

APPENDICES



Appendix 1. Permission Letter



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI

Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
 Telepon (0362) 21541 Fax. (0362) 27561
 Laman: fbs.undiksha.ac.id

Nomor : 1713/UN48.7.1/DT/2020

29 Juli 2020

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SMA Negeri 1 Singaraja
 di Singaraja

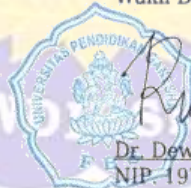
Dalam rangka pengumpulan data untuk menyelesaikan Penelitian skripsi, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Ni Nengah Hardiyanti
NIM	: 1612021038
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2020/2021

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

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

J a.n. Dekan,
 Wakil Dekan I,



Dr. Dewa Putu Ramendra, S.Pd., M.Pd.
 NIP. 197609022000031001

Tembusan:

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

Appendix 2. The Results of Pre-Test Score

Pre-test Score		
Students	MIPA 1	MIPA 2
Students 1	77	77
Students 2	77	77
Students 3	89	71
Students 4	74	83
Students 5	80	74
Students 6	77	57
Students 7	77	80
Students 8	74	89
Students 9	80	77
Students 10	71	77
Students 11	80	91
Students 12	83	83
Students 13	69	71
Students 14	69	77
Students 15	63	83
Students 16	71	77
Students 17	86	69
Students 18	91	69
Students 19	91	86
Students 20	63	83
Students 21	69	80
Students 22	60	74
Students 23	60	66
Students 24	80	83
Students 25	60	69
Students 26	80	77
Students 27	63	67
Students 28	86	74
Students 29	80	60
Students 30	86	77
Students 31	86	69
Students 32	71	74

Appendix 3. Online Learning Lesson Plan for Experimental Group

ONLINE LEARNING LESSON PLAN

(Experimental Group)

School	: SMA Negeri 1 Singaraja
Subject	: English
Class/Semester	: XI/I
Academic Year	: 2020/2021
Topic of the Lesson	: Analytical Exposition Text
Time Allocation	: 70 Minutes
Meeting	: 1 st Meeting and 2 nd meeting
Lesson Mode	: Online Learning via Google Classroom
Lesson Structure	: - “Stream” page - “Classwork” page: “Think Stage” and “Pair Stage”

A. Basic Competencies

- 3.4 Applying social function, text structure, and language features of several analytical exposition texts in the form of oral and written by asking and giving information related to the actual issue in accordance with the context of its use.

B. Indicators

- 3.4.1 Identifying the social function, text structure, and language features of analytical exposition texts related to the actual issue by giving and asking information. **(LOTS)**
- 3.4.2 Identifying explicit ideas related to the analytical exposition texts. **(LOTS)**
- 3.4.3 Reorganizing ideas related to the analytical exposition texts. **(LOTS)**
- 3.4.4 Inferring the implicit ideas related to the analytical exposition texts. **(HOTS)**

3.4.5 Making evaluative judgments related to the analytical exposition texts.

(HOTS)

3.4.6 Appreciating ideas related to the analytical exposition texts. **(HOTS)**

C. Learning Objective

1. Students are able to identify the social function, text structure, and language feature of analytical exposition text through brainstorming and Think-Pair-Share activities.
2. Students are able to identify explicit ideas, reorganize explicit or implicit ideas, infer implicit ideas, make evaluative judgments, and appreciate ideas related to the analytical exposition texts through Think-Pair-Share with Mind Map.

D. Learning Method

Method of learning : Cooperative Learning

Strategy : Think-Pair-Share with Mind Map

E. Teaching Media

Media : Google Classroom, Ayoa (E-Mind Map), Worksheet

Tools : Laptop/Smartphone

F. Pre-Orientation of Online Learning via Google Classroom Platform

1. Introducing e-mind map application, Ayoa, to the students and asking them to install the app.
2. Telling them how to use the application to make a mind map by showing them a tutorial video.
3. Asking the students to practice making a mind map about their educational background from kindergarten until senior high school.
4. Asking the students to practice making a mind map in pairs with their friends.

G. Learning Activities

Learning Activities	TIME
1st Meeting	
<i>Pre-Activities</i>	
<p>➡ Go to “Stream” Page</p> <p>1. Orientation</p> <ol style="list-style-type: none"> Greeting and checking students’ attendance. The teacher gives the students stimulus by asking a question related to the topic: <ul style="list-style-type: none"> - <i>Have you tried to persuade anyone on a certain issue or argued about something with someone?</i> - <i>I have an important issue that we should discuss, do you agree with the government’s policy to reopen more schools during the pandemic?</i> Giving the students chance to share their opinions in the comment section. Responding to their opinions. Introducing the learning material or the topic of the lesson (analytical exposition text) and the purpose of learning to the students. (<p>2. Brainstorming</p> <ol style="list-style-type: none"> The teacher gives brainstorming by posting an analytical exposition text entitled “<i>Should Smoking Be Banned At Restaurants?</i>” to the students. Students are asked to read the text carefully and identify the social function, text structure, and language features of the text. <ul style="list-style-type: none"> - <i>What is the purpose of the text?</i> - <i>Can you identify the structures that build the text?</i> - <i>Please identify the verbs in the text and infer what tense is used in the text!</i> - <i>Can you identify the conjunctions in the text?</i> Discussing the answers together in the comment section. Student should answer the questions, and they can refute or add 	<p style="text-align: center;">35 Minutes</p> <p style="text-align: center;">35 Minutes</p>

<p>additional information to their friends' answers.</p> <p>e. After the discussion, the students are guided to identify the main ideas and supporting details of the text.</p> <p>f. The students are shown a mind map of “<i>Should Smoking Be Banned At Restaurants?</i>” text (an example to do Task 1).</p> <p>g. The teacher tells the students that later they are going to make a mind map based on the content of the text by identifying the main ideas and supporting details in the text.</p>	
<p>2nd Meeting</p>	
<p>Main Activities</p>	
<p>➡ Go to “Classwork” Page and click the Topic “Think Stage”</p> <p>1. Posing the question or problem</p> <p>a. The students are instructed to read the task instructions carefully in the assignment box.</p> <p>b. The students are assigned to read an analytical exposition text entitled “<i>Is Social Media Bad for Teens?</i>” and do the task related to the text individually (Task 1 and Task 2).</p> <ul style="list-style-type: none"> • First, the students are given a worksheet related to the text. There are two different parts in the worksheet, namely Part A and Part B. The students are instructed to answer Part A of the worksheet that they have to make a mind map based on their reading results of the text by identifying the text structure, main idea, and the supporting details (Task 1). • Second, the students are asked to think about the answers of worksheet Part B (Task 2). <p>c. To make the task clearer, the students can ask any questions about the task that they have not understood yet in the assignment comment section.</p> <p>2. Giving Think Time for the Students to Think</p> <p>a. The students are given time to think about their tasks' answers for 25 minutes.</p> <ul style="list-style-type: none"> • The students read the text carefully. 	<p style="text-align: center;">25 Minutes</p>

- The students start to make a mind map using Ayoa application (Task 1).
- The students start to think about the answers of the worksheet Part B (Task 2).
- The students are given a chance to revise their mind maps after thinking about the answers of worksheet Part B. They are allowed to omit or add additional information into their mind map before submitting it.
- They have to submit their mind maps on the “assignment section” under the topic “Think Stage” in the “Classwork” page.

➔ Go to “Classwork” Page and click the Topic “Pair Section”

3. Asking the Students to Start Discussing in Pairs and Sharing Their Thinking with Their Partner

- In the stream page, the teacher tells the students that they are going to work in pairs to discuss their previous tasks (**Task 1 and Task 2**).
- The teacher gives some instructions to the students before they do the discussion in pairs:
 - The students are told that they are going to be divided into pairs randomly in Google Classroom and join the discussion room that has been created for each pair on the “Discussion Room” under the topic “Pair Stage” in the “Classwork” page.
 - In the pairs’ discussion room, the pairs are assigned to compare and discuss their worksheet answers.
 - First, the pairs have to discuss their worksheet answer of Part B based on the mind map that they have created. Each student must share his/her mind map in their pair’s room comment section by giving a link, then use the mind map as the media to strengthen their argument while discussing the answer.
 - Second, the pairs are instructed to prepare their final answers of worksheet Part B to be shared with the whole class.
 - Third, the pairs are asked to choose and revise one of their mind maps to be submitted after discussing the answers of worksheet

**20
Minutes**

<p>Part B.</p> <ul style="list-style-type: none"> • The pairs have to submit their final worksheet answers that consist of one final mind map and the final answer of worksheet Part B on the “assignment section” under the topic “Pair Stage” in the “Classwork” page. • The students are told that they have 20 minutes to do the discussion in pairs and submit their final answers. <ol style="list-style-type: none"> c. The students can ask any questions about the task in the “Stream” page comment section. d. The teacher starts to divide the students into pairs. e. The students start the pair discussion. f. The teacher can join and monitor the discussion in each pair’s discussion room and help the pairs if they have a problem. g. In each pair’s discussion room, the teacher reminds the students about their duty or task in doing the discussion. <p>➔ Go to “Stream” Page</p> <p>4. Sharing Ideas with the Whole Class</p> <ol style="list-style-type: none"> a. The pairs have to share the results of their discussion with the whole class. b. The discussion is started by discussing the answers on worksheet Part B. c. The teacher reminds the students to use their mind maps as their reference or discussion material while doing the discussion. d. Several pairs are chosen by the teacher to share and explain their worksheet answers. e. The students can return to their pair discussion room in discussing the answer with their partner in pairs before sharing their answers with the whole class. f. The other pairs are asked to respond to their friends’ answers by giving suggestions or another possible answer. g. The teacher gives feedback or clarifies students’ answers. 	<p>20 Minutes</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------

<i>Pre-Activities</i>	
<p>1. Conclude and ending the class</p> <ul style="list-style-type: none">a. After the discussion, the students are asked to conclude the lesson.b. Telling the students about the material for the next meeting (it is still about analytical exposition text).c. Ending the class.	5 minutes

Note:

➡: to signpost the section or page in Google Classroom in which learning teaching acts are going to be conducted.



H. Learning Material

a) Definition

Analytical Exposition Text is a type of argumentative text that elaborates the writer's idea on the issue or phenomenon surrounding it. It evaluates a topic critically and focuses only on one side of an argument.

b) Social Function

The purpose of an analytical exposition text is to persuade or convince the reader that the phenomenon or issue is important to be discussed by developing arguments to support the topic.

c) Generic structure of analytical exposition text

- ***Thesis/Introductory Statement***

An introductory statement that gives the writer's point of view or thesis statement.

- ***Arguments***

Explaining the argument to support the author's point of view. Each argument must be supported by evidence and explanation.

- ***Conclusion/Reiteration***

A conclusion that sums up the arguments and reinforces the writer's point of view or restatement of the thesis statement.

d) Language Features

- Using Simple Present Tense (e.g. dolphins live; tiger runs,).
- Using words to link cause and effect (e.g. because of, due to, in addition, etc).

I. Assessment

Technique : Written test (multiple choice test and essay test)

Form : Reading Comprehension test

a) Reading Comprehension Rubric**1) Multiple Choice**

Total questions : 5

Score of each question : 5

Maximum score : 100

Score = $\frac{B}{5} \times 100$

Note: B means number of correct answer

2) Short Answer

Total questions : 5

Score of each question : 3

Maximum score : 100

Score = $\frac{\text{score total}}{15} \times 100$

No	Description	Score
1	Accurate grammar and content	3
2	Accurate content, inaccurate grammar	2
3	Inaccurate grammar and content	1
4	No response	0

Appendix 1. Text

Text 1

Should Smoking Be Banned at Restaurants?

Smoking in restaurants must not be allowed. It is unacceptable because it is rude, harmful to others, and dangerous for the smoker.

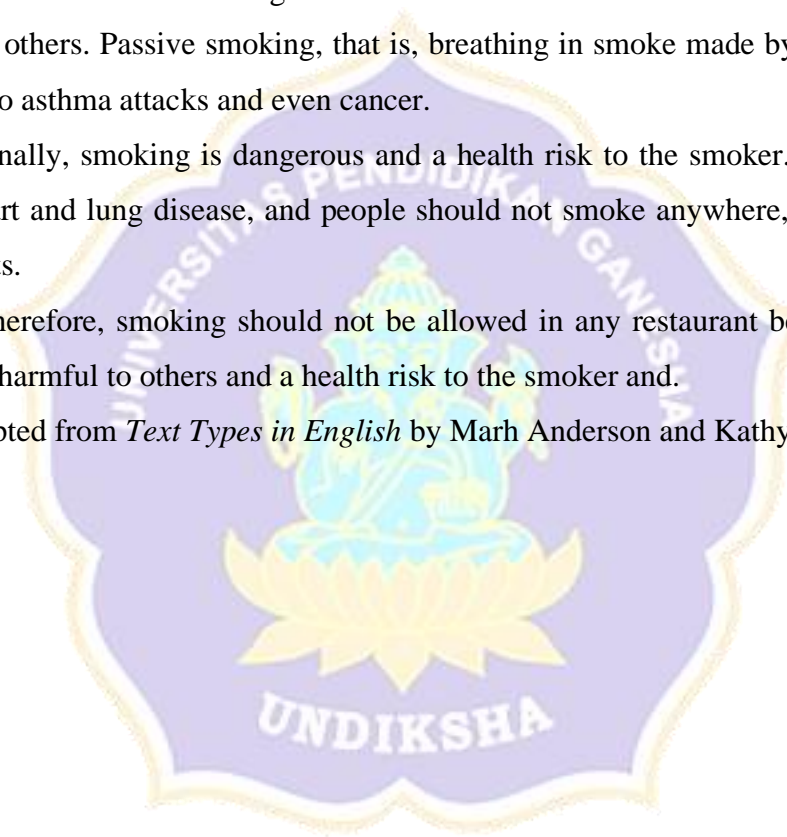
Firstly, smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. People pay to taste good food and not to be put off by foul-smelling smoke.

Another reason smoking should not be allowed in restaurants is the harm it can do to others. Passive smoking, that is, breathing in smoke made by a smoker, can lead to asthma attacks and even cancer.

Finally, smoking is dangerous and a health risk to the smoker. Cigarettes cause heart and lung disease, and people should not smoke anywhere, not just in restaurants.

Therefore, smoking should not be allowed in any restaurant because it is impolite, harmful to others and a health risk to the smoker and.

(Adopted from *Text Types in English* by Marh Anderson and Kathy Anderson, 1997)



Text 2

Is Social Media Bad for Teens?

Social media is the reason for many of the world's problems and solutions. It can be used to raise awareness for an important cause, but it can also be used to spread hate, especially between teenagers. Although social media can connect teens to the world and friends and family around them, it is actually one of the highest-ranking causes of suicide amongst teenagers in the 21st century. Social media does not have to be the primary source for teenagers. In my opinion, teenagers should be encouraged to spend less time on social media.

The average teenager spends a minimum of 2 hours and 20 minutes on social media every day. In Austin McCann's Impact of Social Media on Teens articles, he brings up that "social media is becoming more than a part of their world, it's becoming their world." Teens complain about constantly being stressed with homework, but maybe homework isn't the main source of the stress. *EveryDay Health* magazine states that, on statistics, a teenager who spends more time outdoor is generally a happier and healthier kid. However, since the rise of social media in the 2000s, the time teenagers spend outside has decreased significantly causing more depression and obesity.

Should. That is the word that teenagers have no choice but constantly follow. Social media encourages the false images of how everything should be in a perfect world. This impact is what causes insecurities and questionings to girls and boys. These misleading pictures of how bodies, relationships, houses, cars, etc. should be are what lowers self-esteem and leads to depression and suicides. Aside from connecting, social media revolves around who "retweeted" who's "selfie" and "how many likes did that pic get". It's almost sickening knowing that teenagers base their insecurities around how many likes they get. The false perception of life portrayed all over social media is misleading towards teens.

Not only is social media misleading, but it is also very unimportant. Aside from the news part of the sites, a majority of the posts are extremely insignificant and unimportant to our world. Taking a step back can open your eyes to the realization that nothing your friends are going to post will affect your life in the

long run. Instead of going through the drama and irrelevant parts of social media, connect with your friends and family by calling them up.

Avoiding social media can be very challenging task, but in the long run, you will not have to worry about wasting your time on something that affects your health, false perceptions, and unnecessary information. Encouraging teens and friends to spend less time on social media and more time socializing can change their life for the better.

(Adopted from Teen Ink Magazine, 2014)



Appendix 2. The Worksheet

Part A

Please read the text carefully and make a mind map based on the content of the text by identifying the main idea, supporting details, and the text structure using Ayoa!

Part B

Please choose the correct answer a, b, c, d, or e to answer the questions number 1-5!

1. What is the purpose of the text?
 - a. To persuade the reader to quit using social media.
 - b. To persuade the reader to spend less time on social media.
 - c. To convince the reader that social media is very unimportant.
 - d. To convince the reader that social media had good and bad impacts.
 - e. To convince the reader that social media affects teens' mental health.
2. What is the thesis statement of the text above?
 - a. Teens can connect with the world by using social media.
 - b. Teens should be encouraged to spend less time on social media.
 - c. Social media causes of suicide amongst teenagers in the 21st century.
 - d. Social Media can be used to spread hate, especially between teenagers.
 - e. Social media is the reason for many of the world's problems and solutions.
3. What is the main idea of the second paragraph?
 - a. Social media is becoming a world for teenagers.
 - b. Excessive use of social media affects teenagers' health.
 - c. Teens complain about constantly being stressed with homework.
 - d. The average teenager spends a minimum of 2 hours and 20 minutes on social media every day.
 - e. The time teenagers spend outside has decreased significantly causing more depression and obesity.
4. What is the main idea of the third paragraph?
 - a. Social media causes insecurities and questionings for teenagers.
 - b. Teenagers base their insecurities around how many likes they get.
 - c. Social media lowers our self-esteem and leads us to depression and suicides.

- d. A major of the posts on social media are extremely insignificant to our world.
 - e. The false perception of life portrayed on social media is misleading towards teens.
5. Which of the following statement is **incorrect** according to the text?
- a. The excessive use of social media can decrease depression and obesity.
 - b. Besides news sites, there is a lot of unnecessary information on social media.
 - c. Social media is one of the highest-ranking causes of suicide amongst teenagers.
 - d. The false perceptions of life on social media create insecurities among teenagers.
 - e. A teenager who spends more time outdoor is generally a happier and healthier kid.

Essay Test

Please answer the questions number 6-10 correctly!

- 6. Which of the statement in the text belongs to the fact that support the author's point of view on teenagers should be encouraged to spend less time on social media?
- 7. Do you agree that social media is misleading the young generation?
- 8. How does the text benefit the readers?
- 9. What part of the story did you find most exciting? Why?
- 10. What do you feel after reading the text?

Note:

After answering the questions in this section, do you want to omit or add additional information into your mind map before submitting it?

Added information:

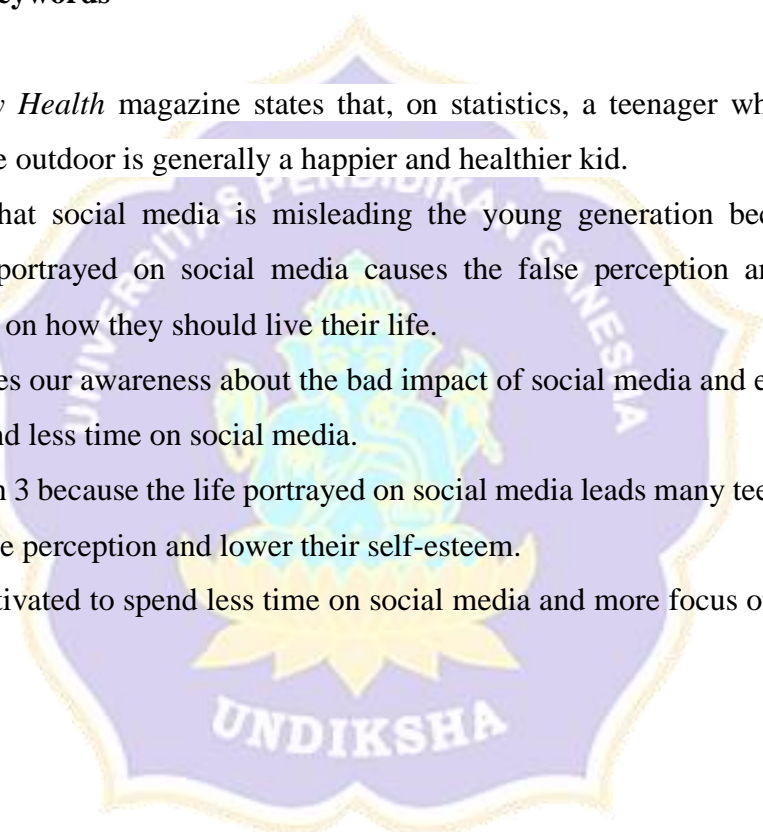
Omitted information:

Key answers:**Multiple Choice Test**

1. B
2. B
3. B
4. E
5. A

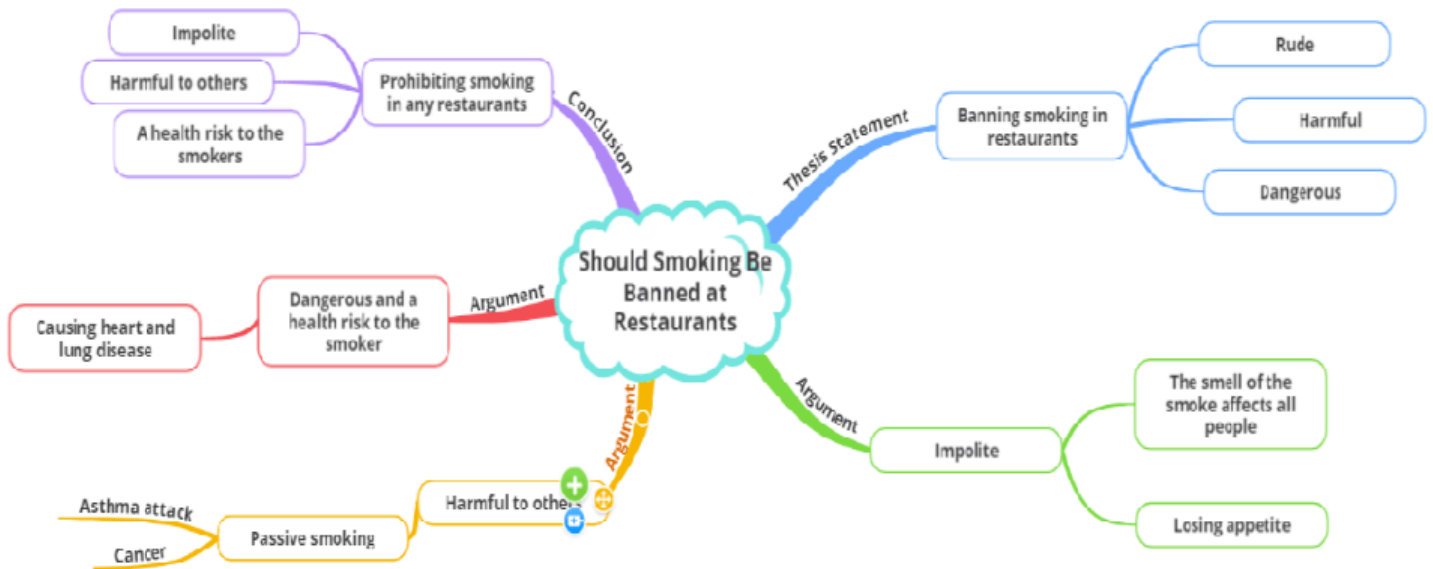
Prediction keywords**Essay Test**

6. *EveryDay Health* magazine states that, on statistics, a teenager who spends more time outdoor is generally a happier and healthier kid.
7. I agree that social media is misleading the young generation because the lifestyle portrayed on social media causes the false perception among the teenagers on how they should live their life.
8. It increases our awareness about the bad impact of social media and encourage us to spend less time on social media.
9. Paragraph 3 because the life portrayed on social media leads many teenagers to make false perception and lower their self-esteem.
10. I feel motivated to spend less time on social media and more focus on my real world.



Appendix 3. The example of Mind Map

<https://share.ayoa.com/mindmaps/46ddbe52-2ea6-4419-bd4a-7fa35541974a>



ONLINE LEARNING LESSON PLAN
(Experimental Group)

School	: SMA Negeri 1 Singaraja
Subject	: English
Class/Semester	: XI/I
Academic Year	: 2020/2021
Topic of the Lesson	: Analytical Exposition Text
Time Allocation	: 70 Minutes
Meeting	: 3 rd meeting
Lesson Mode	: Online Learning via Google Classroom
Lesson Structure	: - “Stream” page - “Classwork” page: “Think Stage” and “Pair Stage”

A. Basic Competencies

3.4 Applying social function, text structure, and language features of several analytical exposition texts in the form of oral and written by asking and giving information related to the actual issue in accordance with the context of its use.

B. Indicators

- 3.4.1 Identifying the social function, text structure, and language features of analytical exposition texts related to the actual issue by giving and asking information. **(LOTS)**
- 3.4.2 Identifying explicit ideas related to the analytical exposition texts. **(LOTS)**
- 3.4.3 Reorganizing ideas related to the analytical exposition texts. **(LOTS)**
- 3.4.4 Inferring the implicit ideas related to the analytical exposition texts. **(HOTS)**
- 3.4.5 Making evaluative judgments related to the analytical exposition texts. **(HOTS)**

3.4.6 Appreciating ideas related to the analytical exposition texts. **(HOTS)****C. Learning Objective**

1. Students are able to identify the social function, text structure, and language future of analytical exposition text through brainstorming and Think-Pair-Share activities.
2. Students are able to identify explicit ideas, reorganize explicit or implicit ideas, infer implicit ideas, make evaluative judgments, and appreciate ideas related to the analytical exposition texts through Think-Pair-Share with Mind Map.

