.
3. Reiteration: Restating the writer's position/conclusion.

Language features:

1. Using relational process
2. Using internal conjunction
3. Using causal conjunction

4. Using Simple Present Tense

V. Learning Method

Conventional Strategy

VI. Learning Activities

PHASES	ACTIVITIES	TIMES
Pre Activities	<ol style="list-style-type: none"> 1. Greeting the students. 2. Checking the students' attendance. 3. The teacher explains to the students about analytical exposition text 	10 minutes
Whilst Activities	<ol style="list-style-type: none"> 1. The teacher tells the student to read and analyze a text “ The Power of Music in Our Life ” 2. The students reflect on and discuss more about the text by answering the questions. 3. The students answer the questions orally. 4. Other students comment on the other students' answer and also share their opinion about the answer. 	60 minutes
Post Activities	<ol style="list-style-type: none"> 1. The teacher concludes and summarizes the text related to social function, text structure and language features that they have learned. 2. The teacher gives a homework to continue the 	20 minutes

	discussion if needed.	
	3. The teacher ends the class by saying goodbye.	

Instrument

The Power of Music in Our Life

Do you agree that music is important in our life? Yes, I do, music has certain role in completing our day to day activities. Here are some reasons why music is heard everywhere and anywhere. Music is a way to express feelings. When we fall in love, the kind of music we'd listen to would be all about love. When we're sad, we would go for music that is melancholic in nature and immerse ourselves in the sadness. When we're happy, we'd choose songs with happy tunes too.

Songs can help to memorize the last experiences. A favorite song is a powerful documentary. People with Alzheimer which are impaired the brain would remember details about songs they were familiar with. For example, an elderly woman who couldn't even remember her husband's name would remember the details of her favorite song; when it was played, how it made her feel and things about the song that made it especially memorable for her.

Further, music can unite people for a cause and changes the world. A song with good lyric and striking deep chord can stimulate the universal feeling of all

people. We can see it in the case of the famous and legendary Michael Jackson's Heal the World. It can arouse humanism of a lot of people in this world.

So what would the world be like without music? It would be lonely.

Retrieved from: <https://freeenglishcourse.info>

Please answer these questions correctly!

1. What is the purpose of the text?
2. Classify the paragraph, please! Which one are the thesis, arguments, and reiteration?
3. What is the text about?
4. How does music complete our life?
5. Based on the text, What is the main idea of the 2nd paragraph?
6. How can music unite the people all over the world?
7. What do you think about music? Explain your reasons briefly!
8. What can you conclude from the text?



LESSON PLAN

(Control Group)

School : SMAN 1 Singaraja

Subject : English

Class : XI MIPA 9 / I

Material : Analytical Exposition Text

Time : 90 minutes

I. Core Competency

1. Appreciating and practicing the religious values that students are professed.
2. Respecting and practicing the behaviors of being honest, disciplined, responsible, caring (tolerant and cooperative among each other), well-mannered and confident in interacting effectively with the social and natural environments in which they interact and live.
3. Understanding factual, conceptual, and procedural knowledge in accordance with students' curiosity on science, technology, art, and culture related to tangible phenomena and events.
4. Attempting, processing, and presenting things in concrete domains (applying, analyzing, synthesizing, modifying, and constructing) and abstract domains (writing, reading, calculating, drawing, and

composing) based on what have been learnt at school as well as on other sources having similar concept or theory.

II. Basic Competencies & Indicators

Basic Competency	Indicator
3.4 Differentiating the social function, text structure, and language features of some spoken and written analytical exposition texts by giving and asking the information related to the actual issues, based on the context.	1. Comparing the social function, text structure, and language features of analytical exposition texts with other texts.
4.4.1 Understanding the meaning of the text contextually related to social function, text structure and language features of spoken and written analytical exposition texts.	2. Recognizing the explicit information, words meaning, and contextual reference in the analytical exposition texts. 3. Classifying the text structure of the analytical exposition texts. 4. Inferring the main idea and implicit information in the analytical exposition texts.

III. Learning Objective

1. Students are able to compare the social function, text structure, and language features of analytical exposition texts with other texts.
2. Students are able to recognize the explicit information, words meaning, and contextual reference in the analytical exposition texts.
3. Students are able to classify the text structure of the analytical exposition texts.
4. Students are able to infer the implicit information and main idea in the analytical exposition texts.

IV. Learning Material

Analytical Exposition Text

Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to convince the reader that the idea is important matter, and to analyze the topic that the thesis/opinion is correct by developing an argument to support it.

Generic Structure of Analytical Exposition Text

1. Thesis: Introducing the topic and indicating the writer's position
2. Arguments: Explaining arguments to support the writer's position.
3. Reiteration: Restating the writer's position/conclusion.

Language features:

1. Using relational process
2. Using internal conjunction
3. Using causal conjunction

4. Using Simple Present Tense

V. Learning Method

Conventional Strategy

VI. Learning Activities

PHASES	ACTIVITIES	TIMES
Pre Activities	4. Greeting the students. 5. Checking the students' attendance. 6. The teacher explains to the students about analytical exposition text	10 minutes
Whilst Activities	5. The teacher tells the student to read and analyze a text "Tv is Bad for Children" 6. The students reflect on and discuss more about the text by answering the questions. 7. The students answer the questions orally. 8. Other students comment on the other students' answer and also share their opinion about the answer.	60 minutes
Post Activities	1. The teacher concludes and summarizes the text related to social function, text structure and language features that they have learned. 2. The teacher gives a homework to continue the discussion if needed.	20 minutes

	3. The teacher ends the class by saying goodbye.	
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Instrument

TV is Bad for Children

Television plays a very important role in our lives, and it is also main source of entertainment. We watch TV whenever we are free, or sometimes while working, and learn many things from it. But, sometimes children watch those programs on TV which should not mean to be viewed by the child's age group and have many negative impacts on their lives.

I believe that many children who watch TV for long hours have many negative impacts on their health such as they may weak their eye-sight at a young age. In fact, these children should spend most of their time playing and studying, which would give them better result later and keep them healthy as well. If these children keep wasting their precious time watching TV for long hours instead of studying, it may affect their school result.



Many children tend to follow their favorite actors or actress and imitate them by wearing the same clothes, following the same attitude and try to speak the same languages. This becomes worse when they watch any action movies and perform the same actions at home, which might injure them or change their behavior toward other people.

Television indeed can be a media to entertain and to teach children something. However, programs on TV are not designed for children only; they

also include some programs for adult. Watching TV too much could make children following some clothes, attitudes, and language which may be bad for them. Too much watching TV also will weaken children eyes. Thus, watching TV too much is bad for children.

Retrieved from: <http://www.belajarbahasainggris.us>

Please answer these questions correctly!

- 
1. What is the purpose of the text?
 2. Classify the paragraph, please! Which one are the thesis, arguments, and reiteration?
 3. What is the text about?
 4. How does watch TV for long hours have many negative impacts on health?
 5. Based on the text, What is the main idea of the 2nd and 3rd paragraph?
 6. Why is TV can be very dangerous for the children?
 7. What do you think about TV and its program contents? Explain your reasons briefly!
 8. What can you conclude from the text?
- 

Appendix 6 Try-out Test Content Validity

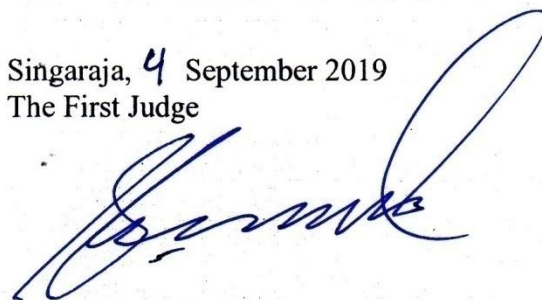
Judges sheet

First Judge : I Putu Ngurah Wage Myartawan S.Pd, M.Pd.

No. Item	Relevant	Irrelevant	Comment
1	✓		
2	✓		Perhatikan grammar
3	✓		Perbaiki soal
4		✓	Diganti
5	✓		
6	✓		
7	✓		Ganti option C
8	✓		
9	✓		Perhatikan grammar
10	✓		
11	✓		
12	✓		
13	✓		
14	✓		Perhatikan word class
15	✓		
16	✓		
17	✓		
18	✓		
19	✓		
20	✓		
21	✓		
22	✓		
23	✓		
24	✓		
25	✓		
26	✓		
27	✓		
28	✓		
29	✓		
30	✓		
31	✓		
32	✓		

33	✓		
34	✓		
35	✓		
36	✓		
37	✓		
38	✓		
39	✓		
40	✓		

Singaraja, 4 September 2019
The First Judge



I Putu Ngurah Wage Myartawan S.Pd., M.Pd.

NIP. 198210052006041005



Judges sheet

Second Judge : I Nyoman Pasek Hadi Saputra, S.Pd., M.Pd.

No. Item	Relevant	Irrelevant	Comment
1	✓		
2	✓		
3	✓		
4		✓	
5	✓		
6	✓		
7	✓		
8	✓		
9	✓		
10	✓		
11	✓		
12	✓		
13	✓		
14	✓		
15	✓		
16	✓		
17	✓		
18	✓		
19	✓		
20	✓		
21	✓		
22	✓		
23	✓		
24	✓		Perbaiki soal
25	✓		
26	✓		
27	✓		
28	✓		
29	✓		
30	✓		
31	✓		
32	✓		

33	✓		
34	✓		
35	✓		
36	✓		
37	✓		Perhatikan Grammar
38	✓		
39	✓		
40	✓		

Singaraja, 11 September 2019
The Second Judge



I Nyoman Pasek Hadi Saputra, S.Pd., M.Pd.

NIP. 197809182006041001



Appendix 7 Try-out Test Blueprint

Basic Competency	Indicators	Level of Cognitive Domain		
		C1 Literal Recogniti on	C2 Reorgani Zation	C3 Inference
3.4 Differentiating the social function, text structure, and language features of some spoken and written analytical exposition texts by giving and asking the information related to the actual issues, based on the context.	1. Comparing the social function, text structure, and language features of analytical exposition texts	9, 22, 23, 38, 39		
4.4.1 Understanding the meaning of the text contextually related to social function, text structure and language features of spoken and written analytical exposition texts.	2. Recognizing the explicit information, words meaning, and contextual reference in the analytical exposition texts.	2, 3, 4, 6, 7, 12, 16, 27, 28, 31, 32, 35		
	3. Classifying the text structure of the analytical exposition texts.		5, 13, 14, 21, 25, 29, 33, 34	
	4. Inferring the implicit information and main idea in the analytical exposition texts.			1, 8, 10, 11, 15, 17, 18, 19, 20, 24, 26, 30, 36, 37

Appendix 8 Try-out Test**TRY - OUT TEST**

Subject	: English
Topic	: Analytical Exposition Text
Grade/Semester	: XI/1
Time Allotment	: 90 minutes

Answer the following question by choosing a, b, c, d, or e!

Read the text 1 below to answer questions number 1-8!

Text 1**Corruption and Indonesian Culture**

Corruption has happened for many years and today it becomes a bad culture in Indonesia for three reasons.

Most adult Indonesians or foreigners have known and admitted that corruptions happen in many places. The daily newspapers, news programs on TV and radio have reported corruptions are done everywhere, almost in all departments or public services of this country. Corruptions happen in health, education departments and banks. When we manage to get some documents in public service offices, we usually need much money to pay. Manipulations happen everywhere.

The actions to eliminate corruption are weak. The ever stronger culture seems not to come to an end when the responsible institutions who have to reinforce the justice today commit corruption. This is the worst. Corruptions happen in law departments such as police department and courts where judges, public prosecutors, lawyers make deals to do corruption. All of us also heard in the end of 2004, Probosutejo reported that he had bribed the Supreme Court which becomes the highest level where the justice can be obtained. Perhaps you have to try to come to the local courts and see what happens there. You will see practices of bribery and other kinds of corruption. Therefore, we can say that corruption becomes our culture. Do you like it?

The citizens have no goodwill to fight against corruptions. They create the situations in which people have opportunities to do corruptions. The citizens like to break the rules because they are not disciplined. For example, in the street when they drive a car or ride motorcycle, they do not have the driving license or necessary documents. Then, they are caught by the local policemen. To avoid more difficulties, they like to bribe the officer. The officer lets them go then. In other words, the citizens and officers are the same, doing corruption together. If only the people were critical, disciplined, and obedient to the rules, and willing to report any wrong behaviors, this country would not be number one corrupting country in the world.

We can conclude that corruption is becoming a bad culture in Indonesia if it is not ended soon by all of us. It seems that there must be more severe penalty for corruptors. Do we still care about the future of this country?