D. Learning Method

Method of learning : Cooperative Learning
 Strategy : Think-Pair-Share with Mind Map

E. Teaching Media

Media : Google Classroom, Ayoa (E-Mind Map), Worksheet
 Tools : Laptop/Smartphone

F. Learning Activities

Learning Activities	TIME
3rd Meeting	
Pre-Activities	
<p>➡ Go to “Stream” Page</p> <ol style="list-style-type: none"> a. Greeting the students. b. Checking students’ attendance by giving a link of attendance list and asking them to fulfill it. c. Reviewing the previous lesson. d. Telling the students about the learning material that they going to be learned. 	5 Minutes

<i>Main Activities</i>	
<p>➡ Go to “Classwork” Page and click the Topic “Think Stage”</p> <p>1. Posing the question or problem</p> <p>a. The students are instructed to read the task instructions carefully in the assignment box.</p> <p>b. The students are assigned to read an analytical exposition text entitled “<i>Why Children and Teens Should Not Be Allowed to Play Violent Video Games</i>” and do the task related to the text individually (Task 1 and Task 2).</p> <ul style="list-style-type: none"> • First, the students are given a worksheet related to the text. There are two different parts in the worksheet, namely Part A and Part B. The students are instructed to answer Part A of the worksheet that they have to make a mind map based on their reading results of the text by identifying the text structure, main idea, and the supporting details (Task 1). • Second, the students are asked to think about the answers of worksheet Part B (Task 2). <p>c. To make the task clearer, the students can ask any questions about the task that they have not understood yet in the assignment comment section.</p> <p>2. Giving Think Time for the Students</p> <p>a. The students are given time to think about their tasks’ answers for 20 minutes.</p> <ul style="list-style-type: none"> • The students read the text carefully. • The students start to make a mind map using Ayoa application (Task 1). • The students start to think about the answers of worksheet Part B (Task 2). • The students are given a chance to revise their mind maps after thinking about the answers of worksheet Part B. They are allowed to omit or add additional information into their mind map before submitting it. 	<p>25 Minutes</p>

- They have to submit their mind maps on the “assignment section” under the topic “Think Stage” in the “Classwork” page.

➔ Go to “Classwork” Page and click the Topic “Pair Section”

3. Asking the Students to Start Discussing and Sharing Their Findings with Their Partner

- In the stream page, the teacher tells the students that they are going to work in pairs to discuss their previous tasks (**Task 1 and Task 2**).
- The teacher gives some instructions to the students before they do the discussion in pairs:
 - The students are told that they are going to be divided into pairs randomly in Google Classroom and join the discussion room that has been created for each pair on the “Discussion Room” under the topic “Pair Stage” in the “Classwork” page.
 - In the pairs’ discussion room, the pairs are assigned to compare and discuss their worksheet answers.
 - First, the pairs have to discuss their worksheet answer of Part B based on the mind map that they have created. Each student must share his/her mind map in their pair’s room comment section by giving a link, then use the mind map as the media to strengthen their argument while discussing the answer.
 - Second, the pairs are instructed to prepare their final answers of worksheet Part B to be shared with the whole class.
 - Third, the pairs are asked to choose and revise one of their mind maps to be submitted after discussing the answers of worksheet Part B.
 - The pairs have to submit their final worksheet answers that consist of one final mind map and the final answer of worksheet Part B on the “assignment section” under the topic “Pair Stage” in the “Classwork” page.
 - The students are told that they have 20 minutes to do the discussion in pairs and submit their final answers.
- The students can ask any questions about the task in the “Stream”

20
Minutes

<p>➡ page comment section.</p> <ol style="list-style-type: none"> d. The teacher starts to divide the students into pairs. e. The students start the pair discussion. f. The teacher can join and monitor the discussion in each pair's discussion room and help the pairs if they have a problem. g. In each pair's discussion room, the teacher reminds the students about their duty or task in doing the discussion. <p>➡ Go to “Stream” Page</p> <p>4. Sharing Ideas with the Whole Class</p> <ol style="list-style-type: none"> a. The pairs have to share the results of their discussion with the whole class. b. The discussion is started by discussing the answers on worksheet Part B. c. The teacher reminds the students to use their mind maps as their reference or discussion material while doing the discussion. d. Several pairs are chosen by the teacher to share and explain their worksheet answers. e. The students can return to their pair discussion room in discussing the answer with their partner in pairs before sharing their answers with the whole class. f. The other pairs are asked to respond to their friends' answers by giving suggestions or another possible answer. g. The teacher gives feedback or clarifies students' answers. 	<p>20 Minutes</p>
Pre-Activities	
<p>1. Conclude and ending the class</p> <ol style="list-style-type: none"> a. After the discussion, the students are asked to conclude the lesson. b. Telling the students about the material for the next meeting (it is still about analytical exposition text). c. Ending the class. 	<p>5 minutes</p>

Note: ➡ to signpost the section or page in Google Classroom in which learning teaching acts are going to be conducted.

G. Learning Material

a) Definition

Analytical Exposition Text is a type of argumentative text that elaborates the writer's idea on the issue or phenomenon surrounding it. It evaluates a topic critically and focuses only on one side of an argument.

b) Social Function

The purpose of an analytical exposition text is to persuade or convince the reader that the phenomenon or issue is important to be discussed by developing arguments to support the topic.

c) Generic structure of analytical exposition text

- ***Thesis/Introductory Statement***

An introductory statement that gives the writer's point of view or thesis statement.

- ***Arguments***

Explaining the argument to support the author's point of view. Each argument must be supported by evidence and explanation.

- ***Conclusion/Reiteration***

A conclusion that sums up the arguments and reinforces the writer's point of view or restatement of the thesis statement.

d) Language Features

- Using Simple Present Tense (e.g. dolphins live; tiger runs,).
- Using words to link cause and effect (e.g. because of, due to, in addition, etc).

H. Assessment

Technique : Written test (multiple choice test and essay test)

Form : Reading Comprehension test

a) Reading Comprehension Rubric**1. Multiple Choice**

Total questions : 5

Score of each question : 5

Maximum score : 100

Score = $\frac{B}{5} \times 100$

Note: B means number of correct answer

2. Short Answer

Total questions : 5

Score of each question : 3

Maximum score : 100

Score = $\frac{\text{score total}}{15} \times 100$

No	Description	Score
1	Accurate grammar and content	3
2	Accurate content, inaccurate grammar	2
3	Inaccurate grammar and content	1
4	No response	0

Appendix 1. Text

Text 1

Why Children and Teens Should Not Be Allowed to Play Violent Video Games

The times when children would spend their entire free time playing with peers in the streets have mostly gone. Modern children and teenagers prefer calmer forms of entertainment, such as watching television or playing video games. Although video games can contribute to a child's development, many of them, unfortunately, are extremely violent. Moreover, games propagating murder and violence, such as *Mortal Kombat*, *Outlast*, *Grand Theft Auto*, and so on, are popular. These games are being advertised everywhere and making teenagers willing to play them. The fact that they are marked by the ESRB (Entertainment Software Rating Board) does not help much. However, considering the nature of such games, they should not be allowed for children and teens to play.

Having youth playing violent video games are dangerous because they may take virtual experiences to the real world. Children and teens may feel virtual experiences as real as daily life. This happens due to advanced technologies, making computer graphics look extremely close to reality, and also because players take the first-person role in the killing process (often with the view "from a character's eyes"). If they would passively watch a violent game, it would make less harm than acting as a character who makes progress through a plot by murdering people and destroying what is in the character's path. This situation is negative, as a child's or teen's brain forms new connections every day. They actually learn and memorize what is going on in their favourite games.

Moreover, violent games directly reward violent behaviour. Many modern games do not simply make players kill virtual reality characters of other players online, but also grant them with scores (experience) or points for successful acts of violence. These points are usually spent on making a player's character even more efficient in killing, unlocking new cruel ways of murdering, and so on. Sometimes, players will be even praised directly, verbally, for example, in many online shooters, after conducting a killing, players hear phrases like "Nice shot!" encouraging further violence. This is much worse than watching TV, as TV

programs do not offer a reward directly tied to the viewer's behaviour, and do not praise viewers for doing something anti-social.

Additionally, violent video games increase children's aggression. According to the American Psychological Association, there is an increased frequency of violent responses from children who play these kinds of video games. Dr. Phil McGraw explains, "The number one negative effect is they tend to inappropriately resolve anxiety by externalizing it. So when kids have anxiety, which they do, instead of soothing themselves, calming themselves, talking about it, expressing it to someone, or even expressing it emotionally by crying, they tend to externalize it. They can attack something, they can kick a wall, they can be mean to a dog or a pet."

Unfortunately, many modern games incorporate violence. Having youth play these video games are dangerous, as teenagers and children usually take a first-person role in the killing process, and even get rewarded or praised for doing so. According to numerous studies, this leads to an increase of aggression in them.

Taken from Academic Help,
<https://academichelp.net/samples/academics/essays/persuasive/violent-games.html>



Appendix 2. Worksheet

Part A

Please read the text carefully and make a mind map based on the content of the text by identifying the main idea, supporting details, and the text structure using Ayoa!

Part B

Please choose the correct answer a, b, c, d, or e to answer the questions number 1-5!

1. What is the purpose of the text?
 - a. To persuade the reader that many modern games incorporate violence.
 - b. To persuade the reader that violent video games decrease children's aggression.
 - c. To convince the reader that violent video games are dangerous for children and teens.
 - d. To convince the reader that violent video games can contribute to a child's development.
 - e. To convince the reader that virtual experiences in video games could enrich children's and teens' imagination.

2. Which of the following statements expresses the writer's point of view (thesis statement)?
 - a. Games propagating violence and murder are popular.
 - b. Violent video games should not be allowed for children and teens to play.
 - c. Modern children and teenagers prefer playing video games as their entertainment.
 - d. Violent video games are being advertised everywhere and making teenagers willing to play them.
 - e. The times when children would spend their entire free time playing with peers in the streets have mostly gone.

3. What is the main idea of the third paragraph?
 - a. Violent video games directly reward violent behaviour.
 - b. Violent video games unlock the new cruel ways of murdering.
 - c. Violent video games do not praise players for doing something anti-social.

- d. Violent video games do not offer a reward directly tied to the viewer's behaviour.
 - e. Violent video games give the players experiences for successful acts of violence.
4. What is the main idea of the fourth paragraph?
- a. Violent video games increase children's aggression.
 - b. Violent video games help children and teens to express themselves emotionally.
 - c. Violent video games help the players to soothe and calm themselves in resolving their anxiety.
 - d. Children and teenagers who play violent video games tend to resolve their anxiety inappropriately.
 - e. Children and teenagers who play violent video games tend to externalize their anxiety by attacking something.
5. Which of the following statement is **incorrect** according to the text?
- a. Violent games directly reward violent behaviour.
 - b. Violent video games increase children's aggression.
 - c. Violent video games improve the prevention of violence against children and teenagers.
 - d. Violent video games are dangerous for teens because they may take virtual experiences to the real world.
 - e. According to the American Psychological Association, there is an increased frequency of violent responses from children who play violent video games.

Essay Test

Please answer the questions number 6-10 correctly!

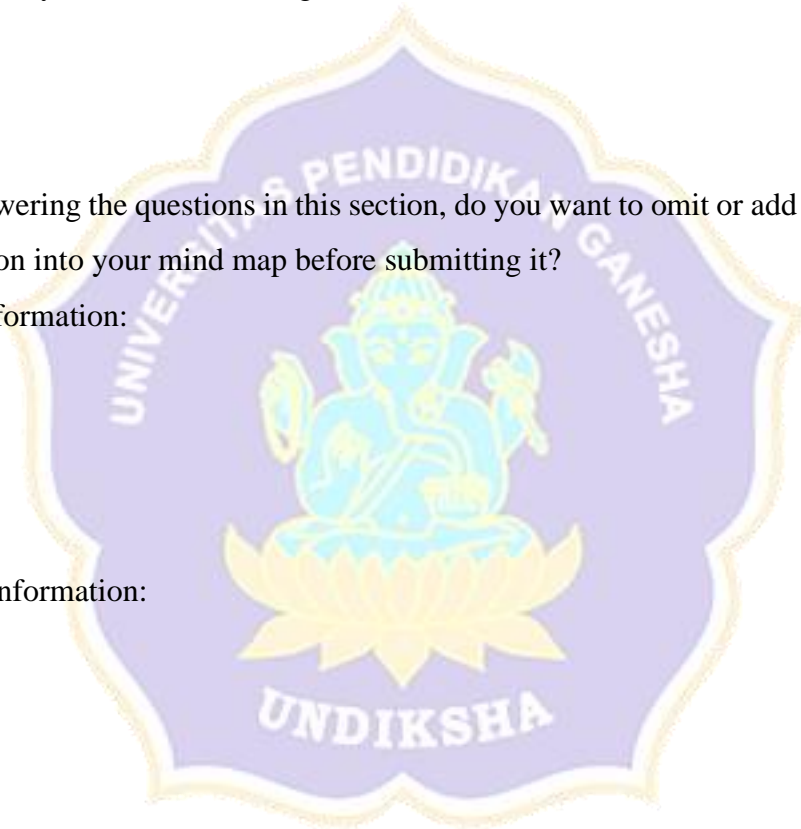
6. Which of the statement in the text belongs to the fact that support the author's point of view about violent video games increase children's aggression (Paragraph 4)?
7. Do you agree that violent video games are dangerous for teens? Why?
8. How does the text benefit the readers?
9. What part of the text did you find most interesting? Why?
10. What do you feel after reading the text?

Note:

After answering the questions in this section, do you want to omit or add additional information into your mind map before submitting it?

Added information:

Omitted information:



Key Answer:**Multiple Choice Test**

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

Prediction Keywords:**Essay Test**

6. The fact that support the author's point of view about violent video games increases children's aggression is "According to the American Psychological Association, there is an increased frequency of violent responses from children who play these kinds of video games."
7. Yes, I agree because it can increase violent behaviour among teens. It can be seen from the main ideas and supporting details in paragraphs 1, 2, and 3 that contains information about the tendency of violent video games in increasing children's or teens' violent behavior.
8. It increases our awareness of how dangerous violent content in video games can affect children and teens.
9. Paragraph 3 because it is such an irony of how people or the players being rewarded after doing violence.
10. I feel that violent video games really could increase children's and teens' violent behaviour.

ONLINE LEARNING LESSON PLAN
(Experimental Group)

School	: SMA Negeri 1 Singaraja
Subject	: English
Class/Semester	: XI/I
Academic Year	: 2020/2021
Topic of the Lesson	: Analytical Exposition Text
Time Allocation	: 70 Minutes
Meeting	: 4 th meeting
Lesson Mode	: Online Learning via Google Classroom
Lesson Structure	: - “Stream” page - “Classwork” page: “Think Stage” and “Pair Stage”

A. Basic Competencies

3.4 Applying social function, text structure, and language features of several analytical exposition texts in the form of oral and written by asking and giving information related to the actual issue in accordance with the context of its use.

B. Indicators

- 3.4.1 Identifying the social function, text structure, and language features of analytical exposition texts related to the actual issue by giving and asking information. **(LOTS)**
- 3.4.2 Identifying explicit ideas related to the analytical exposition texts. **(LOTS)**
- 3.4.3 Reorganizing ideas related to the analytical exposition texts. **(LOTS)**
- 3.4.4 Inferring the implicit ideas related to the analytical exposition texts. **(HOTS)**
- 3.4.5 Making evaluative judgments related to the analytical exposition texts. **(HOTS)**
- 3.4.6 Appreciating ideas related to the analytical exposition texts. **(HOTS)**

C. Learning Objective

1. Students are able to identify the social function, text structure, and language future of analytical exposition text through brainstorming and Think-Pair-Share activities.
2. Students are able to identify explicit ideas, reorganize explicit or implicit ideas, infer implicit ideas, make evaluative judgments, and appreciate ideas related to the analytical exposition texts through Think-Pair-Share with Mind Map.

D. Learning Method

Method of learning : Cooperative Learning
 Strategy : Think-Pair-Share with Mind Map

E. Teaching Media

Media : Google Classroom, Ayoa (E-Mind Map), Worksheet
 Tools : Laptop/Smartphone

F. Learning Activities

Learning Activities	TIME
4th Meeting	
<i>Pre-Activities</i>	
<p>➡ Go to “Stream” Page</p> <ol style="list-style-type: none"> a. Greeting the students. b. Checking students’ attendance by giving a link of attendance list and asking them to fulfill it. c. Reviewing the previous lesson. d. Telling the students about the learning material that they going to be learned. 	5 Minutes

<i>Main Activities</i>	
<p>➡ Go to “Classwork” Page and click the Topic “Think Stage”</p> <p>1. Posing the question or problem</p> <p>a. The students are instructed to read the task instructions carefully in the assignment box.</p> <p>b. The students are assigned to read an analytical exposition text entitled “<i>Global Warming</i>” and do the task related to the text individually (Task 1 and Task 2).</p> <ul style="list-style-type: none"> • First, the students are given a worksheet related to the text. There are two different parts in the worksheet, namely Part A and Part B. The students are instructed to answer Part A of the worksheet that they have to make a mind map based on their reading results of the text by identifying the text structure, main idea, and the supporting details (Task 1). • Second, the students are asked to think about the answers of worksheet Part B (Task 2). <p>c. To make the task clearer, the students can ask any questions about the task that they have not understood yet in the assignment comment section.</p> <p>2. Giving Think Time for the Students</p> <p>a. The students are given time to think about their tasks’ answers for 20 minutes.</p> <ul style="list-style-type: none"> • The students read the text carefully. • The students start to make a mind map using Ayoa application (Task 1). • The students start to think about the answers of worksheet Part B (Task 2). • The students are given a chance to revise their mind maps after thinking about the answers of worksheet Part B. They are allowed to omit or add additional information into their mind map before submitting it. 	<p>25 Minutes</p>

- They have to submit their mind maps on the “assignment section” under the topic “Think Stage” in the “Classwork” page.

➔ Go to “Classwork” Page and click the Topic “Pair Section”

3. Asking the Students to Start Discussing and Sharing Their Findings with Their Partner

- In the stream page, the teacher tells the students that they are going to work in pairs to discuss their previous tasks (**Task 1 and Task 2**).
- The teacher gives some instructions to the students before they do the discussion in pairs:
 - The students are told that they are going to be divided into pairs randomly in Google Classroom and join the discussion room that has been created for each pair on the “Discussion Room” under the topic “Pair Stage” in the “Classwork” page.
 - In the pairs’ discussion room, the pairs are assigned to compare and discuss their worksheet answers.
 - First, the pairs have to discuss their worksheet answer of Part B based on the mind map that they have created. Each student must share his/her mind map in their pair’s room comment section by giving a link, then use the mind map as the media to strengthen their argument while discussing the answer.
 - Second, the pairs are instructed to prepare their final answers of worksheet Part B to be shared with the whole class.
 - Third, the pairs are asked to choose and revise one of their mind maps to be submitted after discussing the answers of worksheet Part B.
 - The pairs have to submit their final worksheet answers that consist of one final mind map and the final answer of worksheet Part B on the “assignment section” under the topic “Pair Stage” in the “Classwork” page.
 - The students are told that they have 20 minutes to do the discussion in pairs and submit their final answers.
- The students can ask any questions about the task in the “Stream”

**20
Minutes**

<p>page comment section.</p> <ol style="list-style-type: none"> d. The teacher starts to divide the students into pairs. e. The students start the pair discussion. f. The teacher can join and monitor the discussion in each pair's discussion room and help the pairs if they have a problem. g. In each pair's discussion room, the teacher reminds the students about their duty or task in doing the discussion. <p>➔ Go to “Stream” Page</p> <p>4. Sharing Ideas with the Whole Class</p> <ol style="list-style-type: none"> a. The pairs have to share the results of their discussion with the whole class. b. The discussion is started by discussing the answers on worksheet Part B. c. The teacher reminds the students to use their mind maps as their reference or discussion material while doing the discussion. d. Several pairs are chosen by the teacher to share and explain their worksheet answers. e. The students can return to their pair discussion room in discussing the answer with their partner in pairs before sharing their answers with the whole class. f. The other pairs are asked to respond to their friends' answers by giving suggestions or another possible answer. g. The teacher gives feedback or clarifies students' answers. 	<p>20 Minutes</p>
<i>Pre-Activities</i>	
<p>1. Conclude and ending the class</p> <ol style="list-style-type: none"> a. After the discussion, the students are asked to conclude the lesson. b. Telling the students about the material for the next meeting (it is still about analytical exposition text). c. Ending the class. 	<p>5 minutes</p>

Note:

➡: to signpost the section or page in Google Classroom in which learning teaching acts are going to be conducted.

G. Learning Material**i. Definition**

Analytical Exposition Text is a type of argumentative text that elaborates the writer's idea on the issue or phenomenon surrounding it. It evaluates a topic critically and focuses only on one side of an argument.

ii. Social Function

The purpose of an analytical exposition text is to persuade or convince the reader that the phenomenon or issue is important to be discussed by developing arguments to support the topic.

iii. Generic structure of analytical exposition text

- ***Thesis/Introductory Statement***

An introductory statement that gives the writer's point of view or thesis statement.

- ***Arguments***

Explaining the argument to support the author's point of view. Each argument must be supported by evidence and explanation.

- ***Conclusion/Reiteration***

A conclusion that sums up the arguments and reinforces the writer's point of view or restatement of the thesis statement.

iv. Language Features

- Using Simple Present Tense (e.g. dolphins live; tiger runs,).
- Using words to link cause and effect (e.g. because of, due to, in addition, etc).

H. Assessment

Technique : Written test (multiple choice test and essay test)

Form : Reading Comprehension test

1. Reading Comprehension Rubric**a. Multiple Choice**

Total questions : 5

Score of each question : 5

Maximum score : 100

Score = $\frac{B}{5} \times 100$

Note: B means number of correct answer

b. Short Answer

Total questions : 5

Score of each question : 3

Maximum score : 100

Score = $\frac{\text{score total}}{15} \times 100$

No	Description	Score
1	Accurate grammar and content	3
2	Accurate content, inaccurate grammar	2
3	Inaccurate grammar and content	1
4	No response	0

Appendix 1. Text

Text 1

Global Warming

Global warming is a phenomenon used to describe the gradual increase in the Earth's atmosphere temperature. The report has noted, 11 out of the last 12 years have ranked among the warmest on record. CNN has stated that temperature changes have been noticed over the last 50 years due to human activities. Ninety to ninety-nine percent of daily human activities cause global warming. With this factor, scientists have predicted that the average surface temperatures could rise between 2°C and 6°C by the end of the 21st century. Humans are to blame for global warming because of population growth, deforestation, and the use of non-environmentally safe products. This worldwide issue must be addressed to everyone.

First, the increase in population has a major effect on Global warming. With more population comes the use of more vehicles, such as cars, motorcycles, planes, etc. These vehicles are powered by fossil fuel, and the burning of fossil fuel in these vehicles release carbon dioxide (CO₂) into the air. As these gases build up, they trap heat in the atmosphere, causing climate change. More cars and other vehicles powered by fossil fuel are pouring enormous amounts of CO₂ into the atmosphere. According to NASA, the rapid increase in Earth's surface temperature over the past century occurs due to the greenhouse gases released as people burn fossil fuels. Imagine all the transportation that occurs throughout the day keeps increasing as the population does. There will be so much carbon dioxide emissions that temperatures will increase by many degrees.

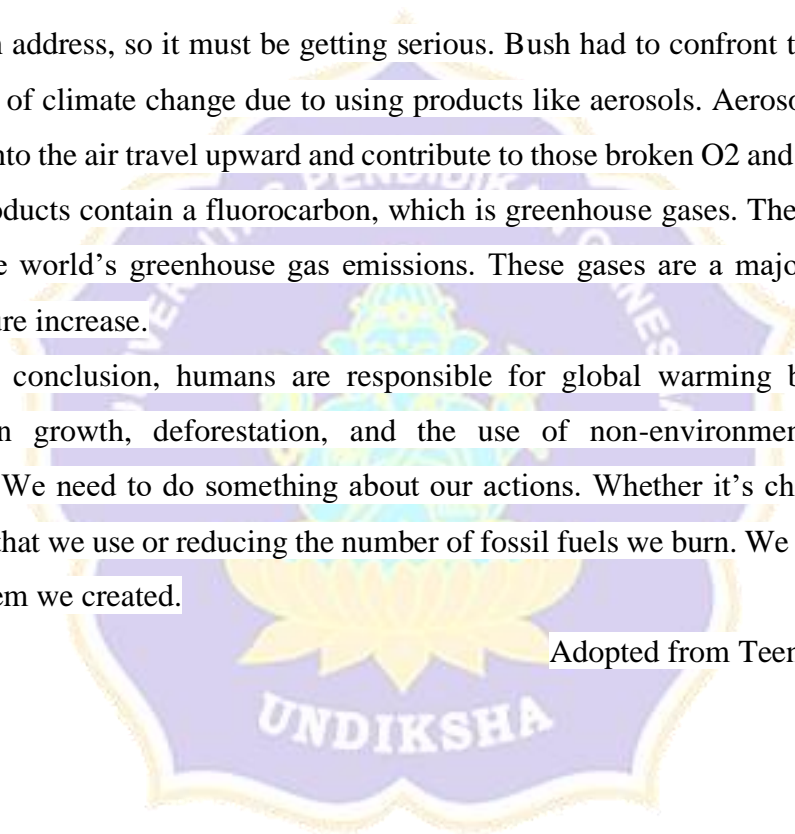
Second, deforestation has a tremendous contribution to global warming. Deforestation is the process in which too many trees are being cut down or the decrease of forest areas across the world that are lost for other uses such as agricultural croplands, urbanization, or mining activities. An example of deforestation is in the Amazon Rainforest. Within twenty-six years, it went from a dense thick layer of green forest to an empty looking area. When we are cutting down trees, the process of photosynthesis cannot take place. Therefore, large

amounts of carbon dioxide are left in the air, and there is less oxygen. These CO₂ bonds interfere with the CO₃ in the ozone.

Lastly, we use non-environmentally safe products. We use things such as bathroom cleaners, rug shampoo, spray paint, hair spray, insect sprays, room deodorizers, **the products that contain aerosols**. Aerosols have been forming holes in the ozone layer for years. “We need to use more environmentally friendly technologies,” acknowledges Bush in his speech. An example of this is a hybrid car. A hybrid car runs mainly on sunlight, not oil. This type of car is not burning tons of fossil fuels. It was the first time Bush had discussed this matter in a State of the Union address, so it must be getting serious. Bush had to confront this serious challenge of climate change due to using products like aerosols. Aerosols that are sprayed into the air travel upward and contribute to those broken O₂ and O₃ bonds. These products contain a fluorocarbon, which is greenhouse gases. They make up 5% of the world’s greenhouse gas emissions. These gases are a major cause of temperature increase.

In conclusion, humans are responsible for global warming because of population growth, deforestation, and the use of non-environmentally safe products. We need to do something about our actions. Whether it’s changing the products that we use or reducing the number of fossil fuels we burn. We have to fix the problem we created.

Adopted from Teen Ink, 2009



Appendix 2. The Worksheet

THE WORKSHEET

Part A

Please read the text carefully and make a mind map based on the content of the text by identifying the text structure, the main ideas, and its supporting details using Ayoa!

Part B

Please choose the correct answer a, b, c, d, or e to answer the questions number 1-5!

1. What is the most suitable theme of the text?
 - a. Sport
 - b. Health
 - c. Lifestyle
 - d. Education
 - e. Environment
2. What is the purpose of the text?
 - a. To convince the reader that humans are responsible for global warming.
 - b. To convince the reader that burning fossil fuels causes global warming.
 - c. To convince the reader that deforestation contributes to global warming.
 - d. To convince the reader that the aerosol is the major cause of global warming.
 - e. To convince the reader that population growth contributes to global warming.
3. “As these gases build up, they trap heat in the atmosphere, causing climate change.”
(Paragraph 2)

The underlined word refers to....

- a. Carbon dioxide
- b. Fluorocarbon
- c. Fossil Fuels
- d. Vehicles
- e. Aerosol

4. What is the main idea of the third paragraph?
 - a. Humans are to blame for global warming.
 - b. Humans use non-environmentally safe products.
 - c. Deforestation has a tremendous contribution to global warming.
 - d. The increase in population has a major effect on Global warming.
 - e. Deforestation is the process in which too many trees are being cut down.
5. Which of the following statement is **correct** according to the text?
 - a. A hybrid car is powered by fossil fuel.
 - b. Hairspray is an eco-friendly product because it contains aerosol.
 - c. Trees remove CO₂ from the atmosphere when they photosynthesize.
 - d. Fluorocarbon makes up 4% of the world's greenhouse gas emissions.
 - e. CNN has stated that temperature changes have been noticed over the last 50 years due to natural gas.

the main idea of the third paragraph is Deforestation has a tremendous contribution to global warming.

Essay Test

Please answer the questions number 6-10 correctly!

6. Which of the statement in paragraph 2 belongs to the fact?
7. Are humans responsible for global warming? Why?
8. How does the text benefit the readers?
9. What part of the text did you find most interesting? Why?
10. What do you feel after reading the text?

Note:

After answering the questions in this section, do you want to omit or add additional information into your mind map before submitting it?

Added information:

Omitted information:

Key Answer:

1. E
2. A
3. A
4. C
5. C

Essay Test:

6. The more specific fact in paragraph 2 is stated by NASA: According to NASA, the rapid increase in Earth's surface temperature over the past century occurs due to the greenhouse gases released as people burn fossil fuels. It is a fact because the information is delivered and has proved by the expert, NASA. Remember that fact is a statement that has been verified or proven.
7. We do believe that humans are responsible for global warming. The text has stated arguments backed up with facts on how humans are responsible for global warming. The things humans do like using vehicles, deforestation and using aerosol products, which are all for human's needs, are severely damaging the environment. We need to do something about our actions and should care about the earth more. (Optional).
8. By reading the text, readers will know and realize that many of our activities can give negative impact for our environment. The readers can be aware of the consequences of what they do every day. After knowing the impact, they might start to do something that can make change. They might reduce vehicle use, reduce deforestation, and reduce the use of product that contain aerosol. If the readers to this, it can make change and can make our world better (Optional).
9. The aerosol effect can give the bad impact for our environment (Optional)
10. After we read the text, we realized that global warming is very dangerous for world's health. We must to do something about our action to reduce global warming. Whether it's changing the products that we use or reducing the number of fossil fuels we burn (Optional)

Appendix 4. Online Lesson Plan for Control Group

ONLINE LEARNING LESSON PLAN

(Control Group)

School	: SMA Negeri 1 Singaraja
Subject	: English
Class/Semester	: XI/I
Academic Year	: 2020/2021
Topic of the Lesson	: Analytical Exposition Text
Time Allocation	: 70 Minutes
Meeting	: 1 st and 2 nd Meeting
Lesson Mode	: Online Learning via Google Classroom
Lesson Structure	: - “Stream” page - “Classwork” page: “Think Stage” and “Pair Stage”

A. Basic Competencies

- 3.4 Applying social function, text structure, and language features of several analytical exposition texts in the form of oral and written by asking and giving information related to the actual issue in accordance with the context of its use.

B. Indicators

- 3.4.1 Identifying the social function, text structure, and language features of analytical exposition texts related to the actual issue by giving and asking information. **(LOTS)**
- 3.4.2 Identifying explicit ideas related to the analytical exposition texts. **(LOTS)**
- 3.4.3 Reorganizing ideas related to the analytical exposition texts. **(LOTS)**
- 3.4.4 Inferring the implicit ideas related to the analytical exposition texts. **(HOTS)**
- 3.4.5 Making evaluative judgments related to the analytical exposition texts. **(HOTS)**

3.4.6 Appreciating ideas related to the analytical exposition texts. **(HOTS)****C. Learning Objective**

1. Students are able to identify the social function, text structure, and language future of analytical exposition text through brainstorming and Think-Pair-Share activities.
2. Students are able to identify explicit ideas, reorganize explicit or implicit ideas, infer implicit ideas, making evaluative judgments and appreciate ideas related to the analytical exposition text through Think-Pair-Share activity.

D. Learning Method

Method of learning : Cooperative Learning

Strategy : Think-Pair-Share

E. Teaching Media

Media : Google Classroom, Google Note, Worksheet

Tools : Laptop/Smartphone

F. Learning Activities

Learning Activities	TIME
1st Meeting	
<i>Pre-Activities</i>	
<p>➡ Go to “Stream” Page</p> <p>1. Orientation</p> <ol style="list-style-type: none"> a. Greeting and checking students’ attendance. b. The teacher gives the students stimulus by asking a question related to the topic: 	35 Minutes

<ul style="list-style-type: none"> - <i>Have you tried to persuade anyone on a certain issue or argued about something with someone?</i> - <i>I have an important issue that we should discuss, do you agree with the government's policy to reopen more schools during the pandemic?</i> <p>c. Giving the students chance to share their opinions in the comment section.</p> <p>d. Responding to their opinions.</p> <p>e. Introducing the learning material or the topic of the lesson (analytical exposition text) and the purpose of learning to the students.</p> <p>3. Brainstorming</p> <p>a. The teacher gives brainstorming by posting an analytical exposition text entitled "<i>Should Smoking Be Banned at Restaurants?</i>" to the students.</p> <p>b. Students are asked to read the text carefully and identify the social function, text structure, and language features of the text.</p> <ul style="list-style-type: none"> - <i>What is the purpose of the text?</i> - <i>Can you identify the structures that build the text?</i> - <i>Please identify the verbs in the text and infer what tense is used in the text!</i> - <i>Can you identify the conjunctions in the text?</i> <p>c. Discussing the answers together in the comment section.</p> <p>d. Students should answer the questions, and they can refute or add additional information to their friends' answers.</p> <p>e. After the discussion, the students are guided to identify the main ideas and supporting details of the text.</p> <p>f. The teacher tells the students that later, they are going to identify the main ideas and supporting details of analytical exposition text.</p>	<p>35 Minutes</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------

<i>2nd Meeting</i>	
<i>Main Activities</i>	
<p>➡ Go to “Classwork” Page and click the Topic “Think Stage”</p> <p>1. Posing the question or problem</p> <p>a. The students are instructed to read the task instructions carefully in the assignment box.</p> <p>b. The students are assigned to read an analytical exposition text entitled “<i>Is Social Media Bad for Teens?</i>” and do the task related to the text individually (Task 1 and Task 2).</p> <ul style="list-style-type: none"> • First, the students are given a worksheet related to the text. There are two different parts in the worksheet, namely Part A and Part B. The students are instructed to answer Part A of the worksheet that they have to make a note based on their reading result by using Google Note (Task 1). • Second, the students are asked to think about the answers of worksheet Part B (Task 2). <p>c. To make the task clearer, the students can ask any questions about the task that they have not understood yet in the assignment comment section.</p> <p>2. Giving Think Time for the Students</p> <p>a. The students are given time to think about their tasks’ answers for 20 minutes.</p> <ul style="list-style-type: none"> • The students read the text carefully. • The students start to make a note by using Google Note (Task 1). • The students start to think about the answers of worksheet Part B (Task 2). • They have to submit their notes on the “assignment section” under the topic “Think Stage” in the “Classwork” page. 	<p>25 Minutes</p>

<p>➔ Go to “Classwork” Page and click the Topic “Pair Section”</p> <p>3. Asking the Students to Start Discussing and Sharing Their Findings with Their Partner</p> <p>a. In the stream page, the teacher tells the students that they are going to work in pairs to discuss their previous tasks (Task 1 and Task 2).</p> <p>b. The teacher gives some instructions to the students before they do the discussion in pairs:</p> <ul style="list-style-type: none"> • The students are told that they are going to be divided into pairs randomly in Google Classroom and join the discussion room that has been created for each pair on the “Discussion Room” under the topic “Pair Stage” in the “Classwork” page. • In the pairs’ discussion room, the pairs are assigned to compare and discuss their worksheet answers. • First, the pairs have to discuss their worksheet answer of Part B based on the note that they have created. Each student must share his/her note in their pair’s room comment section by giving a link, then use the note as the media to strengthen their argument while discussing the answer. • Second, the pairs are instructed to prepare their final answers of worksheet Part B to be shared with the whole class. • Third, the pairs are asked to choose and revise one of their note to be submitted after discussing the answers of worksheet Part B. • The pairs have to submit their final worksheet answers that consist of one final note and the final answer of worksheet Part B on the “assignment section” under the topic “Pair Stage” in the “Classwork” page. • The students are told that they have 15 minutes to do the discussion in pairs and submit their final answers. <p>c. The students can ask any questions about the task in the “Stream” page comment section.</p> <p>d. The teacher starts to divide the students into pairs.</p> <p>e. The students start the pair discussion.</p>	<p>20 Minutes</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------

<p>f. The teacher can join and monitor the discussion in each pair’s discussion room and help the pairs if they have a problem.</p> <p>g. In each pair’s discussion room, the teacher reminds the students about their duty or task in doing the discussion.</p> <p>➔ Go to “Stream” Page</p> <p>4. Sharing Ideas with the Whole Class</p> <p>a. The pairs have to share the results of their discussion with the whole class.</p> <p>b. The discussion is started by discussing the answers on worksheet Part B.</p> <p>c. The teacher reminds the students to use their notes as their reference or discussion material while doing the discussion.</p> <p>d. Several pairs are chosen by the teacher to share and explain their worksheet answers.</p> <p>e. The students can return to their pair discussion room in discussing the answer with their partner in pairs before sharing their answers with the whole class.</p> <p>f. The other pairs are asked to respond to their friends’ answers by giving suggestions or another possible answer.</p> <p>g. The teacher gives feedback or clarifies students’ answers.</p>	<p>20 Minutes</p>
Pre-Activities	
<p>1. Conclude and ending the class</p> <p>a. After the discussion, the students are asked to conclude the lesson.</p> <p>b. Telling the students about the material for the next meeting (it is still about analytical exposition text).</p> <p>c. Ending the class.</p>	<p>5 minutes</p>

Note:

- ➔ : to signpost the section or page in Google Classroom in which learning teaching acts are going to be conducted.

G. Learning Material

a. Definition

Analytical Exposition Text is a type of argumentative text that elaborates the writer's idea on the issue or phenomenon surrounding it. It evaluates a topic critically and focuses only on one side of an argument.

b. Social Function

The purpose of an analytical exposition text is to persuade or convince the reader that the phenomenon or issue is important to be discussed by developing arguments to support the topic.

c. Generic structure of analytical exposition text

- ***Thesis/Introductory Statement***

An introductory statement that gives the writer's point of view or thesis statement.

- ***Arguments***

Explaining the argument to support the author's point of view. Each argument must be supported by evidence and explanation.

- ***Conclusion/Reiteration***

A conclusion that sums up the arguments and reinforces the writer's point of view or restatement of the thesis statement.

d. Language Features

- Using Simple Present Tense (e.g. dolphins live; tiger runs,).
- Using words to link cause and effect (e.g. because of, due to, in addition, etc).

H. Assessment

Technique : Written test (multiple and essay test)

Form : Reading Comprehension test

1) Reading Comprehension Rubric**a) Multiple Choice**

Total questions : 5

Score of each question : 5

Maximum score : 100

Score = $\frac{B}{5} \times 100$

5

Note: B means number of correct answer

b) Short Answer

Total questions : 5

Score of each question : 3

Maximum score : 100

Score = $\frac{\text{score total}}{15} \times 100$

15

No	Description	Score
1	Accurate grammar and content	3
2	Accurate content, inaccurate grammar	2
3	Inaccurate grammar and content	1
4	No response	0

Appendix 1. Text

Text 1

Should Smoking Be Banned at Restaurants?

Smoking in restaurants is unacceptable. It must not be allowed because it is rude, harmful to others, and dangerous for the smoker.

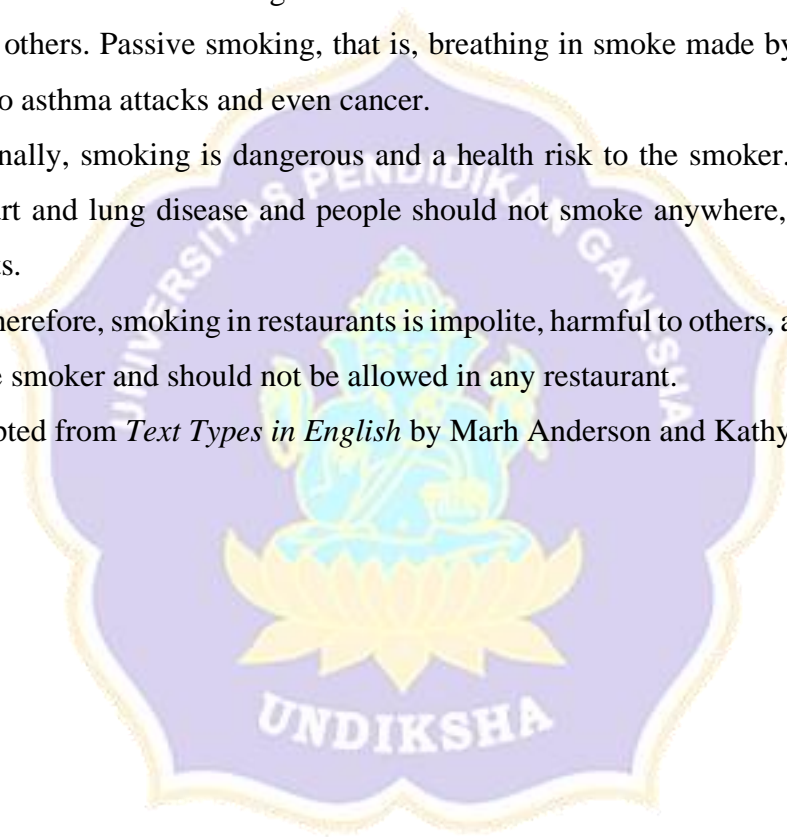
Firstly, smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. People pay to taste good food and not to be put off by foul-smelling smoke.

Another reason smoking should not be allowed in restaurants is the harm it can do to others. Passive smoking, that is, breathing in smoke made by a smoker, can lead to asthma attacks and even cancer.

Finally, smoking is dangerous and a health risk to the smoker. Cigarettes cause heart and lung disease and people should not smoke anywhere, not just in restaurants.

Therefore, smoking in restaurants is impolite, harmful to others, and a health risk to the smoker and should not be allowed in any restaurant.

(Adopted from *Text Types in English* by Marh Anderson and Kathy Anderson, 1997)



Text 2

Is Social Media Bad for Teens?

Social media is the reason for many of the world's problems and solutions. It can be used to raise awareness for an important cause, but it can also be used to spread hate, especially between teenagers. Although social media can connect teens to the world and friends and family around them, it is actually one of the highest-ranking causes of suicide amongst teenagers in the 21st century. Social media does not have to be the primary source for teenagers. In my opinion, teenagers should be encouraged to spend less time on social media.

The average teenager spends a minimum of 2 hours and 20 minutes on social media every day. In Austin McCann's Impact of Social Media on Teens articles, he brings up that "social media is becoming more than a part of their world, it's becoming their world." Teens complain about constantly being stressed with homework, but maybe homework isn't the main source of the stress. *EveryDay Health* magazine states that, on statistics, a teenager who spends more time outdoor is generally a happier and healthier kid. However, since the rise of social media in the 2000s, the time teenagers spend outside has decreased significantly causing more depression and obesity.

Should. That is the word that teenagers have no choice but constantly follow. Social media encourages the false images of how everything should be in a perfect world. This impact is what causes insecurities and questionings to girls and boys. These misleading pictures of how bodies, relationships, houses, cars, etc. should be are what lowers self-esteem and leads to depression and suicides. Aside from connecting, social media revolves around who "retweeted" who's "selfie" and "how many likes did that pic get". It's almost sickening knowing that teenagers base their insecurities around how many likes they get. The false perception of life portrayed all over social media is misleading towards teens.

Not only is social media misleading, but it is also very unimportant. Aside from the news part of the sites, a majority of the posts are extremely insignificant and unimportant to our world. Taking a step back can open your eyes to the realization that nothing your friends are going to post will affect your life in the

long run. Instead of going through the drama and irrelevant parts of social media, connect with your friends and family by calling them up.

Avoiding social media can be very challenging task, but in the long run, you will not have to worry about wasting your time on something that affects your health, false perceptions, and unnecessary information. Encouraging teens and friends to spend less time on social media and more time socializing can change their life for the better.

(Adopted from Teen Ink Magazine, 2014)



Appendix 2. The Worksheet

Part A

Please read the text carefully and identify the main idea, supporting details, and the text structure by taking notes using Google Notes!

Part B

Please choose the correct answer a, b, c, d, or e to answer the questions number 1-5!

1. What is the purpose of the text?
 - a. To persuade the reader to quit using social media.
 - b. To persuade the reader to spend less time on social media.
 - c. To convince the reader that social media is very unimportant.
 - d. To convince the reader that social media had good and bad impacts.
 - e. To convince the reader that social media affects teens' mental health.
2. What is the thesis statement of the text above?
 - a. Teens can connect with the world by using social media.
 - b. Teens should be encouraged to spend less time on social media.
 - c. Social media causes of suicide amongst teenagers in the 21st century.
 - d. Social Media can be used to spread hate, especially between teenagers.
 - e. Social media is the reason for many of the world's problems and solutions.
3. What is the main idea of the second paragraph?
 - a. Social media is becoming a world for teenagers.
 - b. Excessive use of social media affects teenagers' health.
 - c. Teens complain about constantly being stressed with homework.
 - d. The average teenager spends a minimum of 2 hours and 20 minutes on social media every day.
 - e. The time teenagers spend outside has decreased significantly causing more depression and obesity.
4. What is the main idea of the third paragraph?
 - a. Social media causes insecurities and questionings for teenagers.
 - b. Teenagers base their insecurities around how many likes they get.
 - c. Social media lowers our self-esteem and leads us to depression and suicides.

- d. A major of the posts on social media are extremely insignificant to our world.
 - e. The false perception of life portrayed on social media is misleading towards teens.
5. Which of the following statement is **incorrect** according to the text?
- a. The excessive use of social media can decrease depression and obesity.
 - b. Besides news sites, there is a lot of unnecessary information on social media.
 - c. Social media is one of the highest-ranking causes of suicide amongst teenagers.
 - d. The false perceptions of life on social media create insecurities among teenagers.
 - e. A teenager who spends more time outdoor is generally a happier and healthier kid.

Essay Test

Please answer the questions number 6-10 correctly!

1. Which of the statement in the text belongs to the fact that support the author's point of view on teenagers should be encouraged to spend less time on social media?
2. Do you agree that social media is misleading the young generation?
3. How does the text benefit the readers?
4. What part of the story did you find most exciting? Why?
5. What do you feel after reading the text?

Key answers:**Multiple Choice Test**

1. B
2. B
3. B
4. E
5. A

Prediction keywords**Essay Test**

1. *EveryDay Health* magazine states that, on statistics, a teenager who spends more time outdoor is generally a happier and healthier kid.
2. I agree that social media is misleading the young generation because the lifestyle portrayed on social media causes the false perception among the teenagers on how they should live their life.
3. It increases our awareness about the bad impact of social media and encourage us to spend less time on social media.
4. Paragraph 3 because the life portrayed on social media leads many teenagers to make false perception and lower their self-esteem.
5. I feel motivated to spend less time on social media and more focus on my real world.

ONLINE LEARNING LESSON PLAN
(Control Group)

School : SMA Negeri 1 Singaraja
Subject : English
Class/Semester : XI/I
Academic Year : 2020/2021
Topic of the Lesson : Analytical Exposition Text
Time Allocation : 70 Minutes
Meeting : 3rd Meeting
Lesson Mode : Online Learning via Google Classroom
Lesson Structure : - “Stream” page
- “Classwork” page: “Think Stage” and
“Pair Stage”

A. Basic Competencies

3.4 Applying social function, text structure, and language features of several analytical exposition texts in the form of oral and written by asking and giving information related to the actual issue in accordance with the context of its use.

B. Indicators

- 3.4.1 Identifying the social function, text structure, and language features of analytical exposition texts related to the actual issue by giving and asking information. **(LOTS)**
- 3.4.2 Identifying explicit ideas related to the analytical exposition texts. **(LOTS)**
- 3.4.3 Reorganizing ideas related to the analytical exposition texts. **(LOTS)**
- 3.4.4 Inferring the implicit ideas related to the analytical exposition texts. **(HOTS)**
- 3.4.5 Making evaluative judgments related to the analytical exposition texts. **(HOTS)**
- 3.4.6 Appreciating ideas related to the analytical exposition texts. **(HOTS)**

C. Learning Objective

1. Students are able to identify the social function, text structure, and language future of analytical exposition text through brainstorming and Think-Pair-Share activities.
2. Students are able to identify explicit ideas, reorganize explicit or implicit ideas, infer implicit ideas, making evaluative judgments and appreciate ideas related to the analytical exposition text through Think-Pair-Share activity.

D. Learning Method

Method of learning : Cooperative Learning

Strategy : Think-Pair-Share

E. Teaching Media

Media : Google Classroom, Google Note, Worksheet

Tools : Laptop/Smartphone

F. Learning Activities

Learning Activities	TIME
3rd Meeting	
<i>Pre-Activities</i>	
<p>➡ Go to “Stream” Page</p> <ol style="list-style-type: none"> a. Greeting the students. b. Checking students’ attendance by giving a link of attendance list and asking them to fulfill it. c. Reviewing the previous lesson. d. Telling the students about the learning material that they going to be learned. 	<p>5 Minutes</p>

<i>Main Activities</i>	
<p>➡ Go to “Classwork” Page and click the Topic “Think Stage”</p> <p>1. Posing the question or problem</p> <p>a. The students are instructed to read the task instructions carefully in the assignment box.</p> <p>b. The students are assigned to read an analytical exposition text entitled “<i>Why Children and Teens Should Not Be Allowed to Play Violent Video Games</i>” and do the task related to the text individually (Task 1 and Task 2).</p> <ul style="list-style-type: none"> • First, the students are given a worksheet related to the text. There are two different parts in the worksheet, namely Part A and Part B. The students are instructed to answer Part A of the worksheet that they have to make a note based on their reading result by using Google Note (Task 1). • Second, the students are asked to think about the answers of worksheet Part B (Task 2). <p>c. To make the task clearer, the students can ask any questions about the task that they have not understood yet in the assignment comment section.</p> <p>2. Giving Think Time for the Students</p> <p>a. The students are given time to think about their tasks’ answers for 20 minutes.</p> <ul style="list-style-type: none"> • The students read the text carefully. • The students start to make a note by using Google Note (Task 1). • The students start to think about the answers of worksheet Part B (Task 2). • They have to submit their notes on the “assignment section” under the topic “Think Stage” in the “Classwork” page. <p>➡ Go to “Classwork” Page and click the Topic “Pair Section”</p> <p>3. Asking the Students to Start Discussing and Sharing Their Findings with Their Partner</p> <p>a. In the stream page, the teacher tells the students that they are going to work in pairs to discuss their previous tasks (Task 1 and Task 2).</p>	<p>25 Minutes</p>

<p>b. The teacher gives some instructions to the students before they do the discussion in pairs:</p> <ul style="list-style-type: none"> • The students are told that they are going to be divided into pairs randomly in Google Classroom and join the discussion room that has been created for each pair on the “Discussion Room” under the topic “Pair Stage” in the “Classwork” page. • In the pairs’ discussion room, the pairs are assigned to compare and discuss their worksheet answers. • First, the pairs have to discuss their worksheet answer of Part B based on the note that they have created. Each student must share his/her note in their pair’s room comment section by giving a link, then use the note as the media to strengthen their argument while discussing the answer. • Second, the pairs are instructed to prepare their final answers of worksheet Part B to be shared with the whole class. • Third, the pairs are asked to choose and revise one of their note to be submitted after discussing the answers of worksheet Part B. • The pairs have to submit their final worksheet answers that consist of one final note and the final answer of worksheet Part B on the “assignment section” under the topic “Pair Stage” in the “Classwork” page. • The students are told that they have 15 minutes to do the discussion in pairs and submit their final answers. <p>c. The students can ask any questions about the task in the “Stream” page comment section.</p> <p>d. The teacher starts to divide the students into pairs.</p> <p>e. The students start the pair discussion.</p> <p>f. The teacher can join and monitor the discussion in each pair’s discussion room and help the pairs if they have a problem.</p> <p>g. In each pair’s discussion room, the teacher reminds the students about their duty or task in doing the discussion.</p>	<p>20 Minutes</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------

<p>➡ Go to “Stream” Page</p> <p>4. Sharing Ideas with the Whole Class</p> <ol style="list-style-type: none"> The pairs have to share the results of their discussion with the whole class. The discussion is started by discussing the answers on worksheet Part B. The teacher reminds the students to use their notes as their reference or discussion material while doing the discussion. Several pairs are chosen by the teacher to share and explain their worksheet answers. The students can return to their pair discussion room in discussing the answer with their partner in pairs before sharing their answers with the whole class. The other pairs are asked to respond to their friends’ answers by giving suggestions or another possible answer. The teacher gives feedback or clarifies students’ answers. 	<p>20 Minutes</p>
<i>Pre-Activities</i>	
<p>1. Conclude and ending the class</p> <ol style="list-style-type: none"> After the discussion, the students are asked to conclude the lesson. Telling the students about the material for the next meeting (it is still about analytical exposition text). Ending the class. 	<p>5 minutes</p>

Note:

➡ : to signpost the section or page in Google Classroom in which learning teaching acts are going to be conducted.

G. Learning Material

a. Definition

Analytical Exposition Text is a type of argumentative text that elaborates the writer's idea on the issue or phenomenon surrounding it. It evaluates a topic critically and focuses only on one side of an argument.

b. Social Function

The purpose of an analytical exposition text is to persuade or convince the reader that the phenomenon or issue is important to be discussed by developing arguments to support the topic.

c. Generic structure of analytical exposition text

- ***Thesis/Introductory Statement***

An introductory statement that gives the writer's point of view or thesis statement.

- ***Arguments***

Explaining the argument to support the author's point of view. Each argument must be supported by evidence and explanation.

- ***Conclusion/Reiteration***

A conclusion that sums up the arguments and reinforces the writer's point of view or restatement of the thesis statement.

d. Language Features

- Using Simple Present Tense (e.g. dolphins live; tiger runs,).
- Using words to link cause and effect (e.g. because of, due to, in addition, etc).