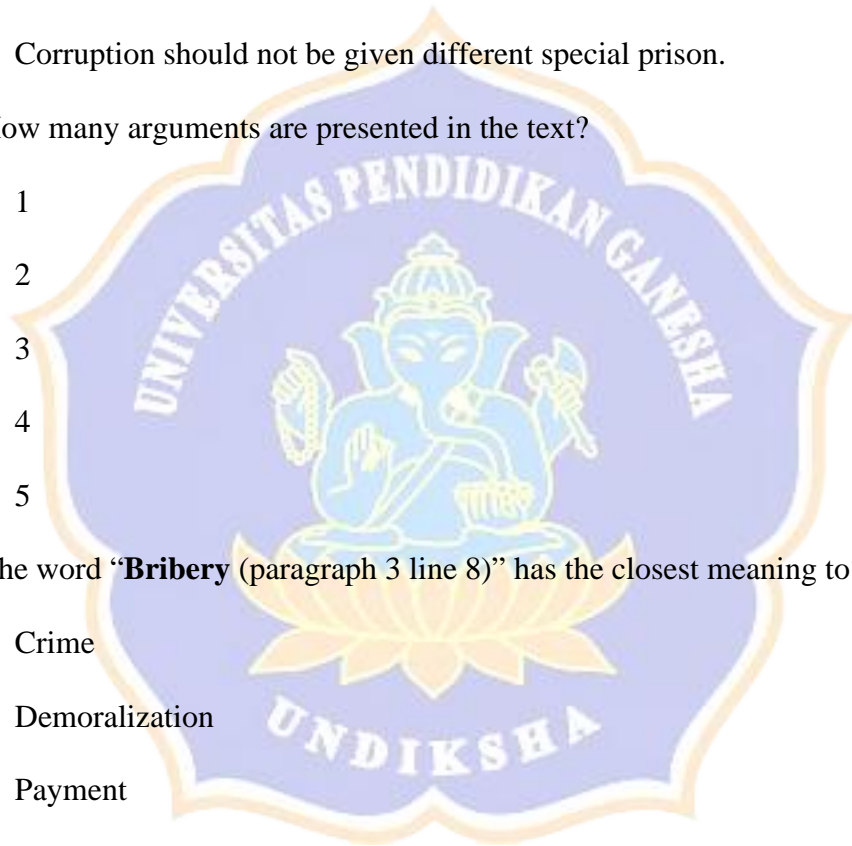
Retrieved from: <http://typeoftext.blogspot.com>

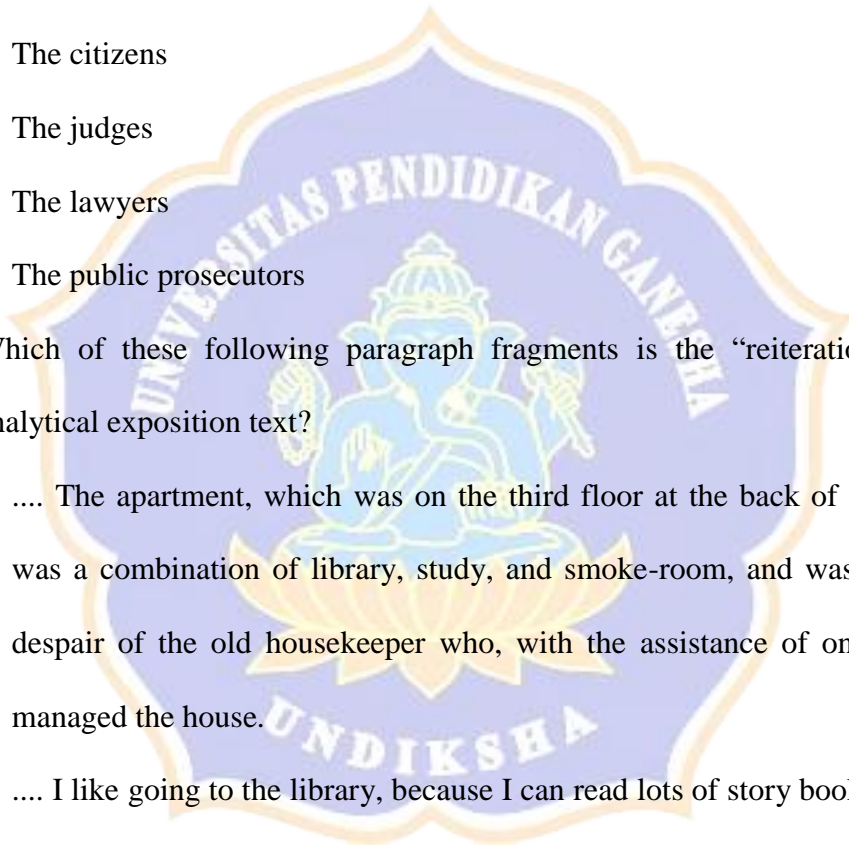
1. What is the main purpose of the text?
 - a. To convince the reader that corruption is Indonesian culture.
 - b. To persuade the reader to stop and eliminate the corruption together.
 - c. To convince the reader that corruption becomes a serious bad habit.
 - d. To persuade the reader to blame the government for any corruption cases.
 - e. To convince the reader that corruption involves so many departments

2. “It seems that there must be more severe penalty for the corruptors.” The underlined words mean...
 - a. punishment
 - b. price
 - c. disadvantage
 - d. damage
 - e. fund

3. Look at the first paragraph, what does the paragraph refer to?
 - a. The reiteration of the text
 - b. The arguments about people weakness against corruption
 - c. The thesis statement.
 - d. The arguments about high opportunities to do corruption
 - e. The conclusion of the text

4. What is suggested by the author of the text do in order to prevent corruptions?
 - a. A corruptor should be given a death penalty.
 - b. Heavier punishment should be implemented for the corruptors.
 - c. The law institutions must be examined carefully.
 - d. The police officers have to stop doing corruption starting from the smallest things.
 - e. Corruption should not be given different special prison.
5. How many arguments are presented in the text?
 - a. 1
 - b. 2
 - c. 3
 - d. 4
 - e. 5
6. The word “**Bribery** (paragraph 3 line 8)” has the closest meaning to?
 - a. Crime
 - b. Demoralization
 - c. Payment
 - d. Graft
 - e. Nepotism
7. What is the main idea of the second paragraph?
 - a. Most of the people in the society know corruption happens everywhere
 - b. The fact that seeking justice in Indonesia is very hard..
 - c. Examples of corruption cases that occur.



- d. The steps to prevent the corruption that is already happen.
- e. The general information about corruption and how it becomes Indonesian culture
8. “**They** create the situations in which people have opportunities to do corruptions. (paragraph 4 line 1)” What does the word “they” refer to?
- a. The policemen
- b. The citizens
- c. The judges
- d. The lawyers
- e. The public prosecutors
9. Which of these following paragraph fragments is the “reiteration” of an analytical exposition text?
- a. The apartment, which was on the third floor at the back of the house, was a combination of library, study, and smoke-room, and was the daily despair of the old housekeeper who, with the assistance of one servant, managed the house.
- b. I like going to the library, because I can read lots of story books without buying it.
- c. Do you know how to borrow a book from a library? I believe it is not difficult. Don't forget to write the number and the name of the author.
- 

- d. Once again the library is almost empty; there is just the receptionist, the books and us, the silence fills the air till the annoying sound comes back again.
- e. From the facts above, I conclude that libraries are important institutions for humanity.

Read the text 2 below to answer questions number 10-13!

Text 2

Why Exercise is Important?

The majority of us claim that we do not have time for exercise. We feel too busy to do that. However, many expert have said that exercise has great role in making our body healthy

Being physically active offers many advantages. In physical reward, exercise can reduce weight which makes us become fitter. Exercise is also believed to reduce stress levels, improve sleep patterns, and reduce the risk of heart disease, diabetes and some forms of cancer. Besides physical advantage, exercise also brings good effects mentally. Due to the fitter body, exercise can make us feel refreshed and happy then we can increase our life quality and expectancy.

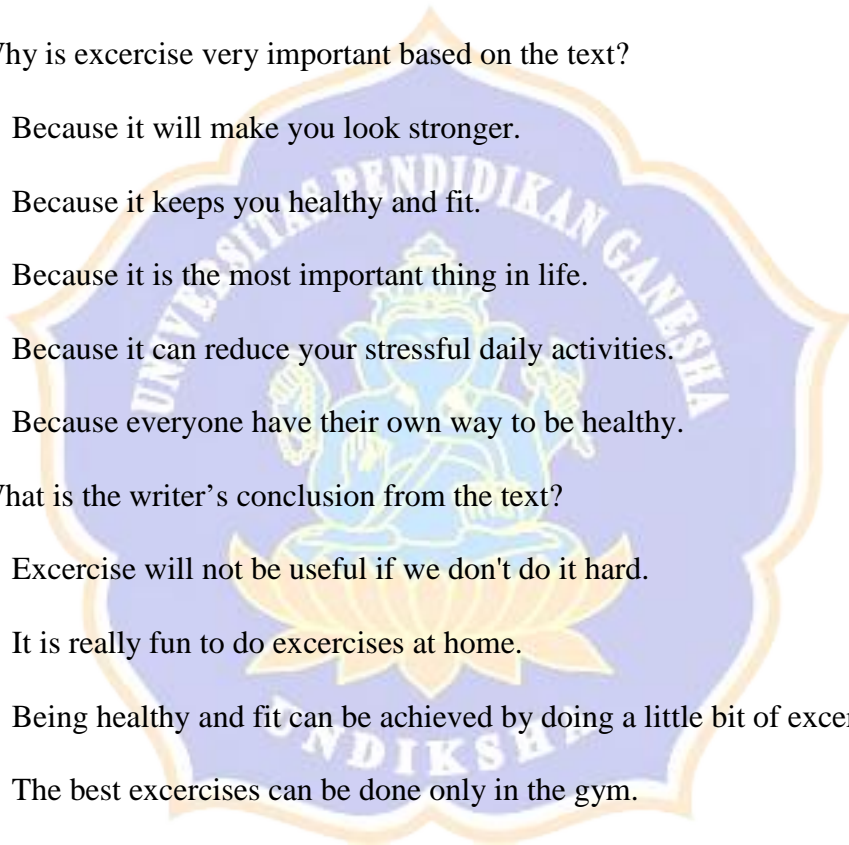
How can we do exercise while we are busy? Such question is commonly found among us. Actually exercise can be done in simple ways. We can go walking while shopping. In the office we can take stair rather than lift to run up and down. Or we can go cycling while enjoy the leisure time.

Over all, doing exercise is a little bit difficult in a busy life but a little bit of exercise will help better.

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10. What is the most suitable theme of the text?

- a. Sport
- b. Health
- c. Lifestyle
- d. Education
- e. Culture

11. What is the main idea of the third paragraph?
- The simplest exercises that we can do while enjoying our leisure time.
 - Several diseases that can be reduced if we do exercise.
 - Some advantages of simple exercises.
 - The important of doing exercises during our leisure time.
 - Walking is the best way to simply exercise without any equipment.
12. Why is exercise very important based on the text?
- Because it will make you look stronger.
 - Because it keeps you healthy and fit.
 - Because it is the most important thing in life.
 - Because it can reduce your stressful daily activities.
 - Because everyone have their own way to be healthy.
13. What is the writer's conclusion from the text?
- Exercise will not be useful if we don't do it hard.
 - It is really fun to do exercises at home.
 - Being healthy and fit can be achieved by doing a little bit of exercise.
 - The best exercises can be done only in the gym.
 - Limited time because of busy activities is really an obstacle to do exercise.
- 

Read the text 3 below to answer questions number 14-17!

Text 3

The Importance of Internet for Education

The impact of internet in education has been far reaching and still developing. It has created instant access to a wide variety of research information to help students learn.

Nowadays, internet access has created the potential for students to learn new material easily. The time students have at class is limited, so the teacher sometimes cannot give all the explanation needed. In this case, internet can help students to get more explanation.

Internet has become now way of life. In the future, on students' working life, they will have to use internet. So, it is wise for the teacher to give assignment which related to it. For example, teacher can ask students to give the assignment via e-mail.

Internet has big impact on education. There are many positive things students and teacher can get from it.

Retrieved from: <http://britishcourse.com>

14. These are the authors argument **except** ...

- a. Internet can help students to get more explanation.
- b. In the future, internet will become the way of life.
- c. The students can learn new material from the internet.
- d. Internet is providing online classroom platform.
- e. The teacher should be able to use internet to facilitate the learning process.

15. What is the main idea of the text?

- a. Some of the most applicable internet based learning strategy.
- b. Internet provide several online classroom platform.
- c. The Internet influence in school management nowadays.
- d. How to maximize the use of internet for education.
- e. Internet is very beneficial for students and teachers to support the education.

16. “Nowadays, internet access has created the potential for students to learn new material easily.” The underlined word in the sentence has similar meaning to...
- strength
 - possibility
 - aptitude
 - perfectibility
 - goodness
17. Why does the author recommend the teacher to make internet based assignment?
- Because internet is the main point of education.
 - Because new curriculum requires it.
 - Because the use of internet is a must for students’ future job.
 - Because the lack of internet user for learning.
 - Because the number of online gaming higher than online learning.

Read the text 4 below to answer questions number 18-21!

Text 4

The Danger of Global Warming

Global warming is a real danger that we must pay attention to. There are some dangers from it.