H. Assessment

Technique : Written test (multiple and essay test)

Form : Reading Comprehension test

1) Reading Comprehension Rubric**a. Multiple Choice**

Total questions : 5

Score of each question : 5

Maximum score : 100

Score = $\frac{B}{5} \times 100$

5

Note: B means number of correct answer

b. Short Answer

Total questions : 5

Score of each question : 3

Maximum score : 100

Score = $\frac{\text{score total}}{15} \times 100$

No	Description	Score
1	Accurate grammar and content	3
2	Accurate content, inaccurate grammar	2
3	Inaccurate grammar and content	1
4	No response	0

Appendix 1. Text

Text 1

Why Children and Teens Should Not Be Allowed to Play Violent Video Games

The times when children would spend their entire free time playing with peers in the streets have mostly gone. Modern children and teenagers prefer calmer forms of entertainment, such as watching television or playing video games. Although video games can contribute to a child's development, many of them, unfortunately, are extremely violent. Moreover, games propagating murder and violence, such as *Mortal Kombat*, *Outlast*, *Grand Theft Auto*, and so on, are popular. These games are being advertised everywhere and making teenagers willing to play them. The fact that they are marked by the ESRB (Entertainment Software Rating Board) does not help much. However, considering the nature of such games, they should not be allowed for children and teens to play.

Having youth playing violent video games are dangerous because they may take virtual experiences to the real world. Children and teens may feel virtual experiences as real as daily life. This happens due to advanced technologies, making computer graphics look extremely close to reality, and also because players take the first-person role in the killing process (often with the view "from a character's eyes"). If they would passively watch a violent game, it would make less harm than acting as a character who makes progress through a plot by murdering people and destroying what is in the character's path. This situation is negative, as a child's or teen's brain forms new connections every day. They actually learn and memorize what is going on in their favourite games.

Moreover, violent games directly reward violent behaviour. Many modern games do not simply make players kill virtual reality characters of other players online, but also grant them with scores (experience) or points for successful acts of violence. These points are usually spent on making a player's character even more efficient in killing, unlocking new cruel ways of murdering, and so on. Sometimes, players will be even praised directly, verbally, for example, in many online shooters, after conducting a killing, players hear phrases like "Nice shot!" encouraging further violence. This is much worse than watching TV, as TV

programs do not offer a reward directly tied to the viewer's behaviour, and do not praise viewers for doing something anti-social.

Additionally, violent video games increase children's aggression. According to the American Psychological Association, there is an increased frequency of violent responses from children who play these kinds of video games. Dr. Phil McGraw explains, "The number one negative effect is they tend to inappropriately resolve anxiety by externalizing it. So when kids have anxiety, which they do, instead of soothing themselves, calming themselves, talking about it, expressing it to someone, or even expressing it emotionally by crying, they tend to externalize it. They can attack something, they can kick a wall, they can be mean to a dog or a pet."

Unfortunately, many modern games incorporate violence. Having youth play these video games are dangerous, as teenagers and children usually take a first-person role in the killing process, and even get rewarded or praised for doing so. According to numerous studies, this leads to an increase of aggression in them.

Taken from Academic Help,

<https://academichelp.net/samples/academics/essays/persuasive/violent-games.html>



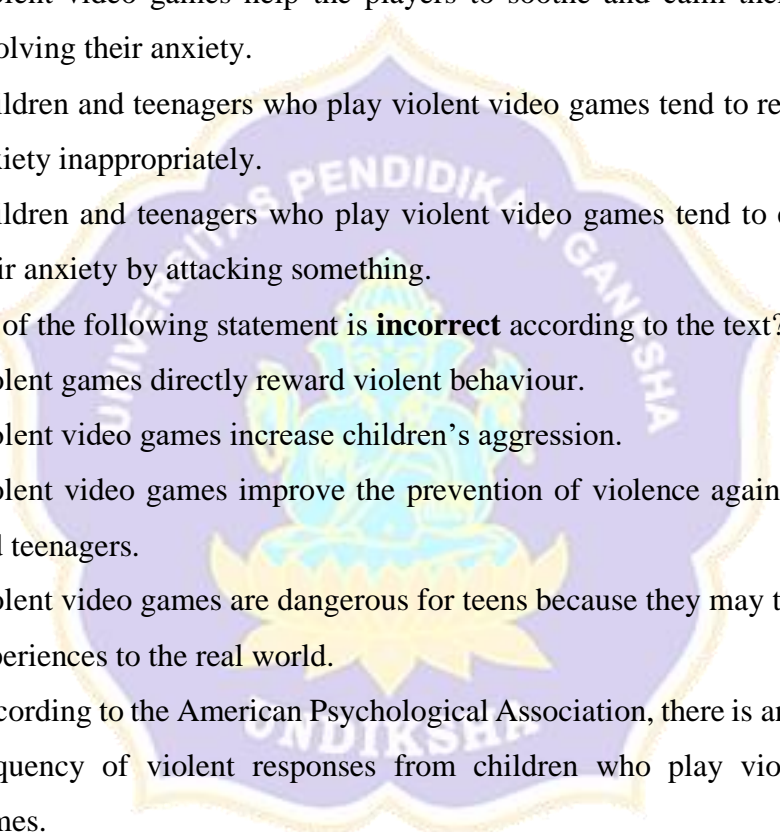
Appendix 2. Worksheet**Part A**

Please read the text carefully and identify the main idea, supporting details, and the text structure by taking notes using Google Note!

Part B

Please choose the correct answer a, b, c, d, or e to answer the questions number 1-5!

1. What is the purpose of the text?
 - a. To persuade the reader that many modern games incorporate violence.
 - b. To persuade the reader that violent video games decrease children's aggression.
 - c. To convince the reader that violent video games are dangerous for children and teens.
 - d. To convince the reader that violent video games can contribute to a child's development.
 - e. To convince the reader that virtual experiences in video games could enrich children's and teens' imagination.
2. Which of the following statements expresses the writer's point of view (thesis statement)?
 - a. Games propagating violence and murder are popular.
 - b. Violent video games should not be allowed for children and teens to play.
 - c. Modern children and teenagers prefer playing video games as their entertainment.
 - d. Violent video games are being advertised everywhere and making teenagers willing to play them.
 - e. The times when children would spend their entire free time playing with peers in the streets have mostly gone.
3. What is the main idea of the third paragraph?
 - a. Violent video games directly reward violent behaviour.
 - b. Violent video games unlock the new cruel ways of murdering.
 - c. Violent video games do not praise players for doing something anti-social.

- d. Violent video games do not offer a reward directly tied to the viewer's behaviour.
 - e. Violent video games give the players experiences for successful acts of violence.
4. What is the main idea of the fourth paragraph?
- a. Violent video games increase children's aggression.
 - b. Violent video games help children and teens to express themselves emotionally.
 - c. Violent video games help the players to soothe and calm themselves in resolving their anxiety.
 - d. Children and teenagers who play violent video games tend to resolve their anxiety inappropriately.
 - e. Children and teenagers who play violent video games tend to externalize their anxiety by attacking something.
5. Which of the following statement is **incorrect** according to the text?
- a. Violent games directly reward violent behaviour.
 - b. Violent video games increase children's aggression.
 - c. Violent video games improve the prevention of violence against children and teenagers.
 - d. Violent video games are dangerous for teens because they may take virtual experiences to the real world.
 - e. According to the American Psychological Association, there is an increased frequency of violent responses from children who play violent video games.
- 

Essay Test

Please answer the questions number 6-10 correctly!

6. Which of the statement in the text belongs to the fact that support the author's point of view about violent video games increase children's aggression (Paragraph 4)?
7. Do you agree that violent video games are dangerous for teens? Why?
8. How does the text benefit the readers?
9. What part of the text did you find most interesting? Why?
10. What do you feel after reading the text?



Key Answer:**Multiple Choice Test**

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

Prediction Keywords:**Essay Test**

6. The fact that support the author's point of view about violent video games increases children's aggression is "According to the American Psychological Association, there is an increased frequency of violent responses from children who play these kinds of video games."
7. Yes, I agree because it can increase violent behaviour among teens. It can be seen from the main ideas and supporting details in paragraphs 1, 2, and 3 that contains information about the tendency of violent video games in increasing children's or teens' violent behavior.
8. It increases our awareness of how dangerous violent content in video games can affect children and teens.
9. Paragraph 3 because it is such an irony of how people or the players being rewarded after doing violence.
10. I feel that violent video games really could increase children's and teens' violent behaviour.

ONLINE LEARNING LESSON PLAN
(Control Group)

School	: SMA Negeri 1 Singaraja
Subject	: English
Class/Semester	: XI/I
Academic Year	: 2020/2021
Topic of the Lesson	: Analytical Exposition Text
Time Allocation	: 70 Minutes
Meeting	: 4 th Meeting
Lesson Mode	: Online Learning via Google Classroom
Lesson Structure	: - “Stream” page - “Classwork” page: “Think Stage” and “Pair Stage”

A. Basic Competencies

- 3.4 Applying social function, text structure, and language features of several analytical exposition texts in the form of oral and written by asking and giving information related to the actual issue in accordance with the context of its use.

B. Indicators

- 3.4.1 Identifying the social function, text structure, and language features of analytical exposition texts related to the actual issue by giving and asking information. **(LOTS)**
- 3.4.2 Identifying explicit ideas related to the analytical exposition texts. **(LOTS)**
- 3.4.3 Reorganizing ideas related to the analytical exposition texts. **(LOTS)**
- 3.4.4 Inferring the implicit ideas related to the analytical exposition texts. **(HOTS)**
- 3.4.5 Making evaluative judgments related to the analytical exposition texts. **(HOTS)**
- 3.4.6 Appreciating ideas related to the analytical exposition texts. **(HOTS)**

C. Learning Objective

1. Students are able to identify the social function, text structure, and language future of analytical exposition text through brainstorming and Think-Pair-Share activities.
2. Students are able to identify explicit ideas, reorganize explicit or implicit ideas, infer implicit ideas, making evaluative judgments and appreciate ideas related to the analytical exposition text through Think-Pair-Share activity.

D. Learning Method

Method of learning : Cooperative Learning
 Strategy : Think-Pair-Share

E. Teaching Media

Media : Google Classroom, Google Note, Worksheet
 Tools : Laptop/Smartphone

F. Learning Activities

Learning Activities	TIME
3rd Meeting	
<i>Pre-Activities</i>	
<p>➡ Go to “Stream” Page</p> <ol style="list-style-type: none"> a. Greeting the students. b. Checking students’ attendance by giving a link of attendance list and asking them to fulfill it. c. Reviewing the previous lesson. d. Telling the students about the learning material that they going to be learned. 	5 Minutes

<i>Main Activities</i>	
<p>➡ Go to “Classwork” Page and click the Topic “Think Stage”</p> <p>1. Posing the question or problem</p> <p>a. The students are instructed to read the task instructions carefully in the assignment box.</p> <p>b. The students are assigned to read an analytical exposition text entitled “<i>Global Warming</i>” and do the task related to the text individually (Task 1 and Task 2).</p> <ul style="list-style-type: none"> • First, the students are given a worksheet related to the text. There are two different parts in the worksheet, namely Part A and Part B. The students are instructed to answer Part A of the worksheet that they have to make a note based on their reading result by using Google Note (Task 1). • Second, the students are asked to think about the answers of worksheet Part B (Task 2). <p>c. To make the task clearer, the students can ask any questions about the task that they have not understood yet in the assignment comment section.</p> <p>2. Giving Think Time for the Students</p> <p>a. The students are given time to think about their tasks’ answers for 20 minutes.</p> <ul style="list-style-type: none"> • The students read the text carefully. • The students start to make a note by using Google Note (Task 1). • The students start to think about the answers of worksheet Part B (Task 2). • They have to submit their notes on the “assignment section” under the topic “Think Stage” in the “Classwork” page. <p>➡ Go to “Classwork” Page and click the Topic “Pair Section”</p> <p>3. Asking the Students to Start Discussing and Sharing Their Findings with Their Partner</p> <p>a. In the stream page, the teacher tells the students that they are going to work in pairs to discuss their previous tasks (Task 1 and Task 2).</p>	<p>25 Minutes</p>

<p>b. The teacher gives some instructions to the students before they do the discussion in pairs:</p> <ul style="list-style-type: none"> • The students are told that they are going to be divided into pairs randomly in Google Classroom and join the discussion room that has been created for each pair on the “Discussion Room” under the topic “Pair Stage” in the “Classwork” page. • In the pairs’ discussion room, the pairs are assigned to compare and discuss their worksheet answers. • First, the pairs have to discuss their worksheet answer of Part B based on the note that they have created. Each student must share his/her note in their pair’s room comment section by giving a link, then use the note as the media to strengthen their argument while discussing the answer. • Second, the pairs are instructed to prepare their final answers of worksheet Part B to be shared with the whole class. • Third, the pairs are asked to choose and revise one of their note to be submitted after discussing the answers of worksheet Part B. • The pairs have to submit their final worksheet answers that consist of one final note and the final answer of worksheet Part B on the “assignment section” under the topic “Pair Stage” in the “Classwork” page. • The students are told that they have 15 minutes to do the discussion in pairs and submit their final answers. <p>c. The students can ask any questions about the task in the “Stream” page comment section.</p> <p>d. The teacher starts to divide the students into pairs.</p> <p>e. The students start the pair discussion.</p> <p>f. The teacher can join and monitor the discussion in each pair’s discussion room and help the pairs if they have a problem.</p> <p>g. In each pair’s discussion room, the teacher reminds the students about their duty or task in doing the discussion.</p>	<p>20 Minutes</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------

<p>➔ Go to “Stream” Page</p> <p>4. Sharing Ideas with the Whole Class</p> <ol style="list-style-type: none"> The pairs have to share the results of their discussion with the whole class. The discussion is started by discussing the answers on worksheet Part B. The teacher reminds the students to use their notes as their reference or discussion material while doing the discussion. Several pairs are chosen by the teacher to share and explain their worksheet answers. The students can return to their pair discussion room in discussing the answer with their partner in pairs before sharing their answers with the whole class. The other pairs are asked to respond to their friends’ answers by giving suggestions or another possible answer. The teacher gives feedback or clarifies students’ answers. 	<p>20 Minutes</p>
Pre-Activities	
<p>1. Conclude and ending the class</p> <ol style="list-style-type: none"> After the discussion, the students are asked to conclude the lesson. Telling the students about the material for the next meeting (it is still about analytical exposition text). Ending the class. 	<p>5 minutes</p>

Note:

➔ : to signpost the section or page in Google Classroom in which learning teaching acts are going to be conducted.

G. Learning Material

a. Definition

Analytical Exposition Text is a type of argumentative text that elaborates the writer's idea on the issue or phenomenon surrounding it. It evaluates a topic critically and focuses only on one side of an argument.

b. Social Function

The purpose of an analytical exposition text is to persuade or convince the reader that the phenomenon or issue is important to be discussed by developing arguments to support the topic.

c. Generic structure of analytical exposition text

- ***Thesis/Introductory Statement***

An introductory statement that gives the writer's point of view or thesis statement.

- ***Arguments***

Explaining the argument to support the author's point of view. Each argument must be supported by evidence and explanation.

- ***Conclusion/Reiteration***

A conclusion that sums up the arguments and reinforces the writer's point of view or restatement of the thesis statement.

d. Language Features

- Using Simple Present Tense (e.g. dolphins live; tiger runs,).
- Using words to link cause and effect (e.g. because of, due to, in addition, etc).

H. Assessment

Technique : Written test (multiple and essay test)

Form : Reading Comprehension test

1) Reading Comprehension Rubric**a. Multiple Choice**

Total questions : 5

Score of each question : 5

Maximum score : 100

Score = $\frac{B}{5} \times 100$

5

Note: B means number of correct answer

b. Short Answer

Total questions : 5

Score of each question : 3

Maximum score : 100

Score = $\frac{\text{score total}}{15} \times 100$

No	Description	Score
1	Accurate grammar and content	3
2	Accurate content, inaccurate grammar	2
3	Inaccurate grammar and content	1
4	No response	0

Appendix 1. Text

Text 1

Global Warming

Global warming is a phenomenon used to describe the gradual increase in the Earth's atmosphere temperature. The report has noted, 11 out of the last 12 years have ranked among the warmest on record. CNN has stated that temperature changes have been noticed over the last 50 years due to human activities. Ninety to ninety-nine percent of daily human activities cause global warming. With this factor, scientists have predicted that the average surface temperatures could rise between 2°C and 6°C by the end of the 21st century. Humans are to blame for global warming because of population growth, deforestation, and the use of non-environmentally safe products. This worldwide issue must be addressed to everyone.

First, the increase in population has a major effect on Global warming. With more population comes the use of more vehicles, such as cars, motorcycles, planes, etc. These vehicles are powered by fossil fuel, and the burning of fossil fuel in these vehicles release carbon dioxide (CO₂) into the air. As these gases build up, they trap heat in the atmosphere, causing climate change. More cars and other vehicles powered by fossil fuel are pouring enormous amounts of CO₂ into the atmosphere. According to NASA, the rapid increase in Earth's surface temperature over the past century occurs due to the greenhouse gases released as people burn fossil fuels. Imagine all the transportation that occurs throughout the day keeps increasing as the population does. There will be so much carbon dioxide emissions that temperatures will increase by many degrees.

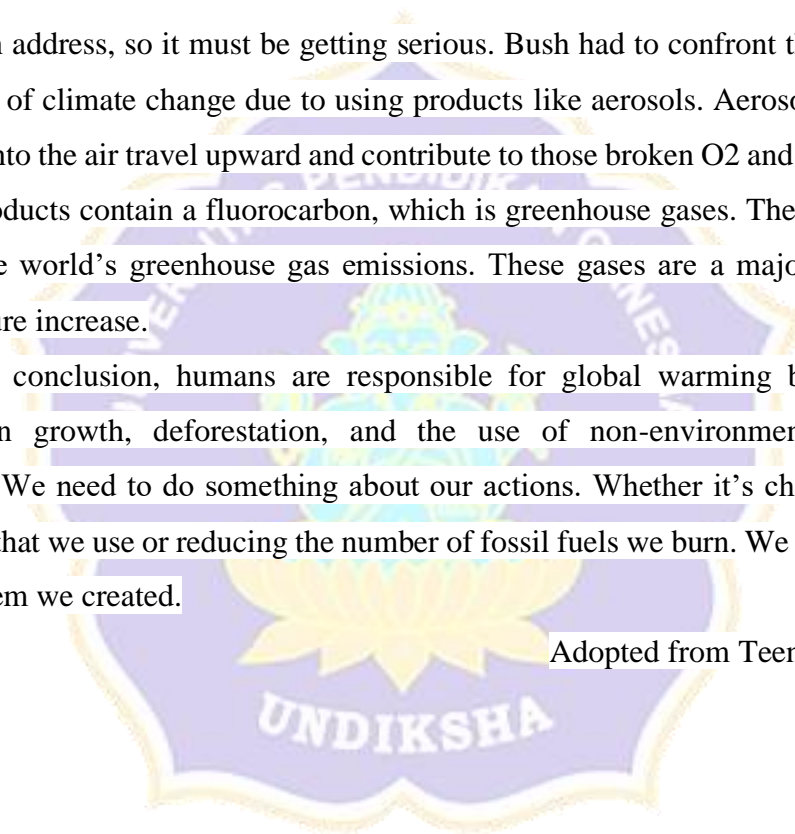
Second, deforestation has a tremendous contribution to global warming. Deforestation is the process in which too many trees are being cut down or the decrease of forest areas across the world that are lost for other uses such as agricultural croplands, urbanization, or mining activities. An example of deforestation is in the Amazon Rainforest. Within twenty-six years, it went from a dense thick layer of green forest to an empty looking area. When we are cutting down trees, the process of photosynthesis cannot take place. Therefore, large

amounts of carbon dioxide are left in the air, and there is less oxygen. These CO₂ bonds interfere with the CO₃ in the ozone.

Lastly, we use non-environmentally safe products. We use things such as bathroom cleaners, rug shampoo, spray paint, hair spray, insect sprays, room deodorizers, **the products that contain aerosols**. Aerosols have been forming holes in the ozone layer for years. “We need to use more environmentally friendly technologies,” acknowledges Bush in his speech. An example of this is a hybrid car. A hybrid car runs mainly on sunlight, not oil. This type of car is not burning tons of fossil fuels. It was the first time Bush had discussed this matter in a State of the Union address, so it must be getting serious. Bush had to confront this serious challenge of climate change due to using products like aerosols. Aerosols that are sprayed into the air travel upward and contribute to those broken O₂ and O₃ bonds. These products contain a fluorocarbon, which is greenhouse gases. They make up 5% of the world’s greenhouse gas emissions. These gases are a major cause of temperature increase.

In conclusion, humans are responsible for global warming because of population growth, deforestation, and the use of non-environmentally safe products. We need to do something about our actions. Whether it’s changing the products that we use or reducing the number of fossil fuels we burn. We have to fix the problem we created.

Adopted from Teen Ink, 2009



Appendix 2. The Worksheet

THE WORKSHEET

Part A

Please read the text carefully and identify the main idea, supporting details, and the text structure by taking notes using Google Note!

Part B

Please choose the correct answer a, b, c, d, or e to answer the questions number 1-5!

1. What is the most suitable theme of the text?
 - a. Sport
 - b. Health
 - c. Lifestyle
 - d. Education
 - e. Environment
2. What is the purpose of the text?
 - a. To convince the reader that humans are responsible for global warming.
 - b. To convince the reader that burning fossil fuels causes global warming.
 - c. To convince the reader that deforestation contributes to global warming.
 - d. To convince the reader that the aerosol is the major cause of global warming.
 - e. To convince the reader that population growth contributes to global warming.
3. “As these gases build up, they trap heat in the atmosphere, causing climate change.”
(Paragraph 2)

The underlined word refers to....

- a. Carbon dioxide
- b. Fluorocarbon
- c. Fossil Fuels
- d. Vehicles
- e. Aerosol

4. What is the main idea of the third paragraph?
 - a. Humans are to blame for global warming.
 - b. Humans use non-environmentally safe products.
 - c. Deforestation has a tremendous contribution to global warming.
 - d. The increase in population has a major effect on Global warming.
 - e. Deforestation is the process in which too many trees are being cut down.
5. Which of the following statement is **correct** according to the text?
 - a. A hybrid car is powered by fossil fuel.
 - b. Hairspray is an eco-friendly product because it contains aerosol.
 - c. Trees remove CO₂ from the atmosphere when they photosynthesize.
 - d. Fluorocarbon makes up 4% of the world's greenhouse gas emissions.
 - e. CNN has stated that temperature changes have been noticed over the last 50 years due to natural gas.

the main idea of the third paragraph is Deforestation has a tremendous contribution to global warming.

Essay Test

Please answer the questions number 6-10 correctly!

6. Which of the statement in paragraph 2 belongs to the fact?
7. Are humans responsible for global warming? Why?
8. How does the text benefit the readers?
9. What part of the text did you find most interesting? Why?
10. What do you feel after reading the text?

Note:

After answering the questions in this section, do you want to omit or add additional information into your mind map before submitting it?

Added information:

Omitted information:

Key Answer:

1. E
2. A
3. A
4. C
5. C

Essay Test:

6. The more specific fact in paragraph 2 is stated by NASA: According to NASA, the rapid increase in Earth's surface temperature over the past century occurs due to the greenhouse gases released as people burn fossil fuels. It is a fact because the information is delivered and has proved by the expert, NASA. Remember that fact is a statement that has been verified or proven.
7. We do believe that humans are responsible for global warming. The text has stated arguments backed up with facts on how humans are responsible for global warming. The things humans do like using vehicles, deforestation and using aerosol products, which are all for human's needs, are severely damaging the environment. We need to do something about our actions and should care about the earth more. (Optional).
8. By reading the text, readers will know and realize that many of our activities can give negative impact for our environment. The readers can be aware of the consequences of what they do every day. After knowing the impact, they might start to do something that can make change. They might reduce vehicle use, reduce deforestation, and reduce the use of product that contain aerosol. If the readers to this, it can make change and can make our world better (Optional).
9. The aerosol effect can give the bad impact for our environment (Optional)
10. After we read the text, we realized that global warming is very dangerous for world's health. We must to do something about our action to reduce global warming. Whether it's changing the products that we use or reducing the number of fossil fuels we burn (Optional)

Appendix 5. Try-Out Test Content Validity

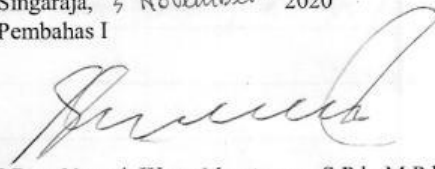
(Expert Judge Sheet I)

Expert Judge Sheet (Instrument Validation) Expert Judge I: I Putu Ngurah Wage Myartawan, S.Pd., M.Pd			
No	Response		Comments
	Relevant	Irrelevant	
1	✓		Fix option C (don't be neutral!)
2	✓		
3	✓		
4	✓	✓	Change the options into phrases. No question about main idea
5	✓		Change the options by using more familiar words.
6	✓		The outline should cover not only a single paragraph.
7	✓		
8	✓		
9	✓		
10	✓		Paraphrase the sentences taken barely from the text (see ^K options)
11	✓		
12	✓		
13	✓		Fix the correct option (in correct main idea)!
14	✓		
15	✓		Find a better synonym (the correct option)!
16	✓		Fix the correct option & add more challenging distractors)
17	✓	✓	Fix the correct option, Don't use question asking about ^{main} idea
18	✓		
19	✓		

20	✓		
21	✓		
22	✓		Fix the outline (options)
23	✓		
24	✓		
25	✓		
26	✓		Fix the question words (it's too subjective!)
27	✓		
28	✓		
29	✓		
30	✓		Fix the question (add one more appreciation dimension)
31	✓		
32	✓		
33	✓		Add an inferential type of question!
34	✓		Vary the options! (Sound meaningless!)
35	✓		
36	✓		Fix the correct option!
37	✓		Add an evaluation type of question!
38	✓		
39	✓		
40	✓		Fix the correct option! (Use the synonym of ^{the phrase} "lacking self control")
41	✓		Reword the question!
42	✓		Vary the options!

43	✓		
44	✓		Vary the options!
45	✓		There are some distractors that could be answers!
46	✓		
47	✓		
48	✓		Fix the questions and some options!
49	✓		Add one more inferential question!
50	✓		
51	✓		Add one more evaluation question!

Singaraja, 3 November 2020
Pembahas I



I Putu Ngurah Wage Myartawan, S.Pd., M.Pd
NIP. 198210052006041005



Expert Judge Sheet II

Expert Judge Sheet (Instrument Validation)

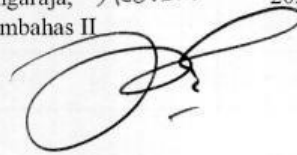
Expert Judge II: I Nyoman Pasek Hadi Saputra, S.Pd., M.Pd

No	Response		Comments
	Relevant	Irrelevant	
1	✓		
2	✓		
3	✓		Instruction should be put at the beginning
4		✓	Don't use question that asking about main idea
5	✓		
6	✓		
7	✓		
8	✓		
9	✓		
10	✓		
11	✓		
12	✓		
13	✓		
14	✓		
15	✓		
16	✓		
17		✓	Don't use question that asking about main idea
18	✓		Instruction should be put at the beginning
19	✓		

20	✓		
21	✓		
22	✓		
23	✓		
24	✓		
25	✓		
26	✓		
27	✓		
28	✓		
29	✓		
30	✓		
31	✓		
32	✓		
33	✓		
34	✓		
35	✓		
36	✓		
37	✓		
38	✓		
39	✓		
40	✓		
41	✓		
42	✓		

43	✓		
44	✓		
45	✓		
46	✓		
47	✓		

Singaraja, 3 November 2020
Pembahas II



I Nyoman Pasek Hadi Saputra, S.Pd., M.Pd
NIP. 197809182006041001



Appendix 6. Blueprint Post-Test for Try Out

BLUE PRINT (INSTRUMENT)

Materials	: Analytical Exposition Text
Class	: Eleventh Grade
Approach	: Traditional Assessment
Technique	: Multiple choice test and Essay Test
Basic Competency	: 3.4 applying social function, text structure, and language features of several analytical exposition texts in the form of oral and written by asking and giving information related to the actual issue in accordance with the context of its use.

Subskills of Reading Comprehension Based on Barrett Taxonomy	Indicator of Reading Comprehension Subskills of Barrett Taxonomy	Items	Percentage	L/H
Literal Comprehension	Recognition or recall of details	3, 4, 12	31% LOTS Questions	L
	Recognition or recall of main idea	23, 34		L
	Recognition or recall of comparison	17, 33		L
	Recognition or recall of cause and effect relationship	11, 16		L
Number of Items		9		
Reorganization	Classifying	2, 9, 15		L
	Outlining	5, 18		L

Number of Items		5		
Inferential Comprehension	Inferring main ideas	8, 10, 32	69% HOTS Questions	H
	Inferring supporting details	1, 6, 14, 22, 29, 35, 36, 38, 41		H
	Inferring comparisons	28		H
	Inferring cause and effect relationship	25, 26, 42		H
	Predicting outcomes	27, 43		H
	Interpreting figurative language	37		H
Number of Items		19		
Evaluation	Judgments of fact or opinion	7, 13, 19, 31, 39	69% HOTS Questions	H
	Judgment of worth, desirability, and acceptability	20, 30, 40, 44, 45		H
Number of Items		10		
Appreciation	Reactions to the Author's Use of Language	21, 24		H
Number of Items		2		
Total Number of Items			45	

Note:**L:** Lower Order Thinking Skill Question**H:** Higher Order Thinking Skill Question

Table above presents the blueprint for tryout test. This Blueprint was developed based on the basic competency 3.4 and Barrett's Taxonomy of Reading Comprehension. The basic competency 3.4 is about applying social function, text structure, and language features of several analytical exposition texts in the form of oral and written by asking and giving information related to the actual issue in accordance with the context of its use. Based on this basic competency, the five levels of comprehension in Barrett's Taxonomy were used as the standard in making this instrument, such as literal comprehension, reorganization, inferential comprehension, evaluation, and appreciation. From these five levels of comprehension, literal comprehension and reorganization are categorized into LOTS, meanwhile inferential comprehension, evaluation, and appreciation are categorized into HOTS. Furthermore, each level of comprehension has its characteristics or indicators. In this instrument, four indicators were used in literal comprehension and it was covered by nine items. Two indicators were used in reorganization and it was covered by five items. Six indicators were used in inferential comprehension and it was covered by nine-teen items. Two indicators were used in evaluation level and it was covered by ten items and lastly, one indicator was used in appreciation and it was covered by two items. In total, there were forty-five items to cover all of the level comprehension in Barrett's Taxonomy with 14 items (31%) categorized into LOTS questions and 31 items (69%) categorized into HOTS questions. The questions of this instrument could be seen below.

Appendix 7. Try Out Test

Please read the following text carefully to answer questions 1-7!

Text 1

The School Uniform Question

Individualism is a fundamental part of society in many countries. Most people believe in the right to express their own opinion without fear of punishment. This value, however, is coming under fire in an unlikely place—the public school classroom. The issue is school uniforms. Should public school students be allowed to make individual decisions about clothing, or should all students be required to wear a uniform? School uniforms are the better choice for three reasons.

First, wearing school uniforms would help make students' lives simpler. They would no longer have to decide what to wear every morning, sometimes trying on outfit after outfit to choose. Uniforms would not only save time but also would eliminate the stress often associated with this chore.

Second, school uniforms influence students to act responsibly in groups and as individuals. Uniforms give students the message that a school is a special place for learning. Besides, uniforms create a feeling of unity among students. For example, when students do something as a group, such as attend meetings in the auditorium or eat lunch in the cafeteria, the fact that they all wear the same uniform gives them a sense of community. Even more important, statistics show the positive effects that school uniforms have on violence and truancy. According to a recent survey in a large school district in Florida, incidents of school violence dropped by 50 percent, attendance and test scores improved, and student suspensions declined approximately 30 percent after school uniforms were introduced.

Finally, school uniforms would help make all the students feel equal. Students' living standards differ significantly from family to family, and some are well-off while others are not. People sometimes forget that school is a place to get an education, not to promote a "fashion show." Implementing mandatory school uniforms would make all the students look the same regardless of their financial status. School uniforms would promote pride and help raise students' self-esteem who cannot afford to wear expensive clothing.

In conclusion, there are many well-documented benefits of implementing mandatory school uniforms for students. It makes their lives simpler. Besides, studies show that students learn better and act more responsibly when they wear uniforms. School uniforms would also help all the students feel equal. Wearing school uniforms could benefit both the students and society as a whole.

Source: Folse, K. S., Muchmore-Vokoun, A., & Solomon, E. V. (2003). *Great Essays: An Introduction to Writing Essays*. Boston, MA: Heinle Cengage Learning.

1. What is the main purpose of the text? (Inferring details)
 - a. *To persuade the reader about the benefits of wearing school uniforms.*
 - b. To convince the reader about the bad impacts of wearing school uniforms.
 - c. To persuade the reader that school uniforms make the students feel equal.
 - d. To persuade the reader that school uniforms create a sense of community.
 - e. To convince the reader about the disadvantages of implementing mandatory school uniforms.
2. What is the thesis statement of the above text? (Classifying)
 - a. The issue is school uniforms.
 - b. *The school uniforms are better for three reasons.*
 - c. All students should be required to wear a uniform.
 - d. Public school students should be allowed to make individual decisions about clothing.
 - e. Most people believe in the right to express their own opinion without fear of punishment.
3. How many arguments are stated in the text? (Recognition of details)
 - a. 1
 - b. 2
 - c. 3
 - d. 4
 - e. 5

4. The word “**well-off**” (paragraph 4, line 2) has the closest meaning to.... (Recognition of the details)
- Disadvantage
 - Arrogant
 - Rich*
 - Ironic
 - Poor
5. Match the correct main idea (choose the main idea among a, b, c, d, e, and f on the right side) with its corresponding paragraph (left side).

(Outlining)

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5

- School uniforms helping the students to feel equal.
- Three benefits of school uniforms.
- Some benefits of implementing mandatory school uniforms for students.
- School uniforms influencing students to act responsibly in groups and as individuals.
- School uniforms making students' lives simpler.
- The difference of students' living standards from family to family.

- b-e-d-a-f
- b-e-a-d-c
- b-e-d-a-c*
- b-e-d-c-a
- b-e-d-f-a

6. Which of the following statement is **incorrect**, according to the text? (Inferring details)
- School uniforms reducing students' stress.
 - School uniforms increasing students' confidence.
 - School uniforms making the students feel the same.
 - School uniforms influencing students to be more irresponsible.*
 - The positive effects of school uniforms on violence and truancy.

7. Which of the following statement is a fact, according to the text above? (Judgement of fact or opinion)
- School uniforms saving students' time.
 - School uniforms promoting students' pride.
 - School uniforms raising students' self-esteem.
 - School uniforms giving the students sense of community.
 - Statistics showing the positive effects of school uniforms on violence and truancy.*

Please read the following text carefully to answer questions number 8-13!

Text 2

Old Enough

When is a person old enough to be responsible for a crime? This question needs to be investigated because the current law is not good enough.

The law at present protects children aged between ten years and fourteen years from being punished for committing crimes. It is believed that children under fourteen years are too young to realize the seriousness of their crimes. Mr Stephen Scarlett, head of the NSW Children's Court, describes how clever young offenders use this defence, saying that they are too young to understand that they have broken the law. Mr Scarlett, an expert on this subject, states that the age should be dropped from fourteen to twelve years. I agree with this move.

Teenagers these days are far more sophisticated than those in the past. The law should recognize this. In a recent survey, some people suggested that the age for being responsible for a crime should be dropped to eight years old. This, I feel, is too young. Fourteen, however, is too old. Is there anyone who believes that a fourteen-year-old does not know that it is against the law to steal or vandalize property? By the age of twelve, children are aware of what is legal and what is not.

The current law needs to change the age at which a person may be held responsible for a crime. It should be dropped from fourteen years to twelve years since teenagers these days are far more sophisticated than those in the past.

Source: Anderson, M., & Anderson, K. (1997). *Text Types in English*. Australia: Macmillan.

8. What does the text mainly discuss? (Inferring the main idea)
- When children should realize the seriousness of their crime.
 - When a person is old enough to be responsible for a crime.*
 - When children are too young to be responsible for a crime.
 - When a person is being punished for committing crimes.
 - When a person is too old to be responsible for a crime.
9. What is the thesis statement of the text above? (classifying)
- The current law is not good enough.*
 - When a person is old enough to be responsible for a crime.
 - Young offenders cleverly use the current law as their defence.
 - Children under fourteen years are too young to realize the seriousness of their crimes.
 - The present law protects children aged between ten years and fourteen years from being punished for committing crimes.
10. What is the main idea of the second paragraph? (inferring of the main idea)
- Young offenders are too young to understand that they have broken the law.
 - Children under fourteen years are too young to realize the seriousness of their crimes.
 - The present law protects children aged between ten years and fourteen years from being punished for committing crimes.
 - The age of being responsible for committing a crime should be dropped from fourteen years to twelve years.
 - The writer agrees with Mr Scarlet how clever young offenders use the current law as their defence to avoid punishment.*
11. Why does the author agree that the age of a person being responsible for a crime should be dropped from fourteen to twelve years? (Recognition of cause and effect)
- Because children under fourteen years are too young to realize the seriousness of their crimes.
 - Because a fourteen-year-old teen does not know that stealing or vandalizing property is against the law.
 - Because many offenders are too young to understand that they have broken the law.

- d. *Because teenagers these days are far more sophisticated, and by the age of twelve, children are aware of what is legal and what is not.*
- e. Because in a recent survey, some people suggested that the age for being responsible for a crime should be dropped to twelve years old.
12. “Teenagers these days are far more **sophisticated** than those in the past.” The word “Sophisticated” has the closest meaning to.... (Recognition of details)
- Naive
 - Innocent
 - Outdated
 - Advanced*
 - Traditional
13. Which of the following statements is **a fact** from the text? (Judgement of fact and opinion)
- Teenagers these days are far more sophisticated than those in the past.
 - By the age of twelve, children are aware of what is legal and what is not.
 - The current law needs to change the age at which a person may be held responsible for a crime.
 - Mr Scarlett states that the age for being responsible for committing a crime should be dropped from fourteen to twelve years.
 - Mr Stephen Scarlett, head of the NSW Children’s Court, describes how clever young offenders use this defence, saying that they are too young to understand that they have broken the law.*

Please read the following text carefully to answer questions number 14-21!

Text 3

The Homework Revolution

A young girl sits at her desk, reviewing her homework assignments for the evening. English: read three chapters and write a journal response. Math: complete 30 problems, showing all work. Science: do a worksheet, front, and back. This describes a typical weeknight for students across the country. Now is the time to start a homework revolution.

Do students in the United States receive too much homework? According to guidelines endorsed by the National Education Association (NEA), a student should be assigned no more than 10 minutes per grade level per night. For example, a first grader should only have 10 minutes of homework, a second-grader, 20 minutes, and so on. This means that a student in my grade –eleventh- should have no more than 110 minutes of work each night. Yet this is often doubled, sometimes even tripled!

There are some negatives effects of overloading students. Have you ever heard of a child getting sick because of homework? According to William Crain, Ph. D., a professor of psychology at City College of New York and the author of *Reclaiming Childhood*, “Kids are developing more school-related stomachaches, headaches, sleep problems, and depression than ever before.” The average student is glued to his or her desk for almost seven hours a day. Add two to four hours of homework each night, and they are working a 45- to 55-hour week! Besides, a student who receives excessive homework “will miss out on active playtime, essential for learning social skills, proper brain development, and warding off childhood obesity,” according to Harris Cooper, Ph.D., a professor of psychology and neuroscience at Duke University.

Everybody knows that teachers are the ones who assign homework, but they do not deserve all the blame. “Many teachers are under greater pressure than ever before,” says Kylene Beers, presidents of the National Council for Teachers of English. “Some of it comes from parents, the administration, and the desire for high scores on a standardized test.” Teachers who are under pressure feel the need to assign more homework, but why are not teachers aware of the NEA homework recommendations? Many have never heard of them, never taken a course about good versus bad homework, how much to give, and the research behind it. Teachers are just winging it.

If schools assign less homework, it will benefit teachers, parents, and students alike. Teachers who assign a large amount of homework are often unable to do more than spot-check answers. It means that many errors are missed. Teachers who assign less homework will be able to check it thoroughly. Besides, it allows a teacher time to focus on more important things. “I had more time for planning when I wasn’t grading thousands of problems a night,” says math teacher Joel Wazac at a middle school in Missouri. “And when a student didn’t understand something, instead of a parent trying to puzzle it out, I was there to help them.” The result of assigning fewer Math problems: grades went up,

and the school's standardized Math scores are the highest they have ever been. A student who is assigned less homework will live a healthy and happy life. The family can look forward to stress-free, carefree nights, and, finally, the teachers can too.

So, my fellow Americans, it's time to stop the insanity. It is time to start a homework revolution.

(Source: Teen Ink Magazine. (2009). The Homework Revolution. Retrieved from <https://www.yumpu.com/en/document/read/3619171/cover-flyawaycover-teen-ink>)

14. What is the purpose of the text above? (inferring details)
- To persuade the reader to blame the teachers for assigning too much homework.
 - To persuade the reader about the benefits of assigning homework sufficiently.
 - To convince the reader that students should receive too much homework.
 - To convince the reader about the benefits of assigning homework.
 - To convince the reader that teachers should assign less homework.*
15. Which of the following sentence is the thesis statement? (classifying)
- It is time to start a homework revolution.*
 - A first grader should only have 10 minutes of homework.
 - Students in the United States receive too much homework.
 - This describes a typical weeknight for students across the country.
 - A student should be assigned no more than 10 minutes per grade level per night.
16. Why do the teachers feel the need to assign more homework? (R. cause and effect)
- Because the teachers are aware of the NEA homework recommendations.
 - Because assigning more homework would benefit teachers, parents, and students.
 - Because the teachers are under pressure from the parents, administrations, and the desire to get high scores from the standardized test.*
 - Because the result of assigning more homework would increase the grades and the school's standardized score.
 - Because the teachers have never taken a course about good versus bad homework, how much to give, and the research behind it.

17. What is the different effect between assigning excessive homework and less homework to the students according to the text? (Recognition of comparison)
- The students with excessive homework tend to develop sleep problems while students with less homework lose their learning interest.
 - The students with excessive homework tend to develop depression, while students with less homework will live a healthy and happy life.*
 - The students with excessive homework tend to develop obesity, while students with less homework miss out on playtime.
 - The students with more homework tend to get sick, whereas students with less homework have trouble with social skills.
 - The students with excessive homework tend to develop high scores, while students with less homework will have more playtime.
18. Match the correct main idea (choose the main idea among a, b, c, d, e, and f on the right side) with its corresponding paragraph (left side). (outlining)

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5

- American students getting too much homework.
- Teachers ignoring NEA homework recommendations.
- Negative effects of getting too much homework.
- Time to start a homework revolution.
- Teachers just winging the homework.
- Benefits of less homework.

- d-a-f-e-c
- d-a-c-e-f*
- d-a-c-b-f
- d-a-c-f-e
- d-a-f-b-e

19. Which of the following statements is the writer's opinion according to the text? (J. fact and opinion)
- A student who is assigned less homework will live a healthy and happy life.*
 - According to NEA guidelines, a student should be assigned no more than 10 minutes per grade level per night.
 - The result of assigning fewer Math problems: grades went up, and the school's standardized Math scores are the highest they have ever been.
 - According to William Crain, Ph. D., "Kids are developing more school-related stomachaches, headaches, sleep problems, and depression than ever before."
 - According to Harris Cooper, Ph.D., a student who receives excessive homework "will miss out on active playtime, essential for learning social skills, proper brain development, and warding off childhood obesity."
20. What can we learn from the text? (Judgment of worth)
- Assigning too much homework would not benefit the students nor the teachers.*
 - We could not blame the teachers for assigning too much homework.
 - Students in the United States receive too much homework.
 - The teachers are under pressure, and they feel the need to assign homework.
 - Students have a higher risk of getting sick when they receive too much homework.
21. "So, my fellow Americans, it's time to **stop the insanity**. It is time to start a homework revolution." What might be the reason the writer uses the phrase "stop the insanity"? (Reactions to the Author's Use of Language)
- The problem over assigning homework had been critical and too much.*
 - Many students go insane because of too much homework.
 - The teacher are obsessed to assign to much homework.
 - Many teachers feel pressure to assign homework.
 - The education system is failing.

Please read the following text carefully to answer questions number 22-31!

Text 4

Who Really Needs Weapon?

Recently Defense Minister Prabowo Subianto announced his intention to buy 15 second-hand Typhoon jet fighters from Austria. Prabowo stated that these planes, which each costs US\$124 million, are needed to equip the Indonesian Military fully, but who are we fighting now? As many countries strengthened themselves with the latest weapons technology in the past wars, we must also equip our doctors and nurses with the best weapons to win this war on Covid-19.

Dozens of the valiant fighters have lost their lives due to Covid-19 infection. We often hear news reports that many patients are not completely honest about their symptoms, and, in many instances, healthcare workers become exposed to the virus as a result. The latest research from the Oxford Covid-19 Evidence Service Team suggests that because healthcare workers have a greater risk of being exposed to the virus repeatedly, their infectious dose or viral load is often higher. It leads to a more serious illness. The high death rate of doctors and nurses in Indonesia and globally show how they are most at risk of becoming infected. Indonesia itself has a 6.5 percent death rate of healthcare workers, and it is the highest in Asia, according to the head of management at the Hasanuddin University Hospital, Irwandy.

This awful statistic demonstrates that we are at war, and the soldiers on the frontline are doctors and nurses. We, as a country, have a responsibility to help and protect them. Increasing the availability of artificial intelligence (AI) technology and programs in hospitals throughout Indonesia has the potential to protect these healthcare heroes. We should provide the most advanced AI technology and programs to reduce healthcare workers' exposure and increase the care provided to patients. So, protect our healthcare workers with AI.

Homemade AI medical technology has been applied on a small scale in Indonesia. For instance, at the Airlangga University Hospital in Surabaya, RAISA robots deliver food to highly infectious patients to reduce interactions and the risk of transmission. RAISA was developed collaboratively by researchers at the Sepuluh Nopember Institute of Technology (ITS) and the hospital. In order to reduce the risks of healthcare workers throughout the nation, we must scale-up these technologies. AI should be our national

defense priority. It will be expensive, but so are Prabowo's fighter jets. Healthcare workers' lives are undeniably more precious.

AI technology has joined the frontline of many countries' fight against this virus. In China, robots provided patients with face masks and hand sanitizer upon arrival at clinics, whereas in Britain, robots have been used in routine sanitation of wards. Furthermore, the major hospital in Brisbane, Australia, has implemented telepresence robots in its Covid-19 ward to facilitate doctor-patient communication. Alibaba has also developed an AI application that compares the brain and lung scans of patients. This cloud-based program is now being used in Ecuador and the Philippines and has a diagnosis accuracy rate of over 90 percent.

While Prabowo emphasizes the need for weapons to protect our country, our healthcare worker heroes are on the battlefield. Artificial Intelligence technology is essential to support our hospitals and build stronger shields to safeguard our doctors and nurses.

(Source: Sikumbang, R. V. (2020, August 06). Who Really Needs Weapons?. The Jakarta Post. Retrieved from <https://www.thejakartapost.com/academia/2020/08/06/who-really-needs-weapons.html>)

22. The main purpose of the text above is to.... (Inferring details)

- a. persuade the reader that AI should be used to increase the care provided to patients.
- b. persuade the readers that AI should be used for other countries as the frontline in coping with Covid-19.
- c. *persuade the reader that currently, AI should be the national defence priority to protect Indonesian healthcare workers rather than buy jet fighter.*
- d. convince the reader that dozens of healthcare workers in Indonesia have lost their lives because of Covid-19 infection.
- e. convince the reader that dozens of healthcare workers have lost their lives because of inadequate medical equipment.

23. What is the main idea of the second paragraph? (Recognition of the main idea)
- Healthcare workers have a greater risk of being exposed to the virus repeatedly.
 - Dozens of healthcare workers have lost their lives due to Covid-19 infection.*
 - Indonesia has the highest death rate of healthcare workers in Asia.
 - Many patients are not completely honest about their symptoms.
 - Healthcare workers have a high risk of becoming infected.
24. “Dozens of the **valiant fighters** have lost their lives due to Covid-19 infection.” What might be the reason the writer uses the phrase “valiant fighters”? (Reactions to the Author’s Use of Language)
- Many soldiers fight bravely in overcoming Covid-19.
 - The healthcare workers’ heroic efforts overcome Covid-19.*
 - The healthcare workers are not afraid of Covid-19 transmission.
 - Doctors and nurses sacrifice themselves to be infected by Covid-19.
 - Doctors and nurses are the frontline soldiers in coping Covid-19 outbreak.
25. Why do the doctors and nurses have a high death rate from Covid-19, according to the text? (inferring of cause and effect)
- Because they are mentally and physically exhausted.
 - Because they are left in charge without any experience.
 - Because they are not equipped with proper protective equipment.
 - Because they have a serious illness before being infected by the virus.
 - Because they have a greater risk of being exposed to the virus repeatedly.*
26. Why is AI essential to support hospitals? (inferring of cause and effect)
- Because it has the potential to reduce virus transmission.*
 - Because it has the potential to replace the role of healthcare workers.
 - Because it has the potential to increase the death rate of healthcare workers.
 - Because it has the potential to prevent interaction among healthcare workers.
 - Because it has the potential to prevent patients from lying about their symptoms.
27. What will happen when the researchers succeed in developing AI for supporting the hospitals? (predicting outcome)
- It will increase direct contact between the doctors and patients.
 - It will reduce virus transmission and improve service quality.*
 - It will take over everything and decrease healthcare quality.

- d. It will replace the role of healthcare workers in hospitals.
- e. It will increase the death rate among patients.
28. What can we infer about the application of AI technology in Indonesia and other countries in overcoming the Covid-19 pandemic? (Inferring comparison)
- a. *Indonesia has just applied AI technology on a small scale, while in other countries, such as China and Australia, AI technology has been more commonly applied.*
- b. Indonesia has developed telepresence robots to facilitate doctor-patient communication, whereas Australia has developed robots to deliver food to highly infectious patients.
- c. Indonesia has used robots to deliver food to highly infectious patients, while China has implemented telepresence robots in its Covid-19 ward to facilitate doctor-patient communication.
- d. Robots have been developed to provided patients with face masks and hand sanitizer upon arrival at hospitals in Indonesia, while Australia has developed telepresence robots to facilitate doctor-patient communication.
- e. Robots have been used in routine sanitation of wards in many hospitals in Indonesia, while Australia has developed an AI application that compares the brain and lung scans of patients with 90 percent diagnostic accuracy.
29. Which of the following statement is **incorrect** according to the text? (inferring details)
- a. AI can be used to reduce the risk of virus transmission.
- b. *Indonesia has the lowest death rate of healthcare workers in Asia.*
- c. Defense Minister plans to buy 15 second-hand Typhoon jet fighters.
- d. Being repeatedly infected by Covid-19 can cause more serious illness.
- e. Indonesian researchers have developed a medical assistant robot named RAISA.
30. What can we learn from the text? (Judgement of worth)
- a. *We, as a country, should choose which one is more priority by diverting jet purchase funds to develop AI technology to protect healthcare workers.*
- b. We have to increase our awareness of the high risk of being infected by Covid-19.
- c. We need to prevent virus transmission by adhering Covid-19's health protocols.
- d. We should support the government to develop AI technology.

- e. We can imitate the advanced technology in other countries.
31. Which of the following statements is an opinion, according to the text? (J. of opinion)
- According to Irwandy, the head of management at Hasanuddin University Hospital, Indonesia has a 6.5 percent death rate of healthcare workers, which is the highest in Asia.
 - According to Oxford Covid-19 Evidence Service Team, healthcare workers have a higher infectious dose or viral load due to the risk of being exposed to the virus repeatedly.
 - We should provide the most advanced AI technology and programs to reduce healthcare workers' exposure and increase the care provided to patients.*
 - RAISA was developed collaboratively by researchers at Sepuluh Nopember Institute of Technology (ITS) and Airlangga University Hospital.
 - Alibaba has developed an AI application that compares the brain and lung scans of patients.

Please read the following text carefully to answer questions number 32-40!

Text 5

Video Game Addiction

In the 19th century, if you asked a thirteen-year-old boy what he did in his spare time, he would probably talk about helping his parents on the farm. Now, we live in a new age, the era where 97% of children aged 12-17 would reply "video games" to that question. This massive percentage is horrifying to me, yet some will sense nothing wrong with it. These people frequently argue, "But videogames are not that bad," "Some games improve hand-eye coordination and analytical thinking skills." "They are not harmful to the body." Video games often appear harmless, but they can be very damaging to children and teens who are lacking in self-control.

The dangers of video gaming can be summarized in one word: addiction. The problem with video gaming is that unless controlled or limited by a third party, it is both chemically and mentally addictive. Studies have shown that excitement from playing video games causes the human brain to release an addictive chemical, dopamine. Moreover, major game manufacturers hire expert psychologists to study their games and ensure that each game contains addictive components. Psychologically, video game

addiction is explained through what is called 'the God effect.' It means that players receive the ability to control and manipulate everything in the game, something very attractive for teens without any substantial influences in the real world.

Moreover, video game addiction, similar to substance addiction, contains enough hazards to critically corrupt one's life. An example is found in Elyria, Ohio, where a seventeen-year-old boy named Daniel Petric shot his parents in the head after they confiscated his copy of 'Halo 3.' His mother was killed, his father was wounded due to the gunshots, and the troubled teen fled the murder scene with solely one item in his possession: the 'Halo 3' game. Petric may exemplify one extremely severe and uncommon case, but there are countless adolescents in our nation suffering from video game addiction. These kids often find themselves without friends or interest in any other hobbies, and their lives without meaning other than gaming.