There is more carbon dioxide in the atmosphere today than at any point in the last 800,000 years. And since 1870, global sea levels have risen by about 8 inches.

Global climate change has already had observable effects on the environment. Glaciers have shrunk, ice on rivers and lakes is breaking up earlier, plant and animal ranges have shifted and trees are flowering sooner.

Heat waves caused by global warming present greater risk of heat-related illness and death, most frequently among people who have diabetes who are elderly or are very young. Global warming puts coral reefs in danger as the ocean warms,

scientist fear that coral reefs will not be able to adapt quickly enough to the resulting changing conditions, and bleaching incidents and diseases will increase.

The facts above prove it clearly. Global warming is a danger threat for earth and all humans.

Retrieved from: <http://britishcourse.com>

18. What does the text mainly discuss?
- The ways to minimize global warning.
 - The nature of global warming.
 - The history of how global warming.
 - The technology to prevent global warming
 - The effect of global warming.
19. “Global climate change has already had observable effects on the environment.”. This sentence implies ...
- The global warming effects have been seen from environmental changes.
 - We must save our environment as soon as possible.
 - The environmental changes are the main reason for global warming
 - Global warming is the real threat for the environment.
 - It is important to observe environmental changes.
20. What is the main idea of the fourth paragraph?
- Some of danger threats caused by heat waves from global warming.
 - Heat waves is the most dangerous threat for the environment.
 - How global warming can produce heat waves.
 - Global warming is one of the dangerous environment threat.
 - How coral reefs are affected by global warming.

21. Which of the following is the effect of global warming?

- a. It releases air pollutants in many ways.
- b. Landslides occur everywhere.
- c. The intensity of the rainfall volume is getting higher.
- d. Ice on rivers and lakes is breaking up earlier.
- e. Water and land becomes polluted.

Read the texts 5 and 6 below to answer questions number 22-23!

<p>Text 5 Garbage Service Needs Improvement</p> <p>There have been many complaints recently about the ABC garbage collection service. The official department has agreed that the service needs improvement. But nothing has been done!</p> <p>In some streets the garbage is collected only once a month because the workmen are not supervised. In other streets, collection is more frequent but half of the garbage is left in the road. The workmen are too lazy to pick it up and put it in the trucks.</p> <p>In some parts of the colony, house-holders are dumping their garbage on the waste land. This is dangerous and unhealthy to do. These 'dumps' may catch fire and they will certainly attract rats and flies.</p> <p>It is the duty of the official department to collect all the garbage efficiently and regularly.</p> <p style="text-align: right;"><i>Retrieved from:</i> https://freeenglishcourse.info</p>	<p>Text 6 Is Recycling Garbage Important for Our Life?</p> <p>Garbage seems to be everyone's problems now. People who produce garbage within their daily activity still throw garbage to inappropriate places, not where it should be.</p> <p>By recycling garbage, we can decrease the amount of garbage. If we can decrease the amount of garbage, the environment will look cleaner. People will not be disturbed by the smell of the garbage. So that makes the air feel more fresh and healthy. The other thing we can get from recycling garbage is we can create something more useful. From the recycling process, we will get products that we can sell to customers.</p> <p>So recycling garbage will give many advantages for our life, not only what was mentioned before. Now let's start creating a clean, fresh and healthy environment for us to live.</p> <p style="text-align: right;"><i>Retrieved from:</i> https://rezkynurstryn.wordpress.com</p>
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22. Which part of the paragraph from both texts is a reiteration?

- a. The last paragraph of both texts.
- b. The last paragraph of text 5
- c. The last paragraph of text 6.
- d. The first paragraph of text 5.
- e. The first paragraph of text 6.

23. Which one of the texts is the analytical exposition text?

- a. None of them are analytical exposition text.
- a. Texts 5 and 6 are not exposition texts.
- b. Text 5 is analytical exposition text.
- c. Text 6 is analytical exposition text.
- d. Both of them are analytical exposition texts

Read the text 7 below to answer questions number 24-29 !

Text 7

Fast Food

Fast food nowadays is considered a normal eating venture. People are not just eating out on special occasions or weekends anymore. It means that all the time they mostly eat fast foods. However is fast food good for health?

Fast food has its popularity in the 1940's. Within a few years, fast-food operations popped up everywhere. With the compelling rise in fast-food restaurants since the 1940's, oddly it started the rise in obesity and cancer during that same time period.

Fast food is highly processed with a wide array of additives. To ensure fast food's low cost, the fast food products are made with highly-processed ingredients to give it shelf-life, to hold consistency, and to enhance flavor. Fast food is altered from its original healthy form.

It is not the calories in fast food which damage health and waistline. It is the chemical additives such as aspartame and MSG (monosodium glutamate). Studies show that the chemical additives lead to weight and disease issues. So, there is

absolutely nothing nutritional about fast food. Fast food simply feeds hunger and craving.

Retrieved from: <https://freeenglishcourse.info>

24. What does the second paragraph mainly discuss?
- The history of fast food.
 - Several kinds of fast food.
 - The ingredients of fast food
 - The process of making fast food.
 - Some diseases caused by fast food.
25. Which of the following is not the characteristics of fast food?
- It is prepared quickly.
 - It is cooked in bulk.
 - It is kept hot.
 - It contains MSG.
 - It is highly nutritious.
26. The purpose of the text is to ...
- convince the reader to consider fast food as a normal eating venture.
 - convince the reader that fast food can be a good choice if you are in the hurry.
 - persuade the reader that buying fast food is a waste of money.
 - convince the reader that there is absolutely nothing nutritional about fast food.
 - persuade the reader to open the fast food business because the income is promising.

27. What year did fast food start to become popular?

- a. 1930's
- b. 1940's
- c. 1950's
- d. 1960's
- e. 1970's

28. What is the synonym of "**Disease** (paragraph 4 line 3)" based on the text?

- a. Pain
- b. Suffering
- c. Problem
- d. Disorder
- e. Illness

29. Which of the following are mentioned in the text? **except** ...

- a. The popularity of fast food is strangely increasing the number of people with obesity and cancer.
- b. Fast food become very popular is popped up everywhere in 1940's.
- c. Variety of additives is used to hold consistency, and to enhance flavor of fast food.
- d. Fast food is very efficient consumption during rush hour.
- e. There is no nutrient content in fast food.

Read the text 8 below to answer questions number 30-37!

Text 8

Learning English

Why is Learning English Important? Language is the mean of communication. Mostly groups of society have their own languages. Some of them appear the top global languages. Most people in the world hear about English, Arabic, and Mandarin. However English is the most global spoken language. Then if a man wants to catch a global goal, he has to master English.

Everyone recognize that English is an international language. English is used in writing and speaking by many people all over the world. It can be either as a first or second language. We even hear British, American, Australian, and even Singaporean English. Those various names of English are used as the first language in those countries. Furthermore, some countries have their own languages as a mother language but also use English mostly in daily communication.

Besides usage in daily interaction, English is also used as a key to open doors leading to scientific and technical knowledge. No wonder we find manual guides and instructions of many devices written in English. Even if we have a pack of instant noodle, we will see the cooking instruction also written in English. This will influence many countries in economic, social and politics development.

Finally, the most easily seen in the importance of learning English is that most top requirement in filling job opportunities is the ability using English; active or passive. Job applicants who master English are better than ones who do not.

The above facts prove that everybody needs to learn English if he likes to greet the global era.

Retrieved from: <http://britishcourse.com>

30. The main idea of the text is ...

- a. The use of English in different countries.
- b. The general things about English.
- c. The benefits of learning English.
- d. The history of English.
- e. The best way to learn English.

31. In the point of arguments of the text, English is not ...

- a. giving us any negative effect.
- b. used in daily communication.

- c. the key to open doors leading to knowledge.
- d. an international language.
- e. used for manual guides and instructions of many devices

32. Which one of the following is the benefit of learning English explain in the text?

- a. Learning English is very easy to do.
- b. Learning English will make you look smarter than others
- c. Learning English is fun for kids.
- d. Learning English will help you to finish your highschool.
- e. Learning English will make you can compete in the global era.

33. What is the writer's conclusion about learning English?

- a. English subject should have more time allotment in school.
- b. Teachers have to teach in English for every subject.
- c. There should be English day in school.
- d. Everybody needs to learn English if he likes to greet the global era.
- e. Every jobs nowadays requires the ability of speaking in English.

34. The arguments of the text is presented in...

- a. 2nd and 3rd paragraph.
- b. 1st, 2nd, and 3rd paragraph.
- c. 2nd, 3rd, and 4th paragraph.
- d. 3rd, 4th, and 5th paragraph.
- e. 1st and 5th paragraph.

35. How is English known as an international language?

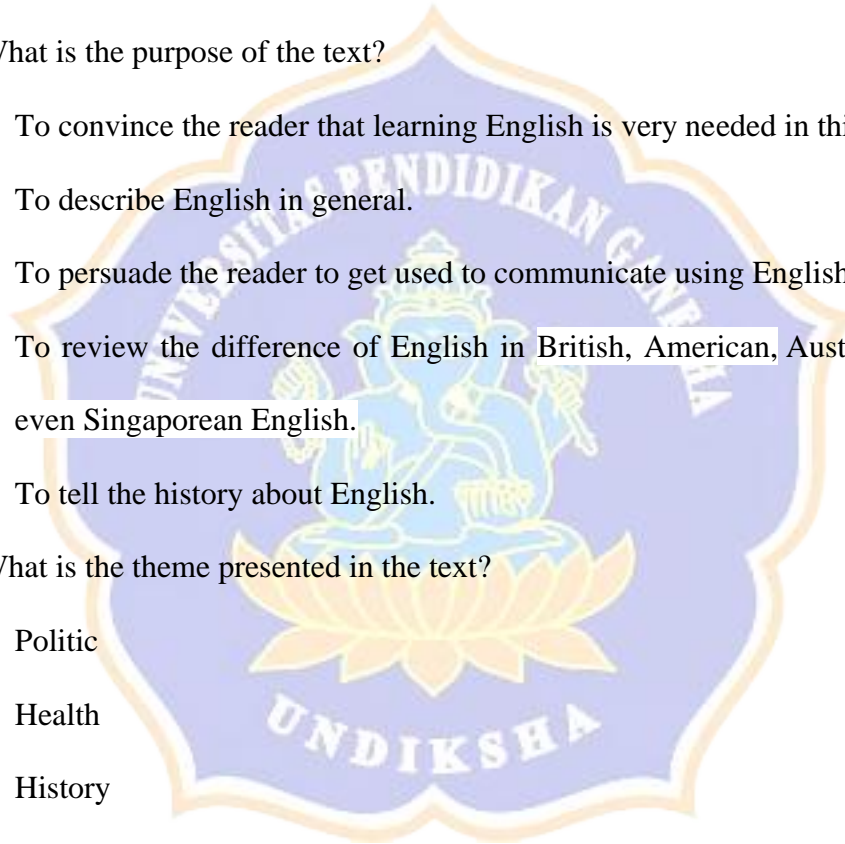
- a. It is a mutual agreement in United Nations.
- b. The language which is mostly used by many people is English.
- c. Most of the countries' first language is English.
- d. English is the easiest language to learn.
- e. English is the best language seen from the structure.

36. What is the purpose of the text?

- a. To convince the reader that learning English is very needed in this era.
- b. To describe English in general.
- c. To persuade the reader to get used to communicate using English.
- d. To review the difference of English in British, American, Australian, and even Singaporean English.
- e. To tell the history about English.

37. What is the theme presented in the text?

- a. Politic
- b. Health
- c. History
- d. Education
- e. Nature



Read the texts 9 and 10 below to answer questions number 38-39!