Additionally, getting hooked on playing video games is a huge waste of time. Studies show that the average male gamer plays for around six to eleven hours a day on weekends and about an hour on weekdays. This excessive time consumed on video games is the time that could have been spent doing homework, playing sports, or even being with friends. Besides, wasting hours a week playing video games could reduce an individual's chances of achieving their full potential.

Playing video games without self-control can be very damaging to children and teens. It leads them to harmful addiction and wastes a lot of time.

(Source: Teen Ink. (2009). Video Game Addiction. Retrieved from https://www.teenink.com/opinion/movies_music_tv/article/82305/Video-Game-Addiction)

32. What is the text mainly discussed? (inferring the main idea)

- a. The similarity between video game addiction and substance addiction.
- b. The difference between 19th-century kids and millennium kids.
- c. The ways to minimize video game addiction for the youths.
- d. *The harmful effects of video game addiction.*
- e. The waste of time playing video games.

33. According to the text, what is the difference between the 19th-century kids and today's kids in spending their spare time? (recognition of comparison)
- The 19th-century kids spent their spare time helping their parents on the farm, whereas today's kids usually play video games.*
 - The 19th-century kids spent their spare time playing traditional games, whereas today's kids usually play video games.
 - The 19th-century kids spent their spare time picnicking on the farm, whereas today's kids usually play video games.
 - The 19th-century kids spent their spare time reading books, whereas today's kids usually play video games.
 - The 19th-century kids spent their spare time watching plays, whereas today's kids usually play video games.
34. What is the writer's point of view about video games? (recognition of main idea)
- Video games are not harmful to the body.
 - One of the dangers of video gaming is addiction.
 - People frequently argue that video games are not that bad.
 - Video games can be very damaging for children and teens who are addicted.*
 - We are living in a new era where 97% of children spend their time playing video games.
35. "Video games often appear harmless, but they can be very damaging to children and teens who are **lacking in self-control.**" What do the words "**lacking in self-control**" imply? (inferring details)
- Bearable
 - Addicted.*
 - Inhibited
 - Endurable
 - Unreasonable.

36. What is video game addiction? (Inferring details)
- Video game addiction is a substance addiction that can corrupt someone's mind, and an extreme example is found in Ohio, where a teen boy shoots his parents in the head after they confiscated his video game.
 - Video game addiction is the compulsive use of video games that enable the players to control and manipulate everything in the game with substantial influences in the real world.
 - Video game addiction is the excitement from playing video games that increase an individual's chances of achieving their full potential.
 - Video game addiction is the uncontrolled use of video games that causes significant impairment to an individual's life.*
 - Video game addiction is a substance addiction that causes the human brain to release an addictive chemical.
37. "Additionally, getting **hooked on** playing video games is a huge waste of time." What is the meaning of "**hooked on**"? (Interpreting figurative language)
- To make a difficult situation even worse for someone.
 - To make things appear well when they are not.
 - To save oneself from harm or injury.
 - A process of action has been started.
 - To be addicted to something.*
38. Which of the following statement is **correct**, according to the text? (Inferring detail)
- Video games have some benefits.
 - The average male gamer plays for around four to eleven hours a day.
 - All of the people agree that video games are damaging.
 - The excitement from playing video games causes the human brain to release an addictive chemical.*
 - Major game companies hire expert psychologists to study their games and ensure that each game does not contain addictive components.

39. According to the text, which of the following statements is an opinion? (J. of fact and opinion)
- A seventeen-year-old boy in Ohio shoots his parents in the head after they confiscate his video game.
 - Studies show that excitement from playing video games causes the human brain to release dopamine.
 - Studies show that the average male gamer plays for around six to eleven hours a day on weekends.
 - Video games appear harmless, but they can be dangerous to children and teens who are addicted.*
 - Psychologically, video game addiction is explained through what is called ‘the God effect.’
40. How does the text benefit the readers? (Judgement of worth)
- It encourages readers that video games should be banned.
 - It increases readers’ awareness to boycott video game companies.
 - It provides information about how to recover from video game addiction.
 - It raises readers’ awareness about the harmful effects of video game addiction.*
 - It informs the readers that the excitement from playing video games causes addiction.

Please read the following text carefully to answer questions number 41-45!

Text 6

Social Media: Negative Impact on Teenager

Social media is a way for teenagers to express themselves. However, many teenagers do not act like themselves on social media because they feel pressured by other users. Social media has negatively influenced teenagers' emotions by making them feel depressed, altering their bodies' perspectives, and lowering their confidence.

First, social media can be the cause of teenagers’ depression. Many cases have been revealed that social media can make teenagers feel worse about themselves. A recent study shows, “Becoming wrapped up in social media can create a negative cycle.” When children spend most of their time on social media, they can start to have negative thoughts and feelings. Since likes and views become significant indicators among social media users, getting lesser likes or views than others can make them feel worse about

themselves. Most of the teenagers feel that they are not fit in the circle of media users because of the way they look or act, which is also the major cause of their unstable emotions.

Next, social media alters teen perspectives that also causes them to hate their body image. Social media makes teenagers tend to hate their body image. Kelsey, a teenager that suffered through depression because of social media, saw social media as a thing that could hurt people's body image. In a recent survey, many teenagers generate self-consciousness about how their body looks when they look at skinny people on social media. It gives them body image issues that have major consequences.

Lastly, teens feel that social media lowers their confidence. Kassondra Granata stated, "A new report in the United Kingdom finds that social media is the biggest contributor to the large decrease of confidence in teenage girls." Researchers have suggested that the deterioration of teenage girls' confidence and self-esteem could be directly linked to their online activities. When teenage girls spend too much time online, they may be diminishing their confidence exactly at that moment. The amount of time one spends online can be the main cause of their lowered self-esteem and lowered confidence.

Social media is a necessity in many people's lives, but it is also one of the main causes of teenagers' depression, body image issues, and lowered confidence. Since they are at the age of transition phase where they go through a lot of changes, going online to see pictures of others or getting lesser likes than others may make them feel worse.

(Source: Teen Ink. (2016). Social Media: Negative Impact on Teenager. Retrieved from http://www.teenink.com/opinion/pop_culture_trends/article/891105/Social-Media-A-Negative-Impact-on-Teenagers/)

41. What is the purpose of the text? (Inferring details)
- To persuade the reader that social media causes teenage depression.
 - To persuade the reader about the influence of social media on body image.
 - To convince the reader about how social media affects teenage confidence.
 - To persuade the reader about how social media affects teenage self-esteem.
 - To convince the reader about the negative impact of social media on teenagers.*

42. Why do teenagers feel depressed while using social media? (Inferring cause and effect)
- Because they spend too much time on social media.
 - Because they want to share their lifestyle and become influencers.
 - Because they feel the pressure to keep up with the lifestyle on social media.
 - Because getting enough likes on social media makes them feel pressured to show their best side.
 - Because when they get lesser likes or views than others, it can make them feel worse about themselves.*
43. What will happen if teenagers spend too much time on social media? (Predicting outcome)
- Body image issues
 - Low self-esteem*
 - Self-confidence
 - Obsession
 - Popularity
44. What can we learn about social media from the text? (Judgment of worth)
- Teenagers should not use social media.
 - Teenagers should not follow other users on social media.
 - A major of the posts on social media are extremely significant to the teens.
 - Teenagers should be wiser in using social media and learn to love themselves.*
 - Using social media as a source of entertainment can decrease teenagers' depression.
45. If your friends have emotional issues or their emotions are unstable, what can you suggest to them based on the text? (Judgement of worth)
- Spending some time on social media to promote mental health.
 - Using social media as the source of entertainment.
 - Joining social media to increase self-esteem.
 - Stay away from social media for a while.*
 - Using social media to expose the issues.

Appendix 8. Try Out Test Empirical Validity and Reliability Anates

SKOR DATA DIBOBOT

=====

Jumlah Subyek = 35

Butir soal = 45

Bobot utk jwban benar = 1

Bobot utk jwban salah = 0

Nama berkas: D:\COLLEGE FOLDER\8TH SEMESTER\DATA COLLECTION\SCORE.ANA

No Urt	No Subyek	Kode>Nama	Benar	Salah	Kosong	Skr Asli	Skr
Bobot							
18	1	1 Eugeni...	18	27	0	18	
17	2	2 Gede A...	17	28	0	17	
22	3	3 Gede B...	22	23	0	22	
40	4	4 Gede B...	40	5	0	40	
29	5	5 Gede D...	29	16	0	29	
38	6	6 Gede E...	38	7	0	38	
40	7	7 Gede V...	40	5	0	40	
40	8	8 I Gede...	40	5	0	40	
37	9	9 I Kade...	37	8	0	37	
35	10	10 I Made...	35	10	0	35	
38	11	11 I Made...	38	7	0	38	
36	12	12 I Putu...	36	9	0	36	
37	13	13 I Putu...	37	8	0	37	
34	14	14 I Putu...	34	11	0	34	
12	15	15 Ida Ay...	12	33	0	12	
38	16	16 Kadek ...	38	7	0	38	
38	17	17 Kadek ...	38	7	0	38	
26	18	18 Kadek ...	26	19	0	26	
33	19	19 Kadek ...	33	12	0	33	
34	20	20 Kadek ...	34	11	0	34	
36	21	21 Kadek ...	36	9	0	36	
37	22	22 Komang...	37	8	0	37	

35	23	23	Komang...	35	10	0	35
29	24	24	Made D...	29	16	0	29
35	25	25	Ni Kad...	35	10	0	35
32	26	26	Ni Ket...	32	13	0	32
31	27	27	Ni Luh...	31	14	0	31
21	28	28	Ni Put...	21	24	0	21
27	29	29	Ni Put...	27	18	0	27
36	30	30	Nyoman...	36	9	0	36
40	31	31	Putu A...	40	5	0	40
32	32	32	Putu A...	32	13	0	32
30	33	33	Putu A...	30	15	0	30
16	34	34	Putu D...	16	29	0	16
20	35	35	Putu D...	20	25	0	20

RELIABILITAS TES

=====

Rata2= 31.40

Simpang Baku= 7.81

KorelasiXY= 0.83

Reliabilitas Tes= 0.91

Nama berkas: D:\COLLEGE FOLDER\8TH SEMESTER\DATA COLLECTION\SCORE.ANA

No.Urut	No. Subyek	Kode>Nama Subyek	Skor Ganjil	Skor Genap
18	1	1 Eugenia Asyad...	10	8
17	2	2 Gede Aryana P...	8	9
22	3	3 Gede Bayu Suk...	12	10
40	4	4 Gede Brandon ...	21	19
29	5	5 Gede Demeitri...	17	12
38	6	6 Gede Esa Prad...	21	17
40	7	7 Gede Verel Ad...	22	18
40	8	8 I Gede Dega W...	21	19
37	9	9 I Kadek Candr...	19	18

35	10	10	I Made Satria...	18	17
38	11	11	I Made Wahyu ...	22	16
36	12	12	I Putu Deni A...	20	16
37	13	13	I Putu Galang...	20	17
34	14	14	I Putu Hanand...	20	14
12	15	15	Ida Ayu Putu ...	7	5
38	16	16	Kadek Aditya ...	20	18
38	17	17	Kadek Adrian ...	21	17
26	18	18	Kadek Bagus A...	14	12
33	19	19	Kadek Febi Ru...	21	12
34	20	20	Kadek Nitya P...	20	14
36	21	21	Kadek Surya N...	20	16
37	22	22	Komang Budi G...	20	17
35	23	23	Komang Triyan...	19	16
29	24	24	Made Djodi Ra...	17	12
35	25	25	Ni Kadek Nand...	21	14
32	26	26	Ni Ketut Eri ...	21	11
31	27	27	Ni Luh Putu M...	17	14
21	28	28	Ni Putu Angel...	11	10
27	29	29	Ni Putu Sasih...	14	13
36	30	30	Nyoman Tri Da...	20	16
40	31	31	Putu Andi Eka...	21	19
32	32	32	Putu Ariesta ...	18	14
30	33	33	Putu Ayu Rini...	17	13
16	34	34	Putu Dila Pur...	7	9
20	35	35	Putu Dini Win...	9	11

KELOMPOK UNGGUL & ASOR

=====

Kelompok Unggul

Nama berkas: D:\COLLEGE FOLDER\8TH SEMESTER\DATA COLLECTION\SCORE.ANA

							1	2	3	4	5
6	7	No Subyek	Kode/Nama Subyek	Skor	1	2	3	4	5		
6	7										
1	1	4	Gede Brandon ...	40	1	-	1	1	1		
1	1	7	Gede Verel Ad...	40	1	-	1	1	1		
1	1	8	I Gede Dega W...	40	1	1	1	1	1		
1	1	31	Putu Andi Eka...	40	1	1	1	1	1		
1	1	6	Gede Esa Prad...	38	1	1	1	1	1		
1	1	11	I Made Wahyu ...	38	1	-	1	1	1		
1	1	16	Kadek Aditya ...	38	1	-	1	1	1		
1	1	17	Kadek Adrian ...	38	-	1	1	1	1		
1	1	9	I Kadek Candr...	37	1	-	1	1	1		
9	9	Jml Jwb Benar			8	4	9	9	9		

							8	9	10	11	12
13	14	No Subyek	Kode/Nama Subyek	Skor	8	9	10	11	12		
13	14										
1	1	4	Gede Brandon ...	40	1	-	-	1	1		
1	1	7	Gede Verel Ad...	40	1	1	-	1	1		
1	1	8	I Gede Dega W...	40	1	-	-	1	1		
-	1	31	Putu Andi Eka...	40	1	1	-	1	1		
1	1	6	Gede Esa Prad...	38	1	-	-	1	1		
1	1	11	I Made Wahyu ...	38	1	1	-	1	1		
1	1	16	Kadek Aditya ...	38	1	-	-	1	1		
-	1	17	Kadek Adrian ...	38	1	-	-	1	1		
1	-	9	I Kadek Candr...	37	1	-	-	1	1		
-	1	Jml Jwb Benar			9	3	0	9	9		
6	8										

		15	16	17	18	19
20	21					

No.Urut	No Subyek	Kode>Nama Subyek	Skor	15	16	17	18	19
20	21							
1	1	4 Gede Brandon ...	40	1	1	1	-	1
1	1	7 Gede Verel Ad...	40	1	1	1	-	1
1	1	8 I Gede Dega W...	40	1	1	1	-	1
1	1	31 Putu Andi Eka...	40	1	-	1	1	1
1	1	6 Gede Esa Prad...	38	1	1	1	1	1
1	1	11 I Made Wahyu ...	38	1	1	1	1	1
1	1	16 Kadek Aditya ...	38	1	1	1	-	1
1	1	17 Kadek Adrian ...	38	1	1	1	1	1
1	1	9 I Kadek Candr...	37	1	1	1	-	1
9	9	Jml Jwb Benar		9	8	9	4	9

No.Urut	No Subyek	Kode>Nama Subyek	Skor	22	23	24	25	26
27	28							
1	1	4 Gede Brandon ...	40	1	1	1	1	1
1	-	7 Gede Verel Ad...	40	1	-	1	1	1
1	-	8 I Gede Dega W...	40	1	1	1	1	1
1	1	31 Putu Andi Eka...	40	1	1	1	1	1
1	-	6 Gede Esa Prad...	38	1	1	-	1	-
1	-	11 I Made Wahyu ...	38	1	1	-	1	-
1	-	16 Kadek Aditya ...	38	1	-	1	1	1
1	1	17 Kadek Adrian ...	38	1	1	-	1	1
1	1	9 I Kadek Candr...	37	1	-	1	1	1
9	4	Jml Jwb Benar		9	6	6	9	7

No.Urut	No Subyek	Kode>Nama Subyek	Skor	29	30	31	32	33
34	35							
1	1	4 Gede Brandon ...	40	1	1	1	1	1
1	1	7 Gede Verel Ad...	40	1	1	1	1	1

1	1	3	8	I Gede Dega W...	40	1	1	1	1	1
1	1	4	31	Putu Andi Eka...	40	1	1	1	1	-
1	1	5	6	Gede Esa Prad...	38	1	1	-	1	1
1	1	6	11	I Made Wahyu ...	38	1	1	-	1	1
1	1	7	16	Kadek Aditya ...	38	1	1	1	1	1
1	1	8	17	Kadek Adrian ...	38	1	1	1	1	1
-	1	9	9	I Kadek Candr...	37	1	1	-	1	1
1	1									
8	9			Jml Jwb Benar		9	9	6	9	8

No.Urut	No Subyek	Kode>Nama Subyek	Skor	36	37	38	39	40
41	42			36	37	38	39	40
41	42							
1	1	4	Gede Brandon ...	40	1	1	1	1
1	1	7	Gede Verel Ad...	40	1	1	1	1
1	1	8	I Gede Dega W...	40	1	1	1	1
1	1	31	Putu Andi Eka...	40	-	1	1	1
1	1	6	Gede Esa Prad...	38	-	1	1	1
1	1	11	I Made Wahyu ...	38	-	1	1	1
1	1	16	Kadek Aditya ...	38	1	1	1	1
1	1	17	Kadek Adrian ...	38	1	1	1	1
1	-	9	I Kadek Candr...	37	-	1	1	1
1	1							
9	8			Jml Jwb Benar	5	9	9	9

No.Urut	No Subyek	Kode>Nama Subyek	Skor	43	44	45
1	4	Gede Brandon ...	40	-	1	1
2	7	Gede Verel Ad...	40	1	1	1
3	8	I Gede Dega W...	40	1	1	1
4	31	Putu Andi Eka...	40	1	1	-
5	6	Gede Esa Prad...	38	1	1	1
6	11	I Made Wahyu ...	38	1	1	1
7	16	Kadek Aditya ...	38	1	1	1
8	17	Kadek Adrian ...	38	1	1	1
9	9	I Kadek Candr...	37	1	1	1
		Jml Jwb Benar		8	9	8

Kelompok Asor

Nama berkas: D:\COLLEGE FOLDER\8TH SEMESTER\DATA COLLECTION\SCORE.ANA

					1	2	3	4	5
6	7	No Subyek	Kode>Nama Subyek	Skor	1	2	3	4	5
6	7								
1	1	29	Ni Putu Sasih...	27	1	-	1	1	1
1	1	18	Kadek Bagus A...	26	-	-	1	1	1
1	1	3	Gede Bayu Suk...	22	1	-	1	1	1
1	1	28	Ni Putu Angel...	21	-	-	1	1	-
-	-	35	Putu Dini Win...	20	1	-	1	1	-
-	-	1	Eugenia Asyad...	18	-	1	1	1	1
-	-	2	Gede Aryana P...	17	1	-	1	1	1
-	1	34	Putu Dila Pur...	16	-	-	1	1	-
-	-	15	Ida Ayu Putu ...	12	1	-	1	1	1
1	1	Jml Jwb Benar			5	1	9	9	6
4	5								

					8	9	10	11	12
13	14	No Subyek	Kode>Nama Subyek	Skor	8	9	10	11	12
13	14								
-	-	29	Ni Putu Sasih...	27	1	-	-	1	1
1	-	18	Kadek Bagus A...	26	1	-	-	-	-
1	-	3	Gede Bayu Suk...	22	1	-	-	-	-
1	1	28	Ni Putu Angel...	21	1	-	1	1	1
1	1	35	Putu Dini Win...	20	1	-	1	-	1
1	1	1	Eugenia Asyad...	18	-	-	-	-	1
1	1	2	Gede Aryana P...	17	1	-	-	-	1
1	1	34	Putu Dila Pur...	16	1	-	1	-	1
1	1	15	Ida Ayu Putu ...	12	1	-	-	-	-
1	-	Jml Jwb Benar			8	0	3	2	6
8	5								

15 16 17 18 19

20 21

No.Urut	No Subyek	Kode/Nama Subyek	Skor	15	16	17	18	19
20	21							
1	1	29 Ni Putu Sasih...	27	-	-	1	-	-
-	-	18 Kadek Bagus A...	26	-	1	1	-	-
-	-	3 Gede Bayu Suk...	22	-	-	1	-	-
1	-	28 Ni Putu Angel...	21	1	1	1	-	1
1	-	35 Putu Dini Win...	20	1	-	1	-	1
1	1	1 Eugenia Asyad...	18	1	-	1	-	1
1	-	2 Gede Aryana P...	17	1	-	-	-	-
1	-	34 Putu Dila Pur...	16	1	-	1	-	1
-	-	15 Ida Ayu Putu ...	12	-	1	1	-	1
6	2	Jml Jwb Benar		5	3	8	0	5

No.Urut	No Subyek	Kode/Nama Subyek	Skor	22	23	24	25	26
27	28							
27	28							
-	-	29 Ni Putu Sasih...	27	1	1	-	-	-
-	-	18 Kadek Bagus A...	26	1	1	-	1	-
-	-	3 Gede Bayu Suk...	22	-	1	-	-	-
-	-	28 Ni Putu Angel...	21	1	-	-	1	-
-	-	35 Putu Dini Win...	20	-	-	1	1	-
-	-	1 Eugenia Asyad...	18	-	1	-	-	-
-	-	2 Gede Aryana P...	17	-	1	-	-	-
-	-	34 Putu Dila Pur...	16	-	-	1	1	-
-	-	15 Ida Ayu Putu ...	12	1	-	-	-	-
0	0	Jml Jwb Benar		4	5	2	4	0

No.Urut	No Subyek	Kode/Nama Subyek	Skor	29	30	31	32	33
34	35							
34	35							
1	1	29 Ni Putu Sasih...	27	1	1	-	1	1
1	1	18 Kadek Bagus A...	26	1	1	-	1	1

1	-	3	3	Gede Bayu Suk...	22	1	1	-	1	1
1	1	4	28	Ni Putu Angel...	21	1	-	-	-	-
-	1	5	35	Putu Dini Win...	20	-	1	-	-	1
-	1	6	1	Eugenia Asyad...	18	-	-	-	-	-
1	-	7	2	Gede Aryana P...	17	-	1	-	-	-
-	-	8	34	Putu Dila Pur...	16	-	1	-	-	-
-	-	9	15	Ida Ayu Putu ...	12	-	-	-	-	-
5	5			Jml Jwb Benar		4	6	0	3	4

No.Urut	No Subyek	Kode>Nama Subyek	Skor	36	37	38	39	40	
41	42			36	37	38	39	40	
41	42								
1	1	29	Ni Putu Sasih...	27	-	1	1	-	1
1	1	18	Kadek Bagus A...	26	-	1	1	1	1
1	1	3	Gede Bayu Suk...	22	-	-	1	1	1
-	-	28	Ni Putu Angel...	21	1	1	-	-	-
-	-	35	Putu Dini Win...	20	1	-	-	-	1
-	-	1	Eugenia Asyad...	18	1	1	1	-	-
1	1	2	Gede Aryana P...	17	-	-	-	-	-
-	1	8	Putu Dila Pur...	16	-	-	-	1	-
-	-	9	15	Ida Ayu Putu ...	12	-	-	-	-
4	5			Jml Jwb Benar	3	4	4	3	4

No.Urut	No Subyek	Kode>Nama Subyek	Skor	43	44	45	
1		29	Ni Putu Sasih...	27	1	1	-
2		18	Kadek Bagus A...	26	1	1	-
3		3	Gede Bayu Suk...	22	1	1	-
4		28	Ni Putu Angel...	21	-	-	1
5		35	Putu Dini Win...	20	-	1	-
6		1	Eugenia Asyad...	18	-	1	-
7		2	Gede Aryana P...	17	-	1	-
8		34	Putu Dila Pur...	16	-	-	-
9		15	Ida Ayu Putu ...	12	-	-	-
			Jml Jwb Benar		3	6	1

DAYA PEMBEDA

=====

Jumlah Subyek= 35

Klp atas/bawah(n)= 9

Butir Soal= 45

Nama berkas: D:\COLLEGE FOLDER\8TH SEMESTER\DATA COLLECTION\SCORE.ANA

No Butir Baru	No Butir Asli	Kel. Atas	Kel. Bawah	Beda	Indeks DP (%)
1	1	8	5	3	33.33
2	2	4	1	3	33.33
3	3	9	9	0	0.00
4	4	9	9	0	0.00
5	5	9	6	3	33.33
6	6	9	4	5	55.56
7	7	9	5	4	44.44
8	8	9	8	1	11.11
9	9	3	0	3	33.33
10	10	0	3	-3	33.33
11	11	9	2	7	77.78
12	12	9	6	3	33.33
13	13	6	8	-2	22.22
14	14	8	5	3	33.33
15	15	9	5	4	44.44
16	16	8	3	5	55.56
17	17	9	8	1	11.11
18	18	4	0	4	44.44
19	19	9	5	4	44.44
20	20	9	6	3	33.33
21	21	9	2	7	77.78
22	22	9	4	5	55.56
23	23	6	5	1	11.11

44.44	24	24	6	2	4
55.56	25	25	9	4	5
77.78	26	26	7	0	7
100.00	27	27	9	0	9
44.44	28	28	4	0	4
55.56	29	29	9	4	5
33.33	30	30	9	6	3
66.67	31	31	6	0	6
66.67	32	32	9	3	6
44.44	33	33	8	4	4
33.33	34	34	8	5	3
44.44	35	35	9	5	4
22.22	36	36	5	3	2
55.56	37	37	9	4	5
55.56	38	38	9	4	5
66.67	39	39	9	3	6
55.56	40	40	9	4	5
55.56	41	41	9	4	5
33.33	42	42	8	5	3
55.56	43	43	8	3	5
33.33	44	44	9	6	3
77.78	45	45	8	1	7

TINGKAT KESUKARAN

=====

Jumlah Subyek= 35

Butir Soal= 45

Nama berkas: D:\COLLEGE FOLDER\8TH SEMESTER\DATA COLLECTION\SCORE.ANA

No	Butir Baru	No Butir Asli	Jml Betul	Tkt. Kesukaran(%)	Tafsiran
	1	1	30	85.71	Sangat Mudah
	2	2	8	22.86	Sukar

Mudah	3	3	35	100.00	Sangat
Mudah	4	4	35	100.00	Sangat
Mudah	5	5	30	85.71	Sangat
	6	6	29	82.86	Mudah
Mudah	7	7	31	88.57	Sangat
Mudah	8	8	32	91.43	Sangat
	9	9	8	22.86	Sukar
Sukar	10	10	3	8.57	Sangat
	11	11	28	80.00	Mudah
	12	12	29	82.86	Mudah
	13	13	26	74.29	Mudah
	14	14	22	62.86	Sedang
	15	15	26	74.29	Mudah
	16	16	28	80.00	Mudah
Mudah	17	17	34	97.14	Sangat
	18	18	6	17.14	Sukar
	19	19	25	71.43	Mudah
	20	20	29	82.86	Mudah
	21	21	22	62.86	Sedang
	22	22	29	82.86	Mudah
	23	23	25	71.43	Mudah
	24	24	12	34.29	Sedang
	25	25	29	82.86	Mudah
	26	26	11	31.43	Sedang
	27	27	20	57.14	Sedang
	28	28	8	22.86	Sukar
Mudah	29	29	30	85.71	Sangat
Mudah	30	30	31	88.57	Sangat
	31	31	13	37.14	Sedang
	32	32	27	77.14	Mudah
	33	33	29	82.86	Mudah
	34	34	26	74.29	Mudah
	35	35	31	88.57	Sangat
Mudah	36	36	10	28.57	Sukar
	37	37	30	85.71	Sangat
Mudah	38	38	29	82.86	Mudah
	39	39	29	82.86	Mudah
	40	40	27	77.14	Mudah
Mudah	41	41	30	85.71	Sangat
Mudah	42	42	30	85.71	Sangat
	43	43	27	77.14	Mudah
	44	44	32	91.43	Sangat
Mudah	45	45	18	51.43	Sedang

KORELASI SKOR BUTIR DG SKOR TOTAL

=====

Jumlah Subyek= 35

Butir Soal= 45

Nama berkas: D:\COLLEGE FOLDER\8TH SEMESTER\DATA COLLECTION\SCORE.ANA

No Butir Baru	No Butir Asli	Korelasi	Signifikansi
1	1	NAN	NAN
2	2	0.260	-
3	3	NAN	NAN
4	4	NAN	NAN
5	5	0.408	Sangat Signifikan
6	6	0.610	Sangat Signifikan
7	7	0.614	Sangat Signifikan
8	8	0.145	-
9	9	0.236	-
10	10	-0.547	-
11	11	0.479	Sangat Signifikan
12	12	0.407	Sangat Signifikan
13	13	-0.339	-
14	14	0.256	-
15	15	0.351	Signifikan
16	16	0.274	Signifikan
17	17	0.225	-
18	18	0.164	-
19	19	0.273	Signifikan
20	20	0.383	Sangat Signifikan
21	21	0.591	Sangat Signifikan
22	22	0.130	-
23	23	0.204	-
24	24	0.075	-
25	25	0.274	Signifikan
26	26	0.603	Sangat Signifikan
27	27	0.784	Sangat Signifikan
28	28	0.065	-
29	29	0.755	Sangat Signifikan
30	30	0.430	Sangat Signifikan
31	31	0.555	Sangat Signifikan
32	32	0.726	Sangat Signifikan
33	33	0.598	Sangat Signifikan
34	34	0.403	Sangat Signifikan
35	35	0.440	Sangat Signifikan
36	36	0.155	-
37	37	0.595	Sangat Signifikan
38	38	0.705	Sangat Signifikan
39	39	0.682	Sangat Signifikan
40	40	0.576	Sangat Signifikan
41	41	0.768	Sangat Signifikan
42	42	0.498	Sangat Signifikan
43	43	0.630	Sangat Signifikan
44	44	0.644	Sangat Signifikan
45	45	0.557	Sangat Signifikan

Catatan: Batas signifikansi koefisien korelasi sebagai berikut:

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

Bila koefisien = 0,000 berarti tidak dapat dihitung.