<p>Text 9</p> <p style="text-align: center;">Never Try Smoking</p> <p>A lot of people, especially teenagers, who do not smoke, always want to try smoking. They know it is bad for them and all, but it is just something they want to try. So they ask one of their smoker friends for a cigarette.</p> <p>Apparently that makes them the born smokers. Now they do smoke fairly regularly. They can not avoid smoking and they enjoy too. They have smoker friends. Everyday they bring a pack in their pocket. For them, a pack of cigarette is as important as a wallet for their money.</p> <p>Suddenly, for certain reason, they realize the fact that tobacco is the cause of a long list of nasty diseases. It is not only heart disease, stroke, and chronic lung disease but also bladder, lung, and pancreatic cancer. Even it was reported that around 400,000 Americans died each year. It was one every 80 seconds from tobacco-related illnesses.</p> <p>Well, still want to try smoke? Think the facts before trying! If you are not smoker, you should never and never try to smoke.</p> <p style="text-align: right;"><i>Retrieved from: https://freeenglishcourse.info</i></p>	<p>Text 10</p> <p style="text-align: center;">Is Smoking Good for Us?</p> <p>Before we are going to smoke, it is better to look at the fact. About 50 thousands people die every year in Britain as direct result of smoking. This is seven times as many as die in road accidents. Nearly a quarter of smokers die because of diseases caused by smoking.</p> <p>Ninety percent of lung cancers are caused by smoking. If we smoke five cigarettes a day, we are six times more likely to die of lung cancer than a non smoker. If we smoke twenty cigarettes a day, the risk is nineteen greater. Ninety five percent of people who suffer of bronchitis are people who are smoking. Smokers are two and half times more likely to die of heart disease than non smokers.</p> <p>Additionally, children of smoker are more likely to develop bronchitis and pneumonia. In one hour in smoky room, non smoker breathes as much as substance causing cancer as if he had smoked fifteen cigarettes.</p> <p>In conclusion, Smoking is really good for tobacco companies because they do make much money from smoking habit. Smoking however is not good for every body else.</p> <p style="text-align: right;"><i>Retrieved from: https://freeenglishcourse.info</i></p>
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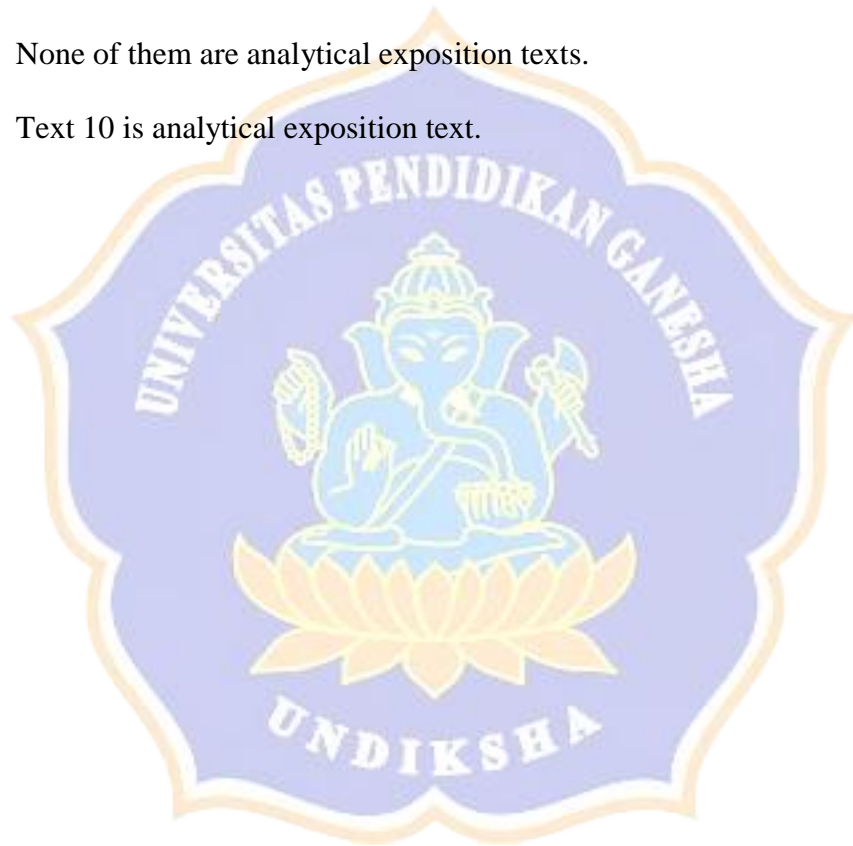
38. Which part of the paragraph from both texts is a reiteration?

- a. The first paragraph of text 9.
- b. The first paragraph of text 10.
- c. The last paragraph of text 9.

- d. The last paragraph of text 10.
- e. The first paragraph of both texts.

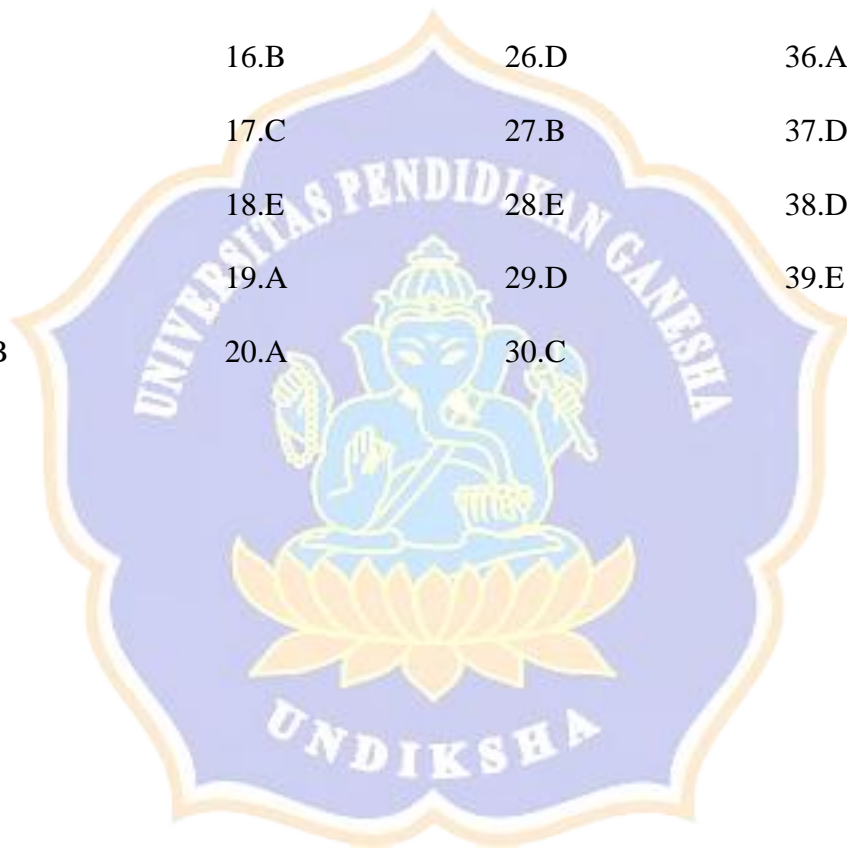
39. Which one of them is the analytical exposition text?

- a. Texts 9 and 10 are analytical exposition texts.
- b. Text 9 is analytical exposition text.
- c. Texts 9 and 10 are not exposition texts.
- d. None of them are analytical exposition texts.
- e. Text 10 is analytical exposition text.



Key Answer

1.C	11.A	21.D	31.A
2.A	12.B	22.B	32.E
3.C	13.C	23.C	33.D
4.B	14.D	24.A	34.C
5.C	15.E	25.E	35.B
6.D	16.B	26.D	36.A
7.A	17.C	27.B	37.D
8.B	18.E	28.E	38.D
9.E	19.A	29.D	39.E
10.B	20.A	30.C	



Appendix 9 Try-out Test Empirical Validity and Reliability

SKOR DATA DI BOBOT

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Jumlah Subyek = 33

Butir soal = 39

Bobot utk jwb an benar = 1

Bobot utk jwb an salah = 0

Nama berkas: D:\ARSIP KULIAH EED\8. EIGHTH SEMESTER\RANCANGAN SKRIPSI\DATA SPSS DAN ANATES\TRY OUT TEST.ANA

No Urt	No Subyek	Kode/Nama	Benar	Salah	Kosong	Skr Asli	Skr Bobot
1	1	Student 1	32	7	0	32	32
2	2	Student 2	31	8	0	31	31
3	3	Student 3	22	17	0	22	22
4	4	Student 4	28	11	0	28	28
5	5	Student 5	18	21	0	18	18
6	6	Student 6	29	10	0	29	29
7	7	Student 7	29	10	0	29	29
8	8	Student 8	31	8	0	31	31
9	9	Student 9	33	6	0	33	33
10	10	Studen...	32	7	0	32	32
11	11	Studen...	29	10	0	29	29
12	12	Studen...	30	9	0	30	30
13	13	Studen...	33	6	0	33	33
14	14	Studen...	32	7	0	32	32
15	15	Studen...	37	2	0	37	37
16	16	Studen...	38	1	0	38	38
17	17	Studen...	33	6	0	33	33
18	18	Studen...	30	9	0	30	30

19	19	Studen...	28	11	0	28	28
20	20	Studen...	32	7	0	32	32
21	21	Studen...	28	11	0	28	28
22	22	Studen...	28	11	0	28	28
23	23	Studen...	16	23	0	16	16
24	24	Studen...	20	19	0	20	20
25	25	Studen...	34	5	0	34	34
26	26	Studen...	32	7	0	32	32
27	27	Studen...	19	20	0	19	19
28	28	Studen...	22	17	0	22	22
29	29	Studen...	29	10	0	29	29
30	30	Studen...	24	15	0	24	24
31	31	Studen...	35	4	0	35	35
32	32	Studen...	21	18	0	21	21
33	33	Studen...	22	17	0	22	22

RELIABILITAS TES

=====

Rata2= 28,39

Si mpang Baku= 5,61

Korel asi XY= 0,72

Rel i abi l i tas Tes= 0,84

Nama berkas: D:\ARSIP KULIAH EED\8. EIGHTH SEMESTER\RANCANGAN SKRIPSI\DATA

SPSS DAN ANATES\TRY OUT TEST.ANA

No. Urut	No. Subyek	Kode/Nama Subyek	Skor Ganjil	Skor Genap	Skor Total
1	1	Student 1	17	15	32
2	2	Student 2	17	14	31
3	3	Student 3	10	12	22
4	4	Student 4	15	13	28

5	5	Student 5	9	9	18
6	6	Student 6	13	16	29
7	7	Student 7	15	14	29
8	8	Student 8	16	15	31
9	9	Student 9	17	16	33
10	10	Student 10	15	17	32
11	11	Student 11	15	14	29
12	12	Student 12	16	14	30
13	13	Student 13	17	16	33
14	14	Student 14	15	17	32
15	15	Student 15	19	18	37
16	16	Student 16	19	19	38
17	17	Student 17	17	16	33
18	18	Student 18	14	16	30
19	19	Student 19	13	15	28
20	20	Student 20	17	15	32
21	21	Student 21	14	14	28
22	22	Student 22	15	13	28
23	23	Student 23	10	6	16
24	24	Student 24	9	11	20
25	25	Student 25	17	17	34
26	26	Student 26	18	14	32
27	27	Student 27	9	10	19
28	28	Student 28	11	11	22
29	29	Student 29	17	12	29
30	30	Student 30	14	10	24
31	31	Student 31	17	18	35
32	32	Student 32	8	13	21

33 33 Student 33 10 12 22

KELOMPOK UNGGUL & ASOR

=====

Kelompok Unggul

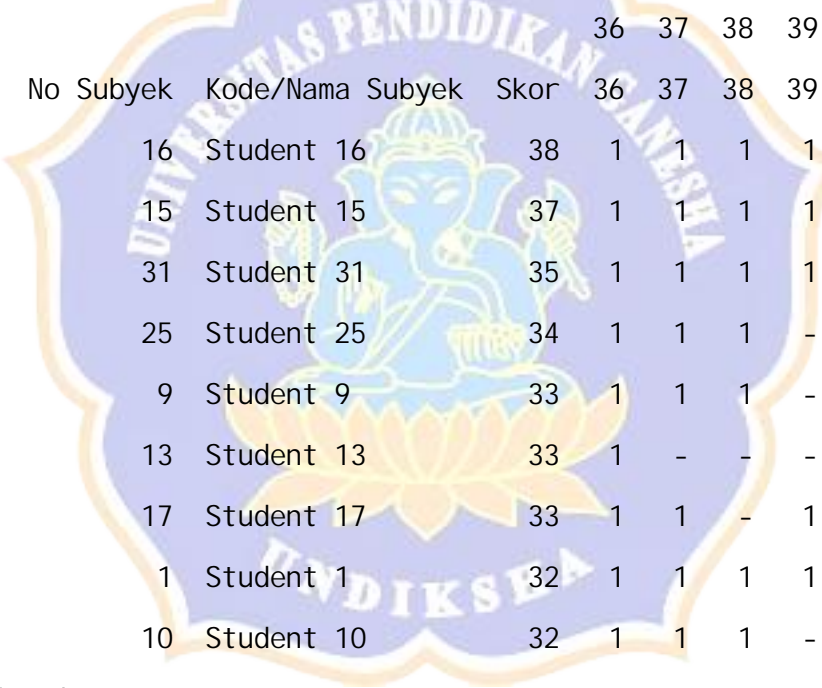
Nama berkas: D:\ARSIP KULIAH EED\8. EIGHTH SEMESTER\RANCANGAN SKRIPSI\DATA

SPSS DAN ANATES\TRY OUT TEST.ANA

No. Urut	No Subyek	Kode>Nama Subyek	Skor	1	2	3	4	5	6	7
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2	15	Student 15	37	1	1	1	-	1	1	1
3	31	Student 31	35	1	1	1	1	1	-	1
4	25	Student 25	34	1	1	1	-	1	1	1
5	9	Student 9	33	1	-	1	-	-	-	1
6	13	Student 13	33	1	-	1	1	1	-	1
7	17	Student 17	33	1	1	1	1	-	-	1
8	1	Student 1	32	-	1	1	-	1	-	1
9	10	Student 10	32	-	1	1	1	1	-	1
	Jml	Jwb Benar		7	7	9	5	7	3	9
				8	9	10	11	12	13	14
No. Urut	No Subyek	Kode>Nama Subyek	Skor	8	9	10	11	12	13	14
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2	15	Student 15	37	1	1	1	1	1	1	1
3	31	Student 31	35	1	-	1	1	1	1	1
4	25	Student 25	34	-	-	1	1	1	1	1
5	9	Student 9	33	1	-	1	1	1	1	1
6	13	Student 13	33	1	1	1	1	1	1	1
7	17	Student 17	33	-	-	1	1	1	1	1
8	1	Student 1	32	1	-	1	-	-	1	1

9	10	Student 10	32	1	-	1	1	1	1	1	1
	Jml	Jwb Benar		7	3	9	8	8	9	9	
				15	16	17	18	19	20	21	
No. Urut	No Subyek	Kode>Nama Subyek	Skor	15	16	17	18	19	20	21	
1	16	Student 16	38	1	1	1	1	1	1	1	1
2	15	Student 15	37	1	1	1	1	1	1	1	1
3	31	Student 31	35	1	1	1	1	1	1	1	1
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9	10	Student 10	32	1	1	1	1	1	1	1	1
	Jml	Jwb Benar		9	9	9	9	9	9	9	9
				22	23	24	25	26	27	28	
No. Urut	No Subyek	Kode>Nama Subyek	Skor	22	23	24	25	26	27	28	
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2	15	Student 15	37	1	1	1	1	1	1	1	1
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7	17	Student 17	33	1	1	1	1	1	1	1	1
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9	10	Student 10	32	1	1	1	1	1	-	-	
	Jml	Jwb Benar		9	9	8	9	9	6	8	
				29	30	31	32	33	34	35	
No. Urut	No Subyek	Kode>Nama Subyek	Skor	29	30	31	32	33	34	35	

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2	15	Student 15	37	1	1	-	1	1	1	1
3	31	Student 31	35	1	1	-	1	1	1	1
4	25	Student 25	34	1	1	-	1	1	1	1
5	9	Student 9	33	1	1	1	1	1	1	1
6	13	Student 13	33	1	1	1	1	1	1	1
7	17	Student 17	33	1	1	-	1	1	1	1
8	1	Student 1	32	1	1	1	1	1	1	1
9	10	Student 10	32	1	1	1	1	-	1	1
Jml Jwb Benar				9	9	4	9	8	9	9



No. Urut	No Subyek	Kode/Nama Subyek	Skor	36	37	38	39
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2	15	Student 15	37	1	1	1	1
3	31	Student 31	35	1	1	1	1
4	25	Student 25	34	1	1	1	-
5	9	Student 9	33	1	1	1	-
6	13	Student 13	33	1	-	-	-
7	17	Student 17	33	1	1	-	1
8	1	Student 1	32	1	1	1	1
9	10	Student 10	32	1	1	1	-
Jml Jwb Benar				9	8	7	5

Kelompok Asor

Nama berkas: D:\ARSIP KULIAH EED\8. EIGHTH SEMESTER\RANCANGAN SKRIPSI\DATA SPSS DAN ANATES\TRY OUT TEST.ANA

No. Urut	No Subyek	Kode/Nama Subyek	Skor	1	2	3	4	5	6	7
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2	3	Student 3	22	-	-	1	-	-	-	1
3	28	Student 28	22	-	1	1	-	-	-	1
4	33	Student 33	22	1	1	1	-	-	-	-
5	32	Student 32	21	-	1	1	-	1	-	-
6	24	Student 24	20	1	-	1	-	-	-	-
7	27	Student 27	19	1	1	1	-	-	-	1
8	5	Student 5	18	-	-	-	-	-	-	1
9	23	Student 23	16	-	-	1	-	1	-	1
Jml Jwb Benar				3	4	8	0	3	0	6
				8	9	10	11	12	13	14
No. Urut	No Subyek	Kode/Nama Subyek	Skor	8	9	10	11	12	13	14
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2	3	Student 3	22	-	-	1	1	1	1	1
3	28	Student 28	22	1	-	-	-	1	1	1
4	33	Student 33	22	1	-	1	1	1	-	1
5	32	Student 32	21	-	-	1	-	-	-	-
6	24	Student 24	20	-	-	1	1	1	1	1
7	27	Student 27	19	-	-	1	-	-	-	-
8	5	Student 5	18	1	-	-	-	-	1	-
9	23	Student 23	16	1	-	-	1	1	1	1
Jml Jwb Benar				4	0	5	5	5	6	6
				15	16	17	18	19	20	21
No. Urut	No Subyek	Kode/Nama Subyek	Skor	15	16	17	18	19	20	21
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2	3	Student 3	22	1	1	1	1	1	1	-
3	28	Student 28	22	1	1	1	-	1	1	1
4	33	Student 33	22	1	1	1	1	1	1	1
5	32	Student 32	21	-	1	-	1	1	1	1

6	24	Student 24	20	-	1	1	-	-	1	-
7	27	Student 27	19	-	-	1	1	1	1	1
8	5	Student 5	18	-	-	1	1	1	1	1
9	23	Student 23	16	1	-	-	1	-	-	-
Jml Jwb Benar				5	6	6	6	6	7	6

22 23 24 25 26 27 28

No. Urut	No Subyek	Kode>Nama Subyek	Skor	22	23	24	25	26	27	28
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2	3	Student 3	22	-	-	-	1	1	-	-
3	28	Student 28	22	1	1	1	1	1	-	1
4	33	Student 33	22	1	1	1	1	1	-	1
5	32	Student 32	21	1	1	-	-	1	1	1
6	24	Student 24	20	-	-	-	-	1	1	1
7	27	Student 27	19	1	1	1	1	1	-	1
8	5	Student 5	18	-	1	1	-	-	-	1
9	23	Student 23	16	-	-	-	1	-	-	1
Jml Jwb Benar				5	6	5	6	6	3	8

29 30 31 32 33 34 35

No. Urut	No Subyek	Kode>Nama Subyek	Skor	29	30	31	32	33	34	35
1	30	Student 30	24	1	1	1	1	1	1	1
2	3	Student 3	22	-	1	-	1	1	1	1
3	28	Student 28	22	1	1	-	-	-	-	-
4	33	Student 33	22	-	-	-	-	-	-	-
5	32	Student 32	21	1	1	-	1	1	1	-
6	24	Student 24	20	1	1	-	1	1	1	-
7	27	Student 27	19	1	1	-	1	-	-	-
8	5	Student 5	18	1	1	-	1	-	1	1
9	23	Student 23	16	-	-	-	-	-	-	1

Jml Jwb Benar		6	7	1	6	4	5	4
		36	37	38	39			
No. Urut	No Subyek	Kode>Nama Subyek	Skor	36	37	38	39	
1	30	Student 30	24	1	-	1	-	
2	3	Student 3	22	1	-	1	-	
3	28	Student 28	22	-	1	-	-	
4	33	Student 33	22	-	1	-	-	
5	32	Student 32	21	1	-	1	-	
6	24	Student 24	20	1	1	-	-	
7	27	Student 27	19	-	-	-	-	
8	5	Student 5	18	1	1	-	-	
9	23	Student 23	16	1	1	-	1	
Jml Jwb Benar				6	5	3	1	

DAYA PEMBEDA

=====

Jumlah Subyek= 33

Kl p atas/bawah(n)= 9

Butir Soal = 39

Nama berkas: D:\ARSI P KULIAH EED\8. EIGHTH SEMESTER\RANCANGAN SKRIPSI\DATA SPSS DAN ANATES\TRY OUT TEST.ANA

No Butir Baru	No Butir Asli	Kel. Atas	Kel. Bawah	Beda	Indeks DP (%)
1	1	7	3	4	44,44
2	2	7	4	3	33,33
3	3	9	8	1	11,11
4	4	5	0	5	55,56
5	5	7	3	4	44,44
6	6	3	0	3	33,33
7	7	9	6	3	33,33

8	8	7	4	3	33, 33
9	9	3	0	3	33, 33
10	10	9	5	4	44, 44
11	11	8	5	3	33, 33
12	12	8	5	3	33, 33
13	13	9	6	3	33, 33
14	14	9	6	3	33, 33
15	15	9	5	4	44, 44
16	16	9	6	3	33, 33
17	17	9	6	3	33, 33
18	18	9	6	3	33, 33
19	19	9	6	3	33, 33
20	20	9	7	2	22, 22
21	21	9	6	3	33, 33
22	22	9	5	4	44, 44
23	23	9	6	3	33, 33
24	24	8	5	3	33, 33
25	25	9	6	3	33, 33
26	26	9	6	3	33, 33
27	27	6	3	3	33, 33
28	28	8	8	0	0, 00
29	29	9	6	3	33, 33
30	30	9	7	2	22, 22
31	31	4	1	3	33, 33
32	32	9	6	3	33, 33
33	33	8	4	4	44, 44
34	34	9	5	4	44, 44
35	35	9	4	5	55, 56

36	36	9	6	3	33, 33
37	37	8	5	3	33, 33
38	38	7	3	4	44, 44
39	39	5	1	4	44, 44

TINGKAT KESUKARAN

=====

Jumlah Subyek= 33

Butir Soal = 39

Nama berkas: D:\ARSIP KULIAH EED\8. EIGHTH SEMESTER\RANCANGAN SKRIPSI\DATA SPSS DAN ANATES\TRY OUT TEST.ANA

No Butir Baru	No Butir Asli	Jml Betul	Tkt. Kesukaran(%)	Tafsiran
1	1	20	60, 61	Sedang
2	2	23	69, 70	Sedang
3	3	30	90, 91	Sangat Mudah
4	4	15	45, 45	Sedang
5	5	21	63, 64	Sedang
6	6	8	24, 24	Sukar
7	7	28	84, 85	Mudah
8	8	20	60, 61	Sedang
9	9	8	24, 24	Sukar
10	10	20	60, 61	Sedang
11	11	26	78, 79	Mudah
12	12	26	78, 79	Mudah
13	13	30	90, 91	Sangat Mudah
14	14	27	81, 82	Mudah
15	15	28	84, 85	Mudah
16	16	29	87, 88	Sangat Mudah
17	17	30	90, 91	Sangat Mudah

18	18	26	78, 79	Mudah
19	19	27	81, 82	Mudah
20	20	30	90, 91	Sangat Mudah
21	21	27	81, 82	Mudah
22	22	28	84, 85	Mudah
23	23	29	87, 88	Sangat Mudah
24	24	25	75, 76	Mudah
25	25	30	90, 91	Sangat Mudah
26	26	23	69, 70	Sedang
27	27	23	69, 70	Sedang
28	28	31	93, 94	Sangat Mudah
29	29	26	78, 79	Mudah
30	30	30	90, 91	Sangat Mudah
31	31	7	21, 21	Sukar
32	32	29	87, 88	Sangat Mudah
33	33	22	66, 67	Sedang
34	34	25	75, 76	Mudah
35	35	28	84, 85	Mudah
36	36	29	87, 88	Sangat Mudah
37	37	23	69, 70	Sedang
38	38	18	54, 55	Sedang
39	39	12	36, 36	Sedang

KORELASI SKOR BUTIR DG SKOR TOTAL

=====

Jumlah Subyek= 33

Butir Soal = 39

Nama berkas: D:\ARSIP KULIAH EED\8. EIGHTH SEMESTER\RANCANGAN SKRIPSI\DATA

SPSS DAN ANATES\TRY OUT TEST.ANA

No Butir Baru	No Butir Asli	Korelasi	Signifikan
1	1	0,360	Signifikan
2	2	0,369	Signifikan
3	3	0,099	-
4	4	0,464	Sangat Signifikan
5	5	0,384	Signifikan
6	6	0,395	Sangat Signifikan
7	7	0,305	Signifikan
8	8	0,226	-
9	9	0,420	Sangat Signifikan
10	10	0,237	-
11	11	0,386	Signifikan
12	12	0,345	Signifikan
13	13	0,442	Sangat Signifikan
14	14	0,332	Signifikan
15	15	0,550	Sangat Signifikan
16	16	0,547	Sangat Signifikan
17	17	0,461	Sangat Signifikan
18	18	0,185	-
19	19	0,318	Signifikan
20	20	0,309	Signifikan
21	21	0,389	Signifikan
22	22	0,581	Sangat Signifikan
23	23	0,463	Sangat Signifikan
24	24	0,373	Signifikan
25	25	0,499	Sangat Signifikan
26	26	0,250	-
27	27	0,441	Sangat Signifikan

28	28	0,064	-
29	29	0,252	-
30	30	0,309	Si gni fi kan
31	31	0,218	-
32	32	0,379	Si gni fi kan
33	33	0,458	Sangat Si gni fi kan
34	34	0,399	Sangat Si gni fi kan
35	35	0,581	Sangat Si gni fi kan
36	36	0,379	Si gni fi kan
37	37	0,190	-
38	38	0,351	Si gni fi kan
39	39	0,356	Si gni fi kan

Catatan: Batas si gni fi kansi koefi si en korel asi sebagaai beri kut:

df (N-2)	P=0,05	P=0,01	df (N-2)	P=0,05	P=0,01
10	0,576	0,708	60	0,250	0,325
15	0,482	0,606	70	0,233	0,302
20	0,423	0,549	80	0,217	0,283
25	0,381	0,496	90	0,205	0,267
30	0,349	0,449	100	0,195	0,254
40	0,304	0,393	125	0,174	0,228
50	0,273	0,354	>150	0,159	0,208

Bil a koefi si en = 0,000 berarti ti dak dapat di hi tung.