KUALITAS PENGECOH

=====

Jumlah Subyek= 35

Butir Soal= 45

Nama berkas: D:\COLLEGE FOLDER\8TH SEMESTER\DATA COLLECTION\SCORE.ANA

No Butir Baru	No Butir Asli	a	b	c	d	e
1	1	30**	0--	4---	1++	0--
2	2	6++	8**	0--	2-	19---
3	3	0	0	35**	0	0
4	4	0	0	35**	0	0
5	5	3---	0--	30**	1++	1++
6	6	1+	1+	0--	29**	4---
7	7	1++	0--	0--	3---	31**
8	8	1+	32**	1+	0--	1+
9	9	8**	16---	0--	0--	11-
10	10	6+	0--	21---	5+	3**
11	11	7---	0--	0--	28**	0--
12	12	0--	0--	6---	29**	0--
13	13	2++	6---	0--	1-	26**
14	14	0--	3++	10---	0--	22**
15	15	26**	0--	0--	9---	0--
16	16	0--	1+	28**	6---	0--
17	17	0--	34**	0--	1---	0--

0	18	18	3-	6**	26---	0--	0--
0	19	19	25**	10---	0--	0--	0--
0	20	20	29**	0--	0--	4---	2+
0	21	21	22**	3++	9---	0--	1-
0	22	22	0--	4---	29**	0--	2+
0	23	23	9---	25**	1-	0--	0--
0	24	24	2-	12**	2-	1--	18---
0	25	25	4---	1+	1+	0--	29**
0	26	26	11**	19---	4+	1--	0--
0	27	27	3++	20**	9---	0--	3++
0	28	28	8**	3-	21---	0--	3-
0	29	29	3---	30**	0--	1++	1++
0	30	30	31**	1++	1++	1++	1++
0	31	31	11--	9-	13**	0--	2-
0	32	32	2++	3+	3+	27**	0--
0	33	33	29**	4---	0--	1+	1+
0	34	34	0--	7---	0--	26**	2++
0	35	35	0--	31**	1++	0--	3---
0	36	36	12--	4+	0--	10**	9+
0	37	37	0--	4---	1++	0--	30**
0	38	38	3--	0--	3--	29**	0--
0	39	39	2+	1+	0--	29**	3--
0	40	40	1-	1-	2++	27**	4--
0	41	41	0--	2-	1++	2-	30**
0	42	42	1++	1++	1++	2-	30**
0	43	43	2++	27**	3+	2++	1-
0	44	44	0--	1+	0--	32**	2---
0	45	45	6+	10---	1--	18**	0--

Keterangan:

** : Kunci Jawaban
 ++ : Sangat Baik
 + : Baik
 - : Kurang Baik
 -- : Buruk
 ---: Sangat Buruk

REKAP ANALISIS BUTIR

=====

Rata2= 31.40

Simpang Baku= 7.81

KorelasiXY= 0.83

Reliabilitas Tes= 0.91

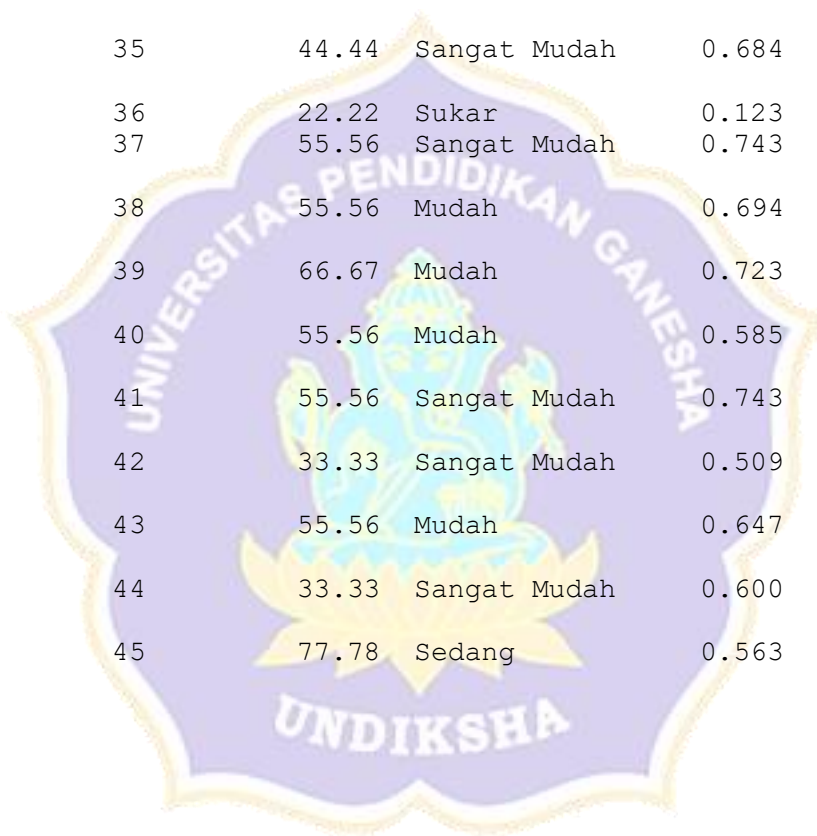
Butir Soal= 45

Jumlah Subyek= 35

Nama berkas: D:\COLLEGE FOLDER\8TH SEMESTER\DATA COLLECTION\SCORE.ANA

Btr Baru	Btr Asli	D.Pembeda(%)	T. Kesukaran	Korelasi	Sign.
Korelasi					
1	1	33.33	Sangat Mudah	0.403	Sangat
Signifikan					
2	2	33.33	Sukar	0.228	-
3	3	0.00	Sangat Mudah	NAN	NAN
4	4	0.00	Sangat Mudah	NAN	NAN
5	5	33.33	Sangat Mudah	0.350	Signifikan
6	6	55.56	Mudah	0.625	Sangat
Signifikan					
7	7	44.44	Sangat Mudah	0.591	Sangat
Signifikan					
8	8	11.11	Sangat Mudah	0.149	-
9	9	33.33	Sukar	0.343	Signifikan
10	10	-33.33	Sangat Sukar	-0.493	-
11	11	77.78	Mudah	0.824	Sangat
Signifikan					
12	12	33.33	Mudah	0.398	Sangat
Signifikan					
13	13	-22.22	Mudah	-0.335	-
14	14	33.33	Sedang	0.232	-
15	15	44.44	Mudah	0.336	Signifikan
16	16	55.56	Mudah	0.555	Sangat
Signifikan					
17	17	11.11	Sangat Mudah	0.321	Signifikan
18	18	44.44	Sukar	0.370	Sangat
Signifikan					
19	19	44.44	Mudah	0.288	Signifikan
20	20	33.33	Mudah	0.378	Sangat
Signifikan					
21	21	77.78	Sedang	0.586	Sangat
Signifikan					
22	22	55.56	Mudah	0.605	Sangat
Signifikan					
23	23	11.11	Mudah	0.173	-
24	24	44.44	Sedang	0.260	-
25	25	55.56	Mudah	0.585	Sangat
Signifikan					

26	26	77.78	Sedang	0.573	Sangat
Signifikan					
27	27	100.00	Sedang	0.780	Sangat
Signifikan					
28	28	44.44	Sukar	0.334	Signifikan
29	29	55.56	Sangat Mudah	0.785	Sangat
Signifikan					
30	30	33.33	Sangat Mudah	0.439	Sangat
Signifikan					
31	31	66.67	Sedang	0.544	Sangat
Signifikan					
32	32	66.67	Mudah	0.727	Sangat
Signifikan					
33	33	44.44	Mudah	0.634	Sangat
Signifikan					
34	34	33.33	Mudah	0.379	Sangat
Signifikan					
35	35	44.44	Sangat Mudah	0.684	Sangat
Signifikan					
36	36	22.22	Sukar	0.123	-
37	37	55.56	Sangat Mudah	0.743	Sangat
Signifikan					
38	38	55.56	Mudah	0.694	Sangat
Signifikan					
39	39	66.67	Mudah	0.723	Sangat
Signifikan					
40	40	55.56	Mudah	0.585	Sangat
Signifikan					
41	41	55.56	Sangat Mudah	0.743	Sangat
Signifikan					
42	42	33.33	Sangat Mudah	0.509	Sangat
Signifikan					
43	43	55.56	Mudah	0.647	Sangat
Signifikan					
44	44	33.33	Sangat Mudah	0.600	Sangat
Signifikan					
45	45	77.78	Sedang	0.563	Sangat
Signifikan					



Appendix 9. Blueprint Post-test

BLUEPRINT (INSTRUMENT)

Materials : Analytical Exposition Text
 Class : Eleventh Grade
 Approach : Traditional Assessment
 Technique : Multiple choice test and Essay Test
 Basic Competency : 3.4 applying social function, text structure, and language features of several analytical exposition texts in the form of oral and written by asking and giving information related to the actual issue in accordance with the context of its use.

Subskills of Reading Comprehension Based on Barrett Taxonomy	Indicator of Reading Comprehension Subskills of Barrett Taxonomy	Items	Percentage	L/H	
Literal Comprehension	Recognition or recall of details	7	23% LOTS Questions	L	
	Recognition or recall of main idea	25		L	
	Recognition or recall of comparison	24		L	
	Recognition or recall of cause and effect relationship	6, 9		L	
Number of Items		5			
Reorganization	Classifying	5			L
	Outlining	2, 10			L
Number of Items		3			

Inferential Comprehension	Inferring main ideas	23	77% HOTS Questions	H
	Inferring supporting details	1, 3, 8, 14, 20, 26, 28, 31		H
	Inferring comparisons	19		H
	Inferring cause and effect relationship	16, 17, 32		H
	Predicting outcomes	18, 33		H
	Interpreting figurative language	27		H
Number of Items		16		
Evaluation	Judgments of fact or opinion	4, 11, 22, 29		H
	Judgment of worth, desirability, and acceptability	12, 21, 30, 34, 35		H
Number of Items		9		
Appreciation	Reactions to the Author's Use of Language	13, 15		H
Number of Items		2		
Total Number of Items			35	

Note:

L: Lower Order Thinking Skill Question

H: Higher Order Thinking Skill Question

Appendix 10. Reading Comprehension Post-Test

Please read the following text carefully to answer questions 1-4!

Text 1

The School Uniform Question

Individualism is a fundamental part of society in many countries. Most people believe in the right to express their own opinion without fear of punishment. This value, however, is coming under fire in an unlikely place—the public school classroom. The issue is school uniforms. Should public school students be allowed to make individual decisions about clothing, or should all students be required to wear a uniform? School uniforms are the better choice for three reasons.

First, wearing school uniforms would help make students' lives simpler. They would no longer have to decide what to wear every morning, sometimes trying on outfit after outfit to choose. Uniforms would not only save time but also would eliminate the stress often associated with this chore.

Second, school uniforms influence students to act responsibly in groups and as individuals. Uniforms give students the message that a school is a special place for learning. Besides, uniforms create a feeling of unity among students. For example, when students do something as a group, such as attend meetings in the auditorium or eat lunch in the cafeteria, the fact that they all wear the same uniform gives them a sense of community. Even more important, statistics show the positive effects that school uniforms have on violence and truancy. According to a recent survey in a large school district in Florida, incidents of school violence dropped by 50 percent, attendance and test scores improved, and student suspensions declined approximately 30 percent after school uniforms were introduced.

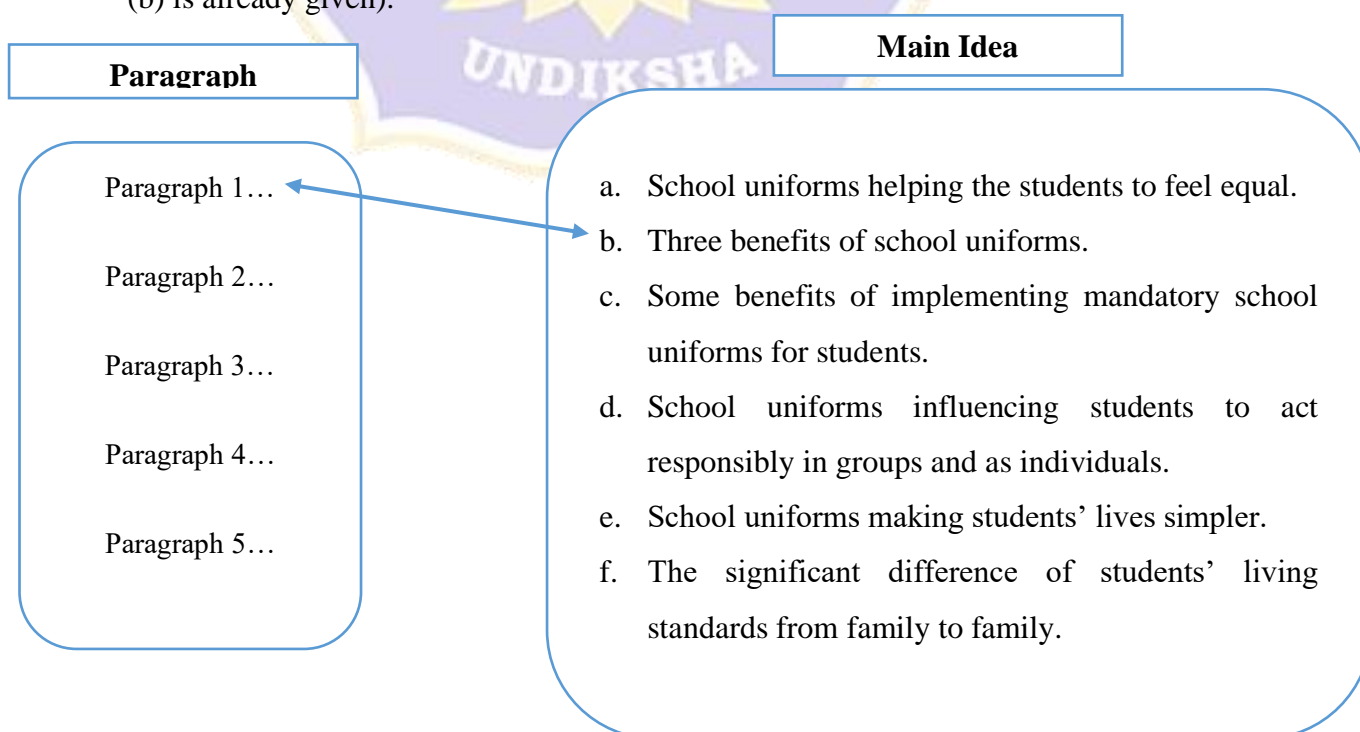
Finally, school uniforms would help make all the students feel equal. Students' living standards differ significantly from family to family, and some are well-off while others are not. People sometimes forget that school is a place to get an education, not to promote a "fashion show." Implementing mandatory school uniforms would make all the students look the same regardless of their financial

status. School uniforms would promote pride and help raise students' self-esteem who cannot afford to wear expensive clothing.

In conclusion, there are many well-documented benefits of implementing mandatory school uniforms for students. It makes their lives simpler. Besides, studies show that students learn better and act more responsibly when they wear uniforms. School uniforms would also help all the students feel equal. Wearing school uniforms could benefit both the students and society as a whole.

(Source: Folse, K. S., Muchmore-Vokoun, A., & Solomon, E. V. (2003). *Great Essays: An Introduction to Writing Essays*. Boston, MA: Heinle Cengage Learning.)

1. What is the main purpose of the text? (Inferring details)
 - a. To persuade the reader about the benefits of wearing school uniforms.
 - b. To convince the reader about the bad impacts of wearing school uniforms.
 - c. To persuade the reader that school uniforms make the students feel equal.
 - d. To persuade the reader that school uniforms create a sense of community.
 - e. To convince the reader about the disadvantages of implementing mandatory school uniforms.
2. Look at the paragraphs of the text on the left side and their possible main ideas on the right side. (An example match between paragraph 1 and its main idea (b) is already given).



Which one is the correct order of the main ideas (based on the order of the paragraph in the text)?

- a. b-e-d-a-f
 - b. b-e-a-d-c
 - c. *b-e-d-a-c*
 - d. b-e-d-c-a
 - e. b-e-d-f-a
3. Which of the following statement is **incorrect**, according to the text? (Inferring details)
- a. School uniforms reducing students' stress.
 - b. School uniforms increasing students' confidence.
 - c. School uniforms making the students feel the same.
 - d. *School uniforms influencing students to be more irresponsible.*
 - e. The positive effects of school uniforms on violence and truancy.
4. Which of the following statement is a fact, according to the text above? (Judgement of fact or opinion)
- a. School uniforms saving students' time.
 - b. School uniforms promoting students' pride.
 - c. School uniforms raising students' self-esteem.
 - d. School uniforms giving the students sense of community.
 - e. *Statistics showing the positive effects of school uniforms on violence and truancy.*

Please read the following text carefully to answer questions number 5-7!

Text 2

Old Enough

When is a person old enough to be responsible for a crime? This question needs to be investigated because the current law is not good enough.

The law at present protects children aged between ten years and fourteen years from being punished for committing crimes. It is believed that children under fourteen years are too young to realize the seriousness of their crimes. Mr Stephen Scarlett, head of the NSW Children's Court, describes how clever young offenders use this defence, saying that they are too young to understand that they have broken

the law. Mr Scarlett, an expert on this subject, states that the age should be dropped from fourteen to twelve years. I agree with this move.

Teenagers these days are far more sophisticated than those in the past. The law should recognize this. In a recent survey, some people suggested that the age for being responsible for a crime should be dropped to eight years old. This, I feel, is too young. Fourteen, however, is too old. Is there anyone who believes that a fourteen-year-old does not know that it is against the law to steal or vandalize property? By the age of twelve, children are aware of what is legal and what is not.

The current law needs to change the age at which a person may be held responsible for a crime. It should be dropped from fourteen years to twelve years since teenagers these days are far more sophisticated than those in the past.

(Source: Anderson, M., & Anderson, K. (1997). *Text Types in English*. Australia: Macmillan.)

5. What is the thesis statement of the text above? (classifying)
 - a. *The current law is not good enough.*
 - b. When a person is old enough to be responsible for a crime.
 - c. Young offenders cleverly use the current law as their defence.
 - d. Children under fourteen years are too young to realize the seriousness of their crimes.
 - e. The present law protects children aged between ten years and fourteen years from being punished for committing crimes.
6. Why does the author agree that the age of a person being responsible for a crime should be dropped from fourteen to twelve years? (Recognition of cause and effect)
 - a. Because children under fourteen years are too young to realize the seriousness of their crimes.
 - b. Because a fourteen-year-old teen does not know that stealing or vandalizing property is against the law.
 - c. Because many offenders are too young to understand that they have broken the law.
 - d. *Because teenagers these days are far more sophisticated, and by the age of twelve, children are aware of what is legal and what is not.*

- e. Because in a recent survey, some people suggested that the age for being responsible for a crime should be dropped to twelve years old.
7. “Teenagers these days are far more **sophisticated** than those in the past.” The word “Sophisticated” has the closest meaning to.... (Recognition of details)
- Naive
 - Innocent
 - Outdated
 - Advanced*
 - Traditional

Please read the following text carefully to answer questions number 8-13!

Text 3

The Homework Revolution

A young girl sits at her desk, reviewing her homework assignments for the evening. English: read three chapters and write a journal response. Math: complete 30 problems, showing all work. Science: do a worksheet, front, and back. This describes a typical weeknight for students across the country. Now is the time to start a homework revolution.

Do students in the United States receive too much homework? According to guidelines endorsed by the National Education Association (NEA), a student should be assigned no more than 10 minutes per grade level per night. For example, a first grader should only have 10 minutes of homework, a second-grader, 20 minutes, and so on. This means that a student in my grade –eleventh- should have no more than 110 minutes of work each night. Yet this is often doubled, sometimes even tripled!

There are some negatives effects of overloading students. Have you ever heard of a child getting sick because of homework? According to William Crain, Ph. D., a professor of psychology at City College of New York and the author of *Reclaiming Childhood*, “Kids are developing more school-related stomachaches, headaches, sleep problems, and depression than ever before.” The average student is glued to his or her desk for almost seven hours a day. Add two to four hours of homework each night, and they are working a 45- to 55-hour week! Besides, a

student who receives excessive homework “will miss out on active playtime, essential for learning social skills, proper brain development, and warding off childhood obesity,” according to Harris Cooper, Ph.D., a professor of psychology and neuroscience at Duke University.

Everybody knows that teachers are the ones who assign homework, but they do not deserve all the blame. “Many teachers are under greater pressure than ever before,” says Kylene Beers, presidents of the National Council for Teachers of English. “Some of it comes from parents, the administration, and the desire for high scores on a standardized test.” Teachers who are under pressure feel the need to assign more homework, but why are not teachers aware of the NEA homework recommendations? Many have never heard of them, never taken a course about good versus bad homework, how much to give, and the research behind it. Teachers are just winging it.

If schools assign less homework, it will benefit teachers, parents, and students alike. Teachers who assign a large amount of homework are often unable to do more than spot-check answers. It means that many errors are missed. Teachers who assign less homework will be able to check it thoroughly. Besides, it allows a teacher time to focus on more important things. “I had more time for planning when I wasn’t grading thousands of problems a night,” says math teacher Joel Wazac at a middle school in Missouri. “And when a student didn’t understand something, instead of a parent trying to puzzle it out, I was there to help them.” The result of assigning fewer Math problems: grades went up, and the school’s standardized Math scores are the highest they have ever been. A student who is assigned less homework will live a healthy and happy life. The family can look forward to stress-free, carefree nights, and, finally, the teachers can too.

So, my fellow Americans, it’s time to stop the insanity. It is time to start a homework revolution.

(Source: Teen Ink Magazine. (2009). The Homework Revolution. Retrieved from <https://www.yumpu.com/en/document/read/3619171/cover-flyawaycover-teen-ink>)

8. What is the purpose of the text above? (inferring details)
- To persuade the reader to blame the teachers for assigning too much homework.
 - To persuade the reader about the benefits of assigning homework sufficiently.
 - To convince the reader that students should receive too much homework.
 - To convince the reader about the benefits of assigning homework.
 - To convince the reader that teachers should assign less homework.*
9. Why do the teachers feel the need to assign more homework? (R. cause and effect)
- Because the teachers are aware of the NEA homework recommendations.
 - Because assigning more homework would benefit teachers, parents, and students.
 - Because the teachers are under pressure from the parents, administrations, and the desire to get high scores from the standardized test.*
 - Because the result of assigning more homework would increase the grades and the school's standardized score.
 - Because the teachers have never taken a course about good versus bad homework, how much to give, and the research behind it.
10. Look at the paragraphs of the text on the left side and their possible main ideas on the right side. (An example match between paragraph 1 and its main idea (b) is already given).

Paragraph

Main Idea

Paragraph 1...

Paragraph 2...

Paragraph 3...

Paragraph 4...

Paragraph 5...

- American students getting too much homework.
- Teachers ignoring NEA homework recommendations.
- Negative effects of getting too much homework.
- Time to start a homework revolution.
- Teachers just winging the homework.
- Benefits of less homework.

Which one is the correct order of the main ideas (based on the order of the paragraph in the text)?

- a. d-a-f-e-c
- b. d-a-c-e-f
- c. d-a-c-b-f
- d. d-a-c-f-e
- e. d-a-f-b-e

11. Which of the following statements is the writer's opinion according to the text? (J. fact and opinion)

- a. *A student who is assigned less homework will live a healthy and happy life.*
- b. According to NEA guidelines, a student should be assigned no more than 10 minutes per grade level per night.
- c. The result of assigning fewer Math problems: grades went up, and the school's standardized Math scores are the highest they have ever been.
- d. According to William Crain, Ph. D., "Kids are developing more school-related stomachaches, headaches, sleep problems, and depression than ever before."
- e. According to Harris Cooper, Ph.D., a student who receives excessive homework "will miss out on active playtime, essential for learning social skills, proper brain development, and warding off childhood obesity."

12. What can we learn from the text? (Judgment of worth)

- a. *Assigning too much homework would not benefit the students nor the teachers.*
- b. We could not blame the teachers for assigning too much homework.
- c. Students in the United States receive too much homework.
- d. The teachers are under pressure, and they feel the need to assign homework.
- e. Students have a higher risk of getting sick when they receive too much homework.