KUALITAS PENGECOH

=====

Juml ah Subyek= 33

Buti r Soal = 39

Nama berkas: D:\ARSIP KULIAH EED\8. EIGHTH SEMESTER\RANCANGAN SKRIPSI\DATA

SPSS DAN ANATES\TRY OUT TEST.ANA

No Butir Baru	No Butir Asli	a	b	c	d	e	*
1	1	1-	0--	20**	12---	0--	0
2	2	23**	3++	3++	3++	1-	0
3	3	0--	2---	30**	0--	1+	0
4	4	12---	15**	2-	4++	0--	0
5	5	4+	2+	21**	4+	2+	0
6	6	6++	5++	10-	8**	4+	0
7	7	28**	1++	0--	0--	4---	0
8	8	1-	20**	4++	8---	0--	0
9	9	5++	9+	5++	6++	8**	0
10	10	3++	20**	4++	4++	2+	0
11	11	26**	2++	3-	0--	2++	0
12	12	2++	26**	3-	2++	0--	0
13	13	1+	1+	30**	0--	1+	0
14	14	1+	1+	2+	27**	2+	0
15	15	0--	0--	1++	4---	28**	0
16	16	0--	29**	1++	0--	3---	0
17	17	2---	1+	30**	0--	0--	0
18	18	4---	0--	0--	3-	26**	0
19	19	27**	2+	1+	0--	3--	0
20	20	30**	1+	2---	0--	0--	0
21	21	1+	3--	0--	27**	2+	0
22	22	0--	28**	4---	1++	0--	0
23	23	0--	2--	29**	2--	0--	0
24	24	25**	3+	2++	2++	1-	0
25	25	0--	0--	0--	3---	30**	0
26	26	1-	5--	2++	23**	2++	0
27	27	0--	23**	5--	1-	4-	0

28	28	0--	2---	0--	0--	31**	0
29	29	1+	0--	1+	26**	5---	0
30	30	1+	0--	30**	2---	0--	0
31	31	7**	7++	10-	6++	3-	0
32	32	3---	1++	0--	0--	29**	0
33	33	3++	4+	3++	22**	1-	0
34	34	0--	5---	25**	3+	0--	0
35	35	0--	28**	1++	2-	2-	0
36	36	29**	2--	2--	0--	0--	0
37	37	1-	1-	1-	23**	7---	0
38	38	1-	2+	1-	18**	11---	0
39	39	0--	11---	1--	9-	12**	0

Keterangan:

** : Kunci Jawaban

++ : Sangat Baik

+ : Baik

- : Kurang Baik

-- : Buruk

---: Sangat Buruk

REKAP ANALISIS BUTIR

=====

Rata2= 28,39

Simpang Baku= 5,61

Korelasi XY= 0,72

Reliabilitas Tes= 0,84

Butir Soal = 39

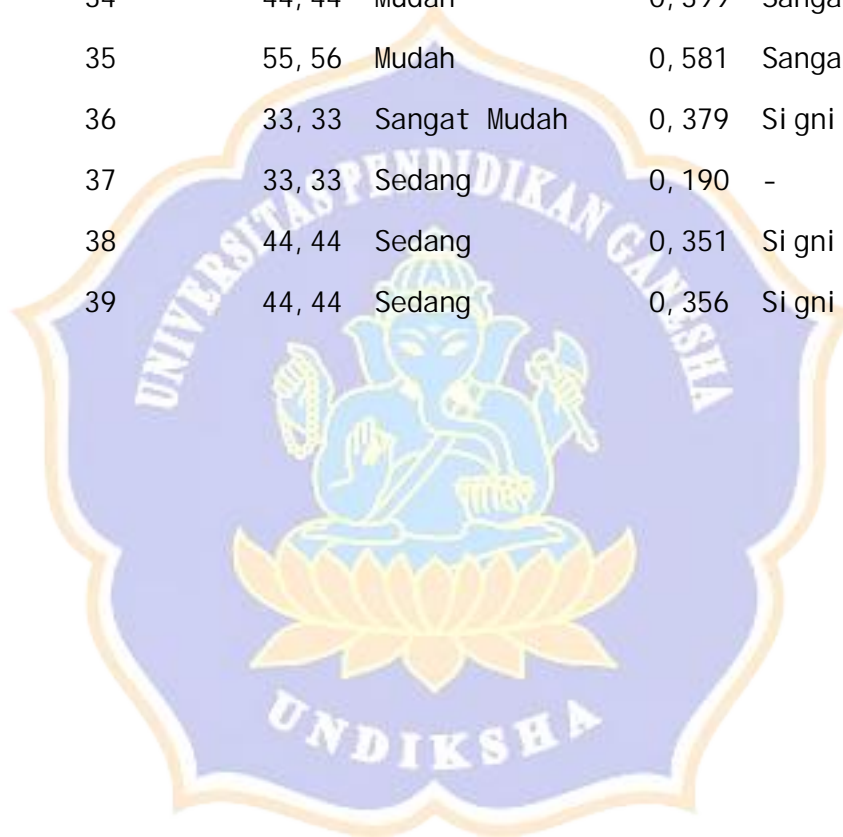
Jumlah Subyek= 33

Nama berkas: D:\ARSIP KULIAH EED\8. EIGHTH SEMESTER\RANCANGAN SKRIPSI\DATA

SPSS DAN ANATES\TRY OUT TEST. ANA

Btr Baru	Btr Asli	D. Pembeda (%)	T. Kesukaran	Korelasi	Si gn. Korelasi
1	1	44,44	Sedang	0,360	Si gni fi kan
2	2	33,33	Sedang	0,369	Si gni fi kan
3	3	11,11	Sangat Mudah	0,099	-
4	4	55,56	Sedang	0,464	Sangat Si gni fi kan
5	5	44,44	Sedang	0,384	Si gni fi kan
6	6	33,33	Sukar	0,395	Sangat Si gni fi kan
7	7	33,33	Mudah	0,305	Si gni fi kan
8	8	33,33	Sedang	0,226	-
9	9	33,33	Sukar	0,420	Sangat Si gni fi kan
10	10	44,44	Sedang	0,237	-
11	11	33,33	Mudah	0,386	Si gni fi kan
12	12	33,33	Mudah	0,345	Si gni fi kan
13	13	33,33	Sangat Mudah	0,442	Sangat Si gni fi kan
14	14	33,33	Mudah	0,332	Si gni fi kan
15	15	44,44	Mudah	0,550	Sangat Si gni fi kan
16	16	33,33	Sangat Mudah	0,547	Sangat Si gni fi kan
17	17	33,33	Sangat Mudah	0,461	Sangat Si gni fi kan
18	18	33,33	Mudah	0,185	-
19	19	33,33	Mudah	0,318	Si gni fi kan
20	20	22,22	Sangat Mudah	0,309	Si gni fi kan
21	21	33,33	Mudah	0,389	Si gni fi kan
22	22	44,44	Mudah	0,581	Sangat Si gni fi kan
23	23	33,33	Sangat Mudah	0,463	Sangat Si gni fi kan
24	24	33,33	Mudah	0,373	Si gni fi kan
25	25	33,33	Sangat Mudah	0,499	Sangat Si gni fi kan
26	26	33,33	Sedang	0,250	-

27	27	33, 33	Sedang	0, 441	Sangat	Si gni fi kan
28	28	0, 00	Sangat Mudah	0, 064	-	
29	29	33, 33	Mudah	0, 252	-	
30	30	22, 22	Sangat Mudah	0, 309	Si gni fi kan	
31	31	33, 33	Sukar	0, 218	-	
32	32	33, 33	Sangat Mudah	0, 379	Si gni fi kan	
33	33	44, 44	Sedang	0, 458	Sangat	Si gni fi kan
34	34	44, 44	Mudah	0, 399	Sangat	Si gni fi kan
35	35	55, 56	Mudah	0, 581	Sangat	Si gni fi kan
36	36	33, 33	Sangat Mudah	0, 379	Si gni fi kan	
37	37	33, 33	Sedang	0, 190	-	
38	38	44, 44	Sedang	0, 351	Si gni fi kan	
39	39	44, 44	Sedang	0, 356	Si gni fi kan	



Appendix 10 Post-test Blueprint

Basic Competency	Indicators	Level of Cognitive Domain		
		C1 Literal Recogniti on	C2 Reorgani Zation	C3 Inference
3.4 Differentiating the social function, text structure, and language features of some spoken and written analytical exposition texts by giving and asking the information related to the actual issues, based on the context.	1. Comparing the social function, text structure, and language features of analytical exposition texts	8, 20, 21, 34, 35		
4.4.1 Understanding the meaning of the text contextually related to social function, text structure and language features of spoken and written analytical exposition texts.	2. Recognizing the explicit information, words meaning, and contextual reference in the analytical exposition texts.	2, 3, 5, 7, 11, 15, 25, 27, 28, 31		
	3. Classifying the text structure of the analytical exposition texts.		4, 12, 13, 19, 23, 26, 29, 30	
	4. Inferring the implicit information and main idea in the analytical exposition texts.			1, 6, 9, 10, 14, 16, 17, 18, 22, 24, 32, 33

Appendix 11 Reading Comprehension Post-test

POST - TEST

Subject	: English
Topic	: Analytical Exposition Text
Grade/Semester	: XI/1
Time Allotment	: 90 minutes

Answer the following question by choosing a, b, c, d, or e!

Read the text 1 below to answer questions number 1-7!

Text 1

Corruption and Indonesian Culture

Corruption has happened for many years and today it becomes a bad culture in Indonesia for three reasons.

Most adult Indonesians or foreigners have known and admitted that corruptions happen in many places. The daily newspapers, news programs on TV and radio have reported corruptions are done everywhere, almost in all departments or public services of this country. Corruptions happen in health, education departments and banks. When we manage to get some documents in public service offices, we usually need much money to pay. Manipulations happen everywhere.

The actions to eliminate corruption are weak. The ever stronger culture seems not to come to an end when the responsible institutions who have to reinforce the justice today commit corruption. This is the worst. Corruptions happen in law departments such as police department and courts where judges, public prosecutors, lawyers make deals to do corruption. All of us also heard in the end of 2004, Probosutejo reported that he had bribed the Supreme Court which becomes the highest level where the justice can be obtained. Perhaps you have to try to come to the local courts and see what happens there. You will see practices of bribery and other kinds of corruption. Therefore, we can say that corruption becomes our culture. Do you like it?

The citizens have no goodwill to fight against corruptions. They create the situations in which people have opportunities to do corruptions. The citizens like to break the rules because they are not disciplined. For example, in the street when they drive a car or ride motorcycle, they do not have the driving license or necessary documents. Then, they are caught by the local policemen. To avoid more difficulties, they like to bribe the officer. The officer lets them go then. In other words, the citizens and officers are the same, doing corruption together. If only the people were critical, disciplined, and obedient to the rules, and willing to report any wrong behaviors, this country would not be number one corrupting country in the world.

We can conclude that corruption is becoming a bad culture in Indonesia if it is not ended soon by all of us. It seems that there must be more severe penalty for corruptors. Do we still care about the future of this country?

Retrieved from: <http://typeoftext.blogspot.com>

1. What is the main purpose of the text?
 - a. To convince the reader that corruption is Indonesian culture.
 - b. To persuade the reader to stop and eliminate the corruption together.
 - c. To convince the reader that corruption becomes a serious bad habit.
 - d. To persuade the reader to blame the government for any corruption cases.
 - e. To convince the reader that corruption involves so many departments

2. “It seems that there must be more severe penalty for the corruptors.” The underlined words mean...
 - a. punishment
 - b. price
 - c. disadvantage
 - d. damage
 - e. fund

3. What is suggested by the author of the text do in order to prevent corruptions?
 - a. A corruptor should be given a death penalty.
 - b. Heavier punishment should be implemented for the corruptors.
 - c. The law institutions must be examined carefully.
 - d. The police officers have to stop doing corruption starting from the smallest things.
 - e. Corruption should not be given different special prison.

4. How many arguments are presented in the text?
- 1
 - 2
 - 3
 - 4
 - 5
5. The word “**Bribery** (paragraph 3 line 8)” has the closest meaning to?
- Crime
 - Demoralization
 - Payment
 - Graft
 - Nepotism
6. What is the main idea of the second paragraph?
- Most of the people in the society know corruption happens everywhere
 - The fact that seeking justice in Indonesia is very hard..
 - Examples of corruption cases that occur.
 - The steps to prevent the corruption that is already happen.
 - The general information about corruption and how it becomes Indonesian culture
7. “**They** create the situations in which people have opportunities to do corruptions. (paragraph 4 line 1)” What does the word “they” refer to?
- The policemen
 - The citizens

- c. The judges
- d. The lawyers
- e. The public prosecutors
8. Which of these following paragraph fragments is the “reiteration” of an analytical exposition text?
- a. The apartment, which was on the third floor at the back of the house, was a combination of library, study, and smoke-room, and was the daily despair of the old housekeeper who, with the assistance of one servant, managed the house.
- b. I like going to the library, because I can read lots of story books without buying it.
- c. Do you know how to borrow a book from a library? I believe it is not difficult. Don't forget to write the number and the name of the author.
- d. Once again the library is almost empty; there is just the receptionist, the books and us, the silence fills the air till the annoying sound comes back again.
- e. From the facts above, I conclude that libraries are important institutions for humanity.

Read the text 2 below to answer questions number 9-12!

Text 2

Why Exercise is Important?

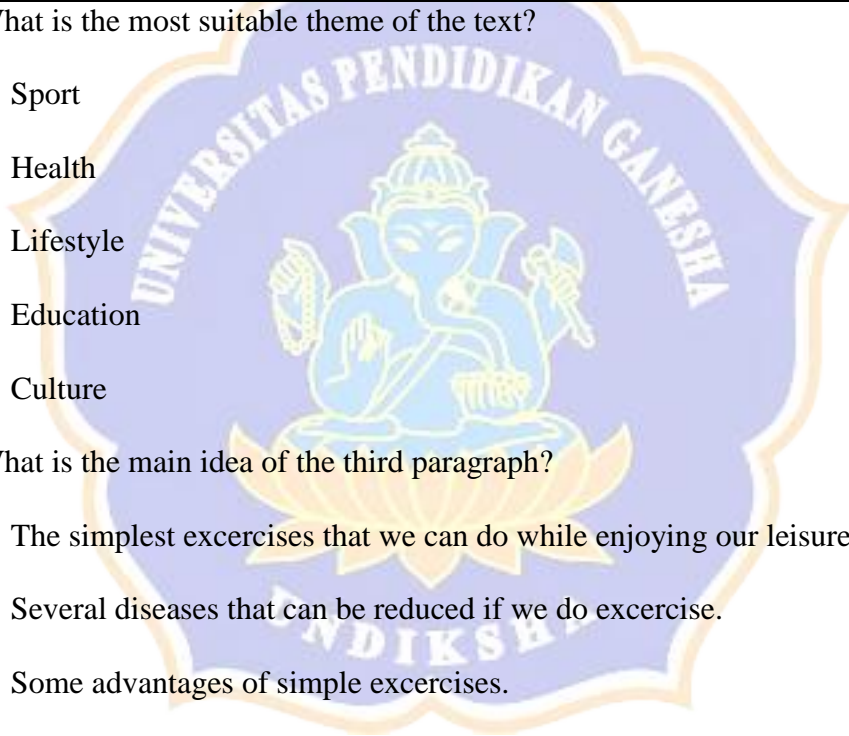
The majority of us claim that we do not have time for exercise. We feel too busy to do that. However, many expert have said that exercise has great role in making our body healthy.

Being physically active offers many advantages. In physical reward, exercise can reduce weight which makes us become fitter. Exercise is also believed to reduce stress levels, improve sleep patterns, and reduce the risk of heart disease, diabetes and some forms of cancer. Besides physical advantage, exercise also brings good effects mentally. Due to the fitter body, exercise can make us feel refreshed and happy then we can increase our life quality and expectancy.

How can we do exercise while we are busy? Such question is commonly found among us. Actually exercise can be done in simple ways. We can go walking while shopping. In the office we can take stair rather than lift to run up and down. Or we can go cycling while enjoy the leisure time.

Over all, doing exercise is a little bit difficult in a busy life but a little bit of exercise will help better.

Retrieved from: <https://freeenglishcourse.info>

- 
9. What is the most suitable theme of the text?
 - a. Sport
 - b. Health
 - c. Lifestyle
 - d. Education
 - e. Culture
 10. What is the main idea of the third paragraph?
 - a. The simplest excercises that we can do while enjoying our leisure time.
 - b. Several diseases that can be reduced if we do excercise.
 - c. Some advantages of simple excercises.
 - d. The important of doing excercises during our leisure time.
 - e. Walking is the best way to simply excercise without any equipment.
 11. Why is excercise very important based on the text?
 - a. Because it will make you look stronger.
 - b. Because it keeps you healthy and fit.

- c. Because it is the most important thing in life.
- d. Because it can reduce your stressful daily activities.
- e. Because everyone have their own way to be healthy.

12. What is the writer's conclusion from the text?

- a. Excercise will not be useful if we don't do it hard.
- b. It is really fun to do excercises at home.
- c. Being healthy and fit can be achieved by doing a little bit of excercise.
- d. The best excercises can be done only in the gym.
- e. Limited time because of busy activities is really an obstacle to do excercise.

Read the text 3 below to answer questions number 13-16!

Text 3

The Importance of Internet for Education

The impact of internet in education has been far reaching and still developing. It has created instant access to a wide variety of research information to help students learn.

Nowadays, internet access has created the potential for students to learn new material easily. The time students have at class is limited, so the teacher sometimes cannot give all the explanation needed. In this case, internet can help students to get more explanation.

Internet has become now way of life. In the future, on students' working life, they will have to use internet. So, it is wise for the teacher to give assignment which related to it. For example, teacher can ask students to give the assignment via e-mail.

Internet has big impact on education. There are many positive things students and teacher can get from it.

Retrieved from: <http://britishcourse.com>

13. These are the authors arguments **except** ...

- a. Internet can help students to get more explanation.
- b. In the future, internet will become the way of life.

- c. The students can learn new material from the internet.
- d. Internet is providing online classroom platform.
- e. The teacher should be able to use internet to facilitate the learning process.

14. What is the main idea of the text?

- a. Some of the most applicable internet based learning strategy.
- b. Internet provide several online classroom platform.
- c. The Internet influence in school management nowadays.
- d. How to maximize the use of internet for education.
- e. Internet is very beneficial for students and teachers to support the education.

15. “Nowadays, internet access has created the potential for students to learn new material easily.” The underlined word in the sentence has similar meaning to...

- a. strength
- b. possibility
- c. aptitude
- d. perfectibility
- e. goodness

16. Why does the author recommend the teacher to make internet based assignment?

- a. Because internet is the main point of education.
- b. Because new curriculum requires it.
- c. Because the use of internet is a must for students’ future job.

- d. Because the lack of internet user for learning.
- e. Because the number of online gaming higher than online learning.

Read the text 4 below to answer questions number 17-19!

Text 4

The Danger of Global Warming

Global warming is a real danger that we must pay attention to. There are some dangers from it.

There is more carbon dioxide in the atmosphere today than at any point in the last 800,000 years. And since 1870, global sea levels have risen by about 8 inches.

Global climate change has already had observable effects on the environment. Glaciers have shrunk, ice on rivers and lakes is breaking up earlier, plant and animal ranges have shifted and trees are flowering sooner.

Heat waves caused by global warming present greater risk of heat-related illness and death, most frequently among people who have diabetes who are elderly or are very young. Global warming puts coral reefs in danger as the ocean warms, scientist fear that coral reefs will not be able to adapt quickly enough to the resulting changing conditions, and bleaching incidents and diseases will increase.

The facts above prove it clearly. Global warming is a danger threat for earth and all humans.

Retrieved from: <http://britishcourse.com>

17. What does the text mainly discuss?
- a. The ways to minimize global warning.
 - b. The nature of global warming.
 - c. The history of how global warming.
 - d. The technology to prevent global warming
 - e. The effect of global warming.
18. "Global climate change has already had observable effects on the environment.". This sentence implies ...
- a. The global warming effects have been seen from environmental changes.
 - b. We must save our environment as soon as possible.

- c. The environmental changes are the main reason for global warming
- d. Global warming is the real threat for the environment.
- e. It is important to observe environmental changes.

19. Which of the following is the effect of global warming?

- a. It releases air pollutants in many ways.
- b. Landslides occur everywhere.
- c. The intensity of the rainfall volume is getting higher.
- d. Ice on rivers and lakes is breaking up earlier.
- e. Water and land becomes polluted.

Read the texts 5 and 6 below to answer questions number 20-21!

Text 5	Text 6
<p data-bbox="321 1054 824 1087">Garbage Service Needs Improvement</p> <p data-bbox="311 1167 834 1377">There have been many complaints recently about the ABC garbage collection service. The official department has agreed that the service needs improvement. But nothing has been done!</p> <p data-bbox="311 1386 834 1633">In some streets the garbage is collected only once a month because the workmen are not supervised. In other streets, collection is more frequent but half of the garbage is left in the road. The workmen are too lazy to pick it up and put it in the trucks.</p> <p data-bbox="311 1642 834 1843">In some parts of the colony, house-holders are dumping their garbage on the waste land. This is dangerous and unhealthy to do. These 'dumps' may catch fire and they will certainly attract rats and flies.</p>	<p data-bbox="863 1054 1383 1129">Is Recycling Garbage Important for Our Life?</p> <p data-bbox="857 1167 1412 1339">Garbage seems to be everyone's problems now. People who produce garbage within their daily activity still throw garbage to inappropriate places, not where it should be.</p> <p data-bbox="857 1348 1412 1747">By recycling garbage, we can decrease the amount of garbage. If we can decrease the amount of garbage, the environment will look cleaner. People will not be disturbed by the smell of the garbage. So that makes the air feel more fresh and healthy. The other thing we can get from recycling garbage is we can create something more useful. From the recycling process, we will get products that we can sell to customers.</p> <p data-bbox="857 1755 1412 1852">So recycling garbage will give many advantages for our life, not only what was mentioned before. Now let's start</p>

<p>It is the duty of the official department to collect all the garbage efficiently and regularly.</p> <p style="text-align: right;"><i>Retrieved from:</i> https://freeenglishcourse.info</p>	<p>create a clean, fresh and healthy environment for us to live.</p> <p style="text-align: right;"><i>Retrieved from:</i> https://rezkynurstryn.wordpress.com</p>
---	---

20. Which part of the paragraph from both texts is a reiteration?

- a. The last paragraph of both texts.
- b. The last paragraph of text 5
- c. The last paragraph of text 6.
- d. The first paragraph of text 5.
- e. The first paragraph of text 6.

21. Which one of the texts is the analytical exposition text?

- a. None of them are analytical exposition text.
- b. Texts 5 and 6 are not exposition texts.
- c. Text 5 is analytical exposition text.
- d. Text 6 is analytical exposition text.
- e. Both of them are analytical exposition texts

Read the text 7 below to answer questions number 22-26 !

Text 7

Fast Food

Fast food nowadays is considered a normal eating venture. People are not just eating out on special occasions or weekends anymore. It means that all the time they mostly eat fast foods. However is fast food good for health?

Fast food has its popularity in the 1940's. Within a few years, fast-food operations popped up everywhere. With the compelling rise in fast-food restaurants since the 1940's, oddly it started the rise in obesity and cancer during that same time period.

Fast food is highly processed with a wide array of additives. To ensure fast food's low cost, the fast food products are made with highly-processed ingredients

to give it shelf-life, to hold consistency, and to enhance flavor. Fast food is altered from its original healthy form.

It is not the calories in fast food which damage health and waistline. It is the chemical additives such as aspartame and MSG (monosodium glutamate). Studies show that the chemical additives lead to weight and disease issues. So, there is absolutely nothing nutritional about fast food. Fast food simply feeds hunger and craving.

Retrieved from: <https://freeenglishcourse.info>

22. What does the second paragraph mainly discuss?
- The history of fast food.
 - Several kinds of fast food.
 - The ingredients of fast food
 - The process of making fast food.
 - Some diseases caused by fast food.
23. Which of the following is not the characteristics of fast food?
- It is prepared quickly.
 - It is cooked in bulk.
 - It is kept hot.
 - It contains MSG.
 - It is highly nutritious.
24. The purpose of the text is to ...
- convince the reader to consider fast food as a normal eating venture.
 - convince the reader that fast food can be a good choice if you are in the hurry.
 - persuade the reader that buying fast food is a waste of money.

- d. convince the reader that there is absolutely nothing nutritional about fast food.
- e. persuade the reader to open the fast food business because the income is promising.

25. What year did fast food start to become popular?

- a. 1930's
- b. 1940's
- c. 1950's
- d. 1960's
- e. 1970's

26. Which of the following are mentioned in the text? **except** ...

- a. The popularity of fast food is strangely increasing the number of people with obesity and cancer.
- b. Fast food become very popular is popped up everywhere in 1940's.
- c. Variety of additives is used to hold consistency, and to enhance flavor of fast food.
- d. Fast food is very efficient consumption during rush hour.
- e. There is no nutrient content in fast food.

Read the text 8 below to answer questions number 27-33!

Text 8

Learning English

Why is Learning English Important? Language is the mean of communication. Mostly groups of society have their own languages. Some of them appear the top global languages. Most people in the world hear about English,

Arabic, and Mandarin. However English is the most global spoken language. Then if a man wants to catch a global goal, he has to master English.

Everyone recognize that English is an international language. English is used in writing and speaking by many people all over the world. It can be either as a first or second language. We even hear British, American, Australian, and even Singaporean English. Those various names of English are used as the first language in those countries. Furthermore, some countries have their own languages as a mother language but also use English mostly in daily communication.

Besides usage in daily interaction, English is also used as a key to open doors leading to scientific and technical knowledge. No wonder we find manual guides and instructions of many devices written in English. Even if we have a pack of instant noodle, we will see the cooking instruction also written in English. This will influence many countries in economic, social and politics development.

Finally, the most easily seen in the importance of learning English is that most top requirement in filling job opportunities is the ability using English; active or passive. Job applicants who master English are better than ones who do not.

The above facts prove that everybody needs to learn English if he likes to greet the global era.

Retrieved from: <http://britishcourse.com>

27. In the point of arguments of the text, English is not ...

- a. giving us any negative effect.
- b. used in daily communication.
- c. the key to open doors leading to knowledge.
- d. an international language.
- e. used for manual guides and instructions of many devices

28. Which one of the following is the benefit of learning English explain in the text?

- a. Learning English is very easy to do.
- b. Learning English will make you look smarter than others
- c. Learning English is fun for kids.
- d. Learning English will help you to finish your highschool.
- e. Learning English will make you can compete in the global era.

29. What is the writer's conclusion about learning English?
- English subject should have more time allotment in school.
 - Teachers have to teach in English for every subject.
 - There should be English day in school.
 - Everybody needs to learn English if he likes to greet the global era.
 - Every jobs nowadays requires the ability of speaking in English.
30. The arguments of the text is presented in...
- 2nd and 3rd paragraph.
 - 1st, 2nd, and 3rd paragraph.
 - 2nd, 3rd, and 4th paragraph.
 - 3rd, 4th, and 5th paragraph.
 - 1st and 5th paragraph.
31. How is English known as an international language?
- It is a mutual agreement in United Nations.
 - The language which is mostly used by many people is English.
 - Most of the countries' first language is English.
 - English is the easiest language to learn.
 - English is the best language seen from the structure.
32. What is the purpose of the text?
- To convince the reader that learning English is very needed in this era.
 - To describe English in general.
 - To persuade the reader to get used to communicate using English.

- d. To review the difference of English in British, American, Australian, and even Singaporean English.
- e. To tell the history about English.

33. What is the theme presented in the text?

- a. Politic
- b. Health
- c. History
- d. Education
- e. Nature

Read the texts 9 and 10 below to answer questions number 34-35!

Text 9	Text 10
<p style="text-align: center;">Never Try Smoking</p> <p>A lot of people, especially teenagers, who do not smoke, always want to try smoking. They know it is bad for them and all, but it is just something they want to try. So they ask one of their smoker friends for a cigarette.</p> <p>Apparently that makes them the born smokers. Now they do smoke fairly regularly. They can not avoid smoking and they enjoy too. They have smoker friends. Everyday they bring a pack in their pocket. For them, a pack of cigarette is as important as a wallet for their money.</p> <p>Suddenly, for certain reason, they realize the fact that tobacco is the cause of a long list of nasty diseases. It is not only heart disease, stroke, and chronic lung disease but also bladder,</p>	<p style="text-align: center;">Is Smoking Good for Us?</p> <p>Before we are going to smoke, it is better to look at the fact. About 50 thousands people die every year in Britain as direct result of smoking. This is seven times as many as die in road accidents. Nearly a quarter of smokers die because of diseases caused by smoking.</p> <p>Ninety percent of lung cancers are caused by smoking. If we smoke five cigarettes a day, we are six times more likely to die of lung cancer than a non smoker. If we smoke twenty cigarettes a day, the risk is nineteen greater. Ninety five percent of people who suffer of bronchitis are people who are smoking. Smokers are two and half times more likely to die of heart disease than non smokers.</p> <p>Additionally, children of smoker are more likely to develop bronchitis and</p>

<p>lung, and pancreatic cancer. Even it was reported that around 400,000 Americans died each year. It was one every 80 seconds from tobacco-related illnesses.</p> <p>Well, still want to try smoke? Think the facts before trying! If you are not smoker, you should never and never try to smoke.</p> <p style="text-align: right;"><i>Retrieved from:</i> <i>https://freeenglishcourse.info</i></p>	<p>pneumonia. In one hour in smoky room, non smoker breathes as much as substance causing cancer as if he had smoked fifteen cigarettes.</p> <p>In conclusion, Smoking is really good for tobacco companies because they do make much money from smoking habit. Smoking however is not good for every body else.</p> <p style="text-align: right;"><i>Retrieved from:</i> <i>https://freeenglishcourse.info</i></p>
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34. Which part of the paragraph from both texts is a reiteration?

- a. The first paragraph of text 9.
- b. The first paragraph of text 10.
- c. The last paragraph of text 9.
- d. The last paragraph of text 10.
- e. The first paragraph of both texts.

35. Which one of them is the analytical exposition text?

- a. Texts 9 and 10 are analytical exposition texts.
- b. Text 9 is analytical exposition text.
- c. Texts 9 and 10 are not exposition texts.
- d. None of them are analytical exposition texts.
- e. Text 10 is analytical exposition text.

Key Answer

1.C	11.B	21.C	31.B
2.A	12.C	22.A	32.A
3.B	13.D	23.E	33.D
4.C	14.E	24.D	34.D
5.D	15.B	25.B	35.E
6.A	16.C	26.D	
7.B	17.E	27.A	
8.E	18.A	28.E	
9.B	19.D	29.D	
10.A	20.B	30.C	



Appendix 12 Student's Post-test Score

Students	Post-test Score	
	Experimental Group (XI MIPA 8)	Control Group (XI MIPA 9)
Students 1	83	80
Students 2	78	80
Students 3	88	75
Students 4	85	73
Students 5	90	75
Students 6	93	88
Students 7	95	73
Students 8	93	75
Students 9	93	88
Students 10	83	85
Students 11	90	80
Students 12	98	85
Students 13	85	73
Students 14	88	80
Students 15	95	83
Students 16	90	80
Students 17	98	90
Students 18	80	78
Students 19	83	70
Students 20	80	68
Students 21	83	85
Students 22	90	70
Students 23	85	90
Students 24	88	70
Students 25	88	73
Students 26	93	83
Students 27	88	78
Students 28	85	68
Students 29	78	78
Students 30	93	83
Students 31	88	88
Students 32	80	78
Students 33	85	80
Students 34	95	83

Appendix 13 Post-test Score Descriptive Analysis

		Statistics	
		Experimental group	Control group
N	Valid	34	34
	Missing	0	0
Mean		87,8529	79,0000
Median		88,0000	80,0000
Mode		88,00	80,00
Std. Deviation		5,57120	6,38179
Variance		31,038	40,727
Skewness		-,006	-,019
Std. Error of Skewness		,403	,403
Kurtosis		-,824	-,909
Std. Error of Kurtosis		,788	,788
Range		20,00	22,00
Minimum		78,00	68,00
Maximum		98,00	90,00
Sum		2987,00	2686,00



Appendix 14 Post-test Score Inferential Analysis

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Experimental group	,116	34	,200 [*]	,963	34	,289
Control group	,092	34	,200 [*]	,959	34	,234

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Test of Homogeneity of Variances

Summative Score

Levene Statistic	df1	df2	Sig.
,763	1	66	,386

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Summative Score	Equal variances assumed	,763	,386	6,094	66	,000	8,85294	1,45284	5,95225	11,75364
	Equal variances not assumed			6,094	64,819	,000	8,85294	1,45284	5,95126	11,75462

Appendix 15 Attachment Letters



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS PENDIDIKAN GANESHA
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 Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
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Nomor : 1593/UN48.7.1/DT/2019

9 Mei 2019

Perihal : Permohonan Izin Observasi

Yth. Kepala SMAN 1 Singaraja
 di Singaraja

Dalam rangka pengumpulan data untuk menyelesaikan Proposal penelitian skripsi, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama : I GEDE PASEK BUDI WIRA KUSUMA
 NIM : 1512021205
 Program Studi : Pendidikan Bahasa Inggris
 Jenjang : S1
 Tahun Akademik : 2018/2019

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
 Wakil Dekan I,



Prof. Dr. Nyoman Adi Jaya Putra, M.A.
 NIP. 196203191987031001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
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15 Juli 2019

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMAN 1 Singaraja
 di Singaraja

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: I GEDE PASEK BUDI WIRA KUSUMA
NIM	: 1512021205
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2019/2020
Judul	: THE EFFECT OF FLIPPED LEARNING ON READING COMPREHENSION OF THE ELEVENTH GRADE STUDENTS OF SMAN 1 SINGARAJA

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
 Wakil Dekan I,

Prof. Dr. Nyoman Adi Jaya Putra, M.A.
 NIP. 196203191987031001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS

NB =

Kepada Bu Mas
 Tolong buatkan mahasiswa ybs
 surat keterangan sbb selesai
 pengambil data. *[Signature]*

530

PEMERINTAH KABUPATEN BULELENG
DINAS PENDIDIKAN
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Indeks : Kurikulum	Klasifikasi : Kurikulum	No. Urut 6102	Tgl. Terima 2019-08-12
Perihal : Permohonan Ijin penelitian			
Isi Ringkas : cari data			
Asal Surat : Undiksha	Tgl Surat : 2019-07-15	Nomor Surat : 2725/UN48.7.1/2019	Lampiran 0
Diajukan/Diteruskan		Instruksi/Informasi	
<i>Wala Akulans</i>		<i>Debanu</i> <i>Dransip R</i>	
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SURAT KETERANGAN
Nomor : 800/761/SMA N 1 SGR

Yang bertanda tangan di bawah ini :

N a m a : Ni Nyoman Suarti S.Pd.M.Pd
 N I P : 197212221997022002
 Jabatan : Wakil Kepala Sekolah

Menerangkan bahwa memang benar Mahasiswa Undhiksa.telah melakukan penelitian Skripsi

N a m a : I Gede Pasek Budi Wira Kusuma
 N I M : 1512021205
 Program Studi : Pendidikan Bhs Inggris (S1)
 Universitas : Pendidikan Ganesha Singaraja

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

Singaraja, 19 September 2019
 An. Kepala Sekolah,
 Waka Akademik

 Ni Nyoman Suarti .S.Pd.M.Pd
 Pembina
 NIP. 197212221997022002



Appendix 16 Documentations

Try-out Test



Experimental group

PENDIDIKAN

Dwi Candrika Tue Sep 10, 2019 at 11:50 am
1. to tell us about danger of media social
Like · Reply

Pratista Pramana Tue Sep 10, 2019 at 11:53 am
What is the meaning of "anxiety"?
Like · Reply

Hide All 2 Replies

Dwi Candrika Tue Sep 10, 2019 at 12:04 pm
If in Indonesian unxiety it is called "kegelisahan" so, meaning that social media can also cause anxiety
Like · Reply

Gede Pasek Tue Sep 10, 2019 at 12:11 pm
Good answer student

Riska Aristyani Tue Sep 10, 2019 at 12:05 pm
answer :
1) the purpose of the text is to convince readers that social media are bad for teenagers.
2)thesis : paragraph 1 , arguments : paragraph 2 and 3 , reeration : the last paragraph or paragraph 4
3) difficult word : inescapable , engage , decrease , anxious
4)Sosical media gives a bad impact for teenagers if not used properly , for example social media can interfere our study and become... Show More
Like · Reply

Hide All 3 Replies

Komang Winda Triana Tue Sep 10, 2019 at 12:15 pm
In Indonesian inescapable = mutlak/ tak dapat dielakkan
Like · Reply

Riska Aristyani Tue Sep 10, 2019 at 12:18 pm
Okay windaaaaa thank you >< !!!



Control Group



Experimental group post-test



Control group post-test



RIWAYAT HIDUP



I Gede Pasek Budi Wira Kusuma lahir di Karangasem pada tanggal 18 Juni 1997. Penulis merupakan putra pertama dari pasangan I Made Kusumajaya dan Ni Komang Pariati. Penulis berkebangsaan Indonesia dan memeluk agama Hindu. Penulis beralamat di Br. Dinas Balegede, Datah, Abang, Karangasem, Bali. Penulis menyelesaikan pendidikan di Taman Kanak-kanak

Tunas Harapan pada tahun 2003. Kemudian penulis menempuh pendidikan dasar di SDN 1 Karangasem dan lulus pada tahun 2009. Tahun 2012, penulis menamatkan pendidikan di SMPN 2 Amlapura. Pada tahun 2015 penulis menuntaskan pendidikan di SMAN 2 Amlapura dan melanjutkan pendidikan S1 di Universitas Pendidikan Ganesha dengan mengambil program studi Pendidikan Bahasa Inggris. Pada akhir tahun 2019, penulis menyelesaikan tugas akhir berupa skripsi yang berjudul “THE EFFECT OF FLIPPED LEARNING ON READING COMPREHENSION OF THE ELEVENTH GRADE STUDENTS OF SMAN 1 SINGARAJA”