13. “So, my fellow Americans, it’s time to **stop the insanity**. It is time to start a homework revolution.” What might be the reason the writer uses the phrase “stop the insanity”? (Reactions to the Author’s Use of Language)
- The problem over assigning homework had been critical and too much.*
 - Many students go insane because of too much homework.
 - The teachers are obsessed to assign too much homework.
 - Many teachers feel pressure to assign homework.
 - The education system is failing.

Please read the following text carefully to answer questions number 14-22!

Text 4

Who Really Needs Weapon?

Recently Defense Minister Prabowo Subianto announced his intention to buy 15 second-hand Typhoon jet fighters from Austria. Prabowo stated that these planes, which each costs US\$124 million, are needed to equip the Indonesian Military fully, but who are we fighting now? As many countries strengthened themselves with the latest weapons technology in the past wars, we must also equip our doctors and nurses with the best weapons to win this war on Covid-19.

Dozens of the valiant fighters have lost their lives due to Covid-19 infection. We often hear news reports that many patients are not completely honest about their symptoms, and, in many instances, healthcare workers become exposed to the virus as a result. The latest research from the Oxford Covid-19 Evidence Service Team suggests that because healthcare workers have a greater risk of being exposed to the virus repeatedly, their infectious dose or viral load is often higher. It leads to a more serious illness. The high death rate of doctors and nurses in Indonesia and globally show how they are most at risk of becoming infected. Indonesia itself has a 6.5 percent death rate of healthcare workers, and it is the highest in Asia, according to the head of management at the Hasanuddin University Hospital, Irwandy.

This awful statistic demonstrates that we are at war, and the soldiers on the frontline are doctors and nurses. We, as a country, have a responsibility to help and protect them. Increasing the availability of artificial intelligence (AI) technology

and programs in hospitals throughout Indonesia has the potential to protect these healthcare heroes. We should provide the most advanced AI technology and programs to reduce healthcare workers' exposure and increase the care provided to patients. So, protect our healthcare workers with AI.

Homemade AI medical technology has been applied on a small scale in Indonesia. For instance, at the Airlangga University Hospital in Surabaya, RAISA robots deliver food to highly infectious patients to reduce interactions and the risk of transmission. RAISA was developed collaboratively by researchers at the Sepuluh Nopember Institute of Technology (ITS) and the hospital. In order to reduce the risks of healthcare workers throughout the nation, we must scale-up these technologies. AI should be our national defense priority. It will be expensive, but so are Prabowo's fighter jets. Healthcare workers' lives are undeniably more precious.

AI technology has joined the frontline of many countries' fight against this virus. In China, robots provided patients with face masks and hand sanitizer upon arrival at clinics, whereas in Britain, robots have been used in routine sanitation of wards. Furthermore, the major hospital in Brisbane, Australia, has implemented telepresence robots in its Covid-19 ward to facilitate doctor-patient communication. Alibaba has also developed an AI application that compares the brain and lung scans of patients. This cloud-based program is now being used in Ecuador and the Philippines and has a diagnosis accuracy rate of over 90 percent.

While Prabowo emphasizes the need for weapons to protect our country, our healthcare worker heroes are on the battlefield. Artificial Intelligence technology is essential to support our hospitals and build stronger shields to safeguard our doctors and nurses.

(Source: Sikumbang, R. V. (2020, August 06). Who Really Needs Weapons?. The Jakarta Post. Retrieved from <https://www.thejakartapost.com/academia/2020/08/06/who-really-needs-weapons.html>)

14. The main purpose of the text above is to.... (Inferring details)
- persuade the reader that AI should be used to increase the care provided to patients.
 - persuade the readers that AI should be used for other countries as the frontline in coping with Covid-19.
 - persuade the reader that currently, AI should be the national defence priority to protect Indonesian healthcare workers rather than buy jet fighter.*
 - convince the reader that dozens of healthcare workers in Indonesia have lost their lives because of Covid-19 infection.
 - convince the reader that dozens of healthcare workers have lost their lives because of inadequate medical equipment.
15. “Dozens of the **valiant fighters** have lost their lives due to Covid-19 infection.” What might be the reason the writer uses the phrase “valiant fighters”? (Reactions to the Author’s Use of Language)
- Many soldiers fight bravely in overcoming Covid-19.
 - The healthcare workers’ heroic efforts overcome Covid-19.*
 - The healthcare workers are not afraid of Covid-19 transmission.
 - Doctors and nurses sacrifice themselves to be infected by Covid-19.
 - Doctors and nurses are the frontline soldiers in coping Covid-19 outbreak.
16. Why do the doctors and nurses have a high death rate from Covid-19, according to the text? (inferring of cause and infect)
- Because they are mentally and physically exhausted.
 - Because they are left in charge without any experience.
 - Because they are not equipped with proper protective equipment.
 - Because they have a serious illness before being infected by the virus.
 - Because they have a greater risk of being exposed to the virus repeatedly.*

17. Why is AI essential to support hospitals? (inferring of cause and effect)
- Because it has the potential to reduce virus transmission.*
 - Because it has the potential to replace the role of healthcare workers.
 - Because it has the potential to increase the death rate of healthcare workers.
 - Because it has the potential to prevent interaction among healthcare workers.
 - Because it has the potential to prevent patients from lying about their symptoms.
18. What will happen when the researchers succeed in developing AI for supporting the hospitals? (predicting outcome)
- It will increase direct contact between the doctors and patients.
 - It will reduce virus transmission and improve service quality.*
 - It will take over everything and decrease healthcare quality.
 - It will replace the role of healthcare workers in hospitals.
 - It will increase the death rate among patients.
19. What can we infer about the application of AI technology in Indonesia and other countries in overcoming the Covid-19 pandemic? (Inferring comparison)
- Indonesia has just applied AI technology on a small scale, while in other countries, such as China and Australia, AI technology has been more commonly applied.*
 - Indonesia has developed telepresence robots to facilitate doctor-patient communication, whereas Australia has developed robots to deliver food to highly infectious patients.
 - Indonesia has used robots to deliver food to highly infectious patients, while China has implemented telepresence robots in its Covid-19 ward to facilitate doctor-patient communication.
 - Robots have been developed to provided patients with face masks and hand sanitizer upon arrival at hospitals in Indonesia, while Australia has developed telepresence robots to facilitate doctor-patient communication.
 - Robots have been used in routine sanitation of wards in many hospitals in Indonesia, while Australia has developed an AI application that compares the brain and lung scans of patients with 90 percent diagnostic accuracy.

20. Which of the following statement is **incorrect** according to the text? (inferring details)
- AI can be used to reduce the risk of virus transmission.
 - Indonesia has the lowest death rate of healthcare workers in Asia.*
 - Defense Minister plans to buy 15 second-hand Typhoon jet fighters.
 - Being repeatedly infected by Covid-19 can cause more serious illness.
 - Indonesian researchers have developed a medical assistant robot named RAISA.
21. What can we learn from the text? (Judgement of worth)
- We, as a country, should choose which one is more priority by diverting jet purchase funds to develop AI technology to protect healthcare workers.*
 - We have to increase our awareness of the high risk of being infected by Covid-19.
 - We need to prevent virus transmission by adhering Covid-19's health protocols.
 - We should support the government to develop AI technology.
 - We can imitate the advanced technology in other countries.
22. Which of the following statements is an opinion, according to the text? (J. of opinion)
- According to Irwandy, the head of management at Hasanuddin University Hospital, Indonesia has a 6.5 percent death rate of healthcare workers, which is the highest in Asia.
 - According to Oxford Covid-19 Evidence Service Team, healthcare workers have a higher infectious dose or viral load due to the risk of being exposed to the virus repeatedly.
 - We should provide the most advanced AI technology and programs to reduce healthcare workers' exposure and increase the care provided to patients.*
 - RAISA was developed collaboratively by researchers at Sepuluh Nopember Institute of Technology (ITS) and Airlangga University Hospital.
 - Alibaba has developed an AI application that compares the brain and lung scans of patients.

Please read the following text carefully to answer questions number 23-30!

Text 5

Video Game Addiction

In the 19th century, if you asked a thirteen-year-old boy what he did in his spare time, he would probably talk about helping his parents on the farm. Now, we live in a new age, the era where 97% of children aged 12-17 would reply "video games" to that question. This massive percentage is horrifying to me, yet some will sense nothing wrong with it. These people frequently argue, "But videogames are not that bad," "Some games improve hand-eye coordination and analytical thinking skills." "They are not harmful to the body." Video games often appear harmless, but they can be very damaging to children and teens who are lacking in self-control.

The dangers of video gaming can be summarized in one word: addiction. The problem with video gaming is that unless controlled or limited by a third party, it is both chemically and mentally addictive. Studies have shown that excitement from playing video games causes the human brain to release an addictive chemical, dopamine. Moreover, major game manufacturers hire expert psychologists to study their games and ensure that each game contains addictive components. Psychologically, video game addiction is explained through what is called 'the God effect.' It means that players receive the ability to control and manipulate everything in the game, something very attractive for teens without any substantial influences in the real world.

Moreover, video game addiction, similar to substance addiction, contains enough hazards to critically corrupt one's life. An example is found in Elyria, Ohio, where a seventeen-year-old boy named Daniel Petric shot his parents in the head after they confiscated his copy of 'Halo 3.' His mother was killed, his father was wounded due to the gunshots, and the troubled teen fled the murder scene with solely one item in his possession: the 'Halo 3' game. Petric may exemplify one extremely severe and uncommon case, but there are countless adolescents in our nation suffering from video game addiction. These kids often find themselves without friends or interest in any other hobbies, and their lives without meaning other than gaming.

Additionally, getting hooked on playing video games is a huge waste of time. Studies show that the average male gamer plays for around six to eleven hours a day on weekends and about an hour on weekdays. This excessive time consumed on video games is the time that could have been spent doing homework, playing sports, or even being with friends. Besides, wasting hours a week playing video games could reduce an individual's chances of achieving their full potential.

Playing video games without self-control can be very damaging to children and teens. It leads them to harmful addiction and wastes a lot of time.

(Source: Teen Ink. (2009). Video Game Addiction. Retrieved from https://www.teenink.com/opinion/movies_music_tv/article/82305/Video-Game-Addiction)

23. What is the text mainly discussed? (inferring the main idea)
- The similarity between video game addiction and substance addiction.
 - The difference between 19th-century kids and millennium kids.
 - The ways to minimize video game addiction for the youths.
 - The harmful effects of video game addiction.*
 - The waste of time playing video games.
24. According to the text, what is the difference between 19th-century kids and today's kids in spending their spare time? (recognition of comparison)
- 19th-century kids spent their spare time helping their parents on the farm, whereas today's kids usually play video games.*
 - 19th-century kids spent their spare time playing traditional games, whereas today's kids usually play video games.
 - 19th-century kids spent their spare time picnicking on the farm, whereas today's kids usually play video games.
 - 19th-century kids spent their spare time reading books, whereas today's kids usually play video games.
 - 19th-century kids spent their spare time watching plays, whereas today's kids usually play video games.

25. What is the writer's point of view about video games? (recognition of main idea)
- Video games are not harmful to the body.
 - One of the dangers of video gaming is addiction.
 - People frequently argue that video games are not that bad.
 - Video games can be very damaging for children and teens who are addicted.*
 - We are living in a new era where 97% of children spend their time playing video games.
26. “Video games often appear harmless, but they can be very damaging to children and teens who are **lacking in self-control.**” What do the words “**lacking in self-control**” imply? (inferring details)
- Bearable
 - Addicted.*
 - Inhibited
 - Endurable
 - Unreasonable.
27. “Additionally, getting **hooked on** playing video games is a huge waste of time.” What is the meaning of “**hooked on**”? (Interpreting figurative language)
- To make a difficult situation even worse for someone.
 - To make things appear well when they are not.
 - To save oneself from harm or injury.
 - A process of action has been started.
 - To be addicted to something.*
28. Which of the following statement is **correct**, according to the text? (Inferring detail)
- Video games have some benefits.
 - The average male gamer plays for around four to eleven hours a day.
 - All of the people agree that video games are damaging.
 - The excitement from playing video games causes the human brain to release an addictive chemical.*
 - Major game companies hire expert psychologists to study their games and ensure that each game does not contain addictive components.

29. According to the text, which of the following statements is an opinion? (J. of fact and opinion)
- A seventeen-year-old boy in Ohio shoots his parents in the head after they confiscate his video game.
 - Studies show that excitement from playing video games causes the human brain to release dopamine.
 - Studies show that the average male gamer plays for around six to eleven hours a day on weekends.
 - Video games appear harmless, but they can be dangerous to children and teens who are addicted.*
 - Psychologically, video game addiction is explained through what is called 'the God effect.'
30. How does the text benefit the readers? (Judgement of worth)
- It encourages readers that video games should be banned.
 - It increases readers' awareness to boycott video game companies.
 - It provides information about how to recover from video game addiction.
 - It raises readers' awareness about the harmful effects of video game addiction.*
 - It informs the readers that the excitement from playing video games causes addiction.

Please read the following text carefully to answer questions number 31-35!

Text 6

Social Media: Negative Impact on Teenager

Social media is a way for teenagers to express themselves. However, many teenagers do not act like themselves on social media because they feel pressured by other users. Social media has negatively influenced teenagers' emotions by making them feel depressed, altering their bodies' perspectives, and lowering their confidence.

First, social media can be the cause of teenagers' depression. Many cases have been revealed that social media can make teenagers feel worse about themselves. A recent study shows, "Becoming wrapped up in social media can create a negative cycle." When children spend most of their time on social media,

they can start to have negative thoughts and feelings. Since likes and views become significant indicators among social media users, getting lesser likes or views than others can make them feel worse about themselves. Most of the teenagers feel that they are not fit in the circle of media users because of the way they look or act, which is also the major cause of their unstable emotions.

Next, social media alters teen perspectives that also causes them to hate their body image. Social media makes teenagers tend to hate their body image. Kelsey, a teenager that suffered through depression because of social media, saw social media as a thing that could hurt people's body image. In a recent survey, many teenagers generate self-consciousness about how their body looks when they look at skinny people on social media. It gives them body image issues that have major consequences.

Lastly, teens feel that social media lowers their confidence. Kassondra Granata stated, "A new report in the United Kingdom finds that social media is the biggest contributor to the large decrease of confidence in teenage girls." Researchers have suggested that the deterioration of teenage girls' confidence and self-esteem could be directly linked to their online activities. When teenage girls spend too much time online, they may be diminishing their confidence exactly at that moment. The amount of time one spends online can be the main cause of their lowered self-esteem and lowered confidence.

Social media is a necessity in many people's lives, but it is also one of the main causes of teenagers' depression, body image issues, and lowered confidence. Since they are at the age of transition phase where they go through a lot of changes, going online to see pictures of others or getting lesser likes than others may make them feel worse.

(Source: Teen Ink. (2016). Social Media: Negative Impact on Teenager. Retrieved from http://www.teenink.com/opinion/pop_culture_trends/article/891105/Social-Media-A-Negative-Impact-on-Teenagers/)

31. What is the purpose of the text? (Inferring details)
- To persuade the reader that social media causes teenage depression.
 - To persuade the reader about the influence of social media on body image.
 - To convince the reader about how social media affects teenage confidence.
 - To persuade the reader about how social media affects teenage self-esteem.
 - To convince the reader about the negative impact of social media on teenagers.*
32. Why do teenagers feel depressed while using social media? (Inferring cause and effect)
- Because they spend too much time on social media.
 - Because they want to share their lifestyle and become influencers.
 - Because they feel the pressure to keep up with the lifestyle on social media.
 - Because getting enough likes on social media makes them feel pressured to show their best side.
 - Because when they get lesser likes or views than others, it can make them feel worse about themselves.*
33. What will happen if teenagers spend too much time on social media? (Predicting outcome)
- Body image issues
 - Low self-esteem*
 - Self-confidence
 - Obsession
 - Popularity
34. What can we learn about social media from the text? (Judgment of worth)
- Teenagers should not use social media.
 - Teenagers should not follow other users on social media.
 - A major of the posts on social media are extremely significant to the teens.
 - Teenagers should be wiser in using social media and learn to love themselves.*
 - Using social media as a source of entertainment can decrease teenagers' depression.

35. If your friends have emotional issues or their emotions are unstable, what can you suggest to them based on the text? (Judgement of worth)
- a. Spending some time on social media to promote mental health.
 - b. Using social media as the source of entertainment.
 - c. Joining social media to increase self-esteem.
 - d. *Staying away from social media for a while.*
 - e. Using social media to expose the issues.



Appendix 11. Students' Post-Test Score

Post-test Score		
Students	XI MIPA 1 (Experimental Group)	XI MIPA 2 (Control Group)
Students 1	100	97
Students 2	89	91
Students 3	94	71
Students 4	97	83
Students 5	100	86
Students 6	77	100
Students 7	86	91
Students 8	86	86
Students 9	100	97
Students 10	94	71
Students 11	94	97
Students 12	100	77
Students 13	91	77
Students 14	80	97
Students 15	86	100
Students 16	86	86
Students 17	100	83
Students 18	83	91
Students 19	94	71
Students 20	97	89
Students 21	94	86
Students 22	86	94
Students 23	71	83
Students 24	80	71
Students 25	91	63
Students 26	89	91
Students 27	97	80
Students 28	97	80
Students 29	91	83
Students 30	89	97
Students 31	97	100
Students 32	100	91

Appendix 12. Post-Test Score Descriptive Analysis

Descriptives				
			Statistic	Std. Error
Experimental Group	Mean		91.13	1.328
	95% Confidence Interval for Mean	Lower Bound	88.42	
		Upper Bound	93.83	
	5% Trimmed Mean		91.63	
	Median		92.50	
	Variance		56.435	
	Std. Deviation		7.512	
	Minimum		71	
	Maximum		100	
	Range		29	
	Interquartile Range		11	
	Skewness		-.782	.414
	Kurtosis		.201	.809
	Control Group	Mean		86.25
95% Confidence Interval for Mean		Lower Bound	82.65	
		Upper Bound	89.85	
5% Trimmed Mean		86.61		
Median		86.00		
Variance		99.613		
Std. Deviation		9.981		
Minimum		63		
Maximum		100		
Range		37		
Interquartile Range		16		
Skewness		-.482	.414	
Kurtosis		-.524	.809	

Appendix 13. Post-Test Score Inferential Analysis

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental_Group	.149	32	.068	.922	32	.023
Control_Group	.120	32	.200*	.943	32	.093

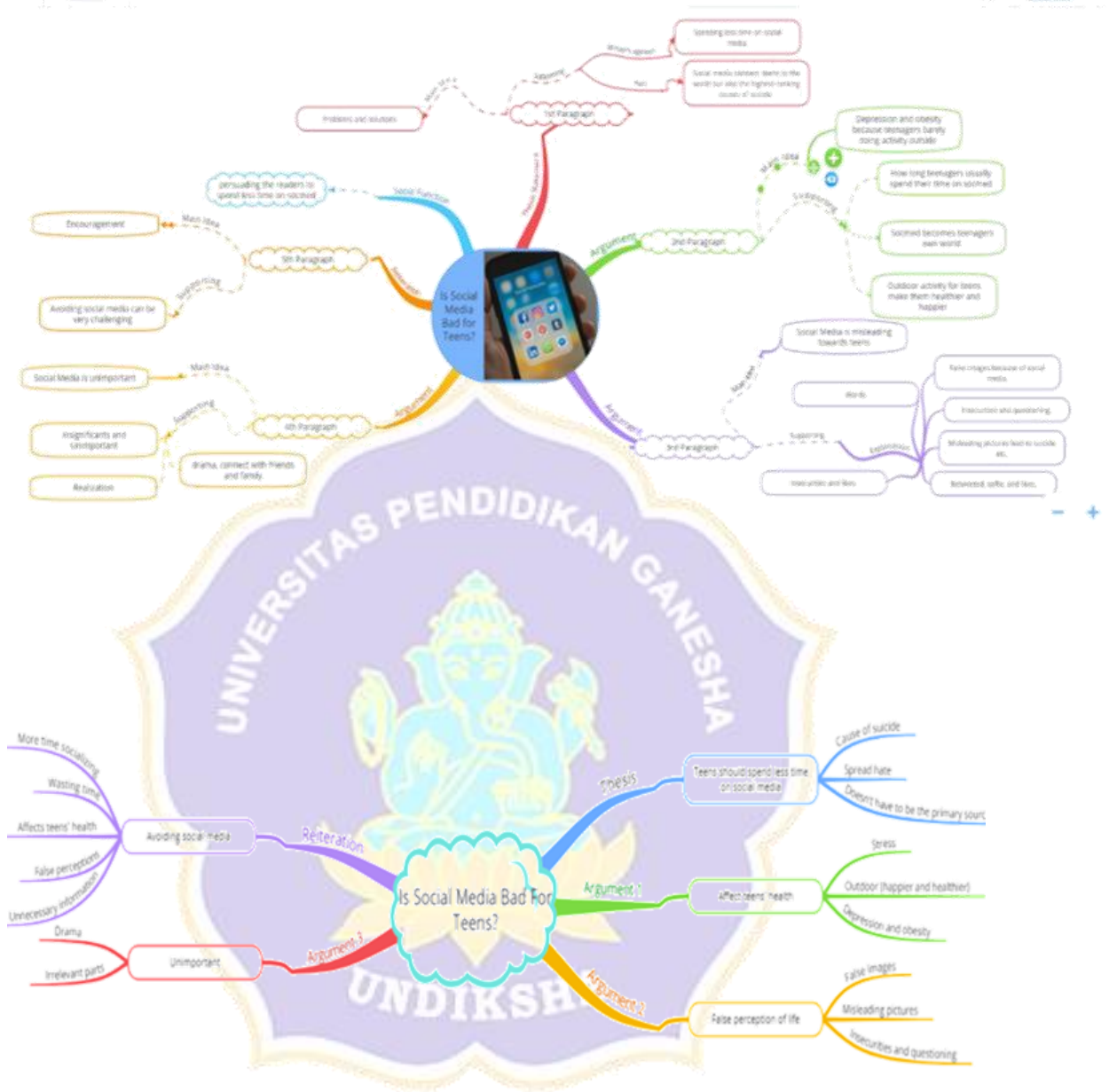
*. This is a lower bound of the true significance.

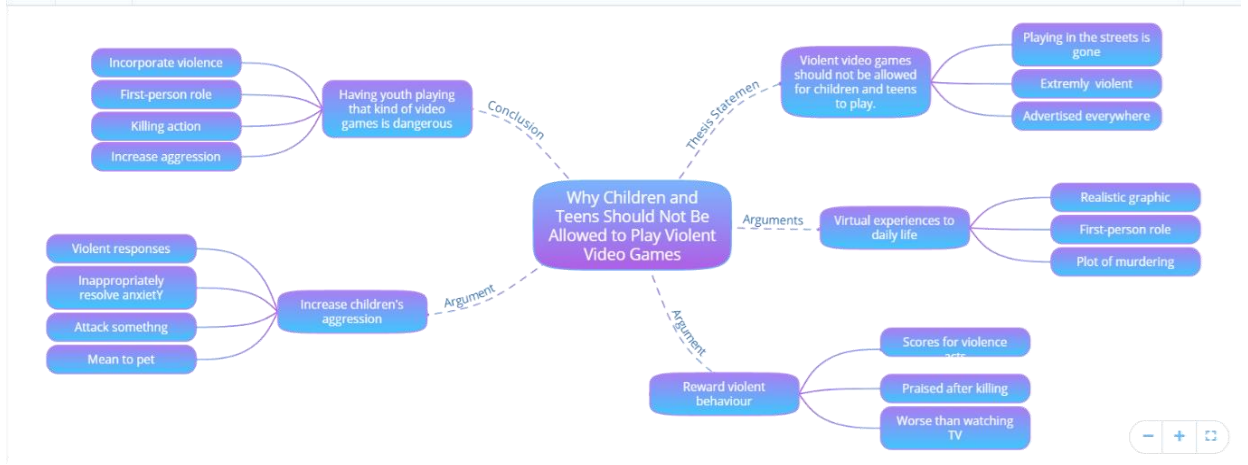
a. Lilliefors Significance Correction

Test of Homogeneity of Variances			
Score			
Levene Statistic	df1	df2	Sig.
2.562	1	62	.115

Independent Samples Test				
		Score		
		Equal variances assumed	Equal variances not assumed	
Levene's Test for Equality of Variances	F	2.562		
	Sig.	.115		
t-test for Equality of Means	t	2.208	2.208	
	df	62	57.591	
	Sig. (2-tailed)	.031	.031	
	Mean Difference	4.875	4.875	
	Std. Error Difference	2.208	2.208	
	95% Confidence Interval of the Difference	Lower	.461	.454
		Upper	9.289	9.296

Appendix 14. Students' Electronic Mind Map

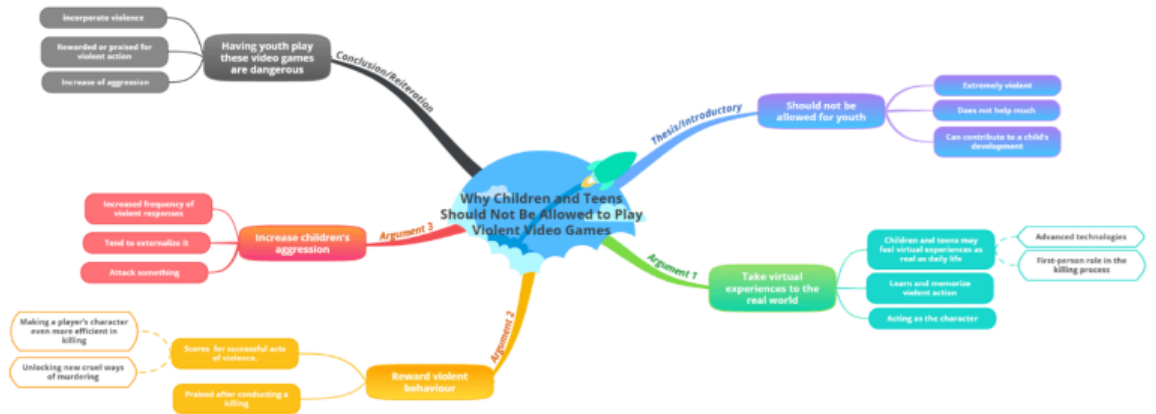




WhatsApp Image...pdf

Show all X





Appendix 15. Documentation

The screenshot shows a WhatsApp chat window for a group named 'XI IPA 1 Wajo'. The chat is in the 'Stream' view. The top navigation bar includes 'Stream', 'Classwork', 'People', and 'Grades'. The first message, dated Sep 7, is from Ida Ayu Fortuna Ningrum and discusses the importance of providing evidence in an analytical exposition text. The second message, also dated Sep 7, is a greeting and an announcement for a Google Form attendance list, including a link: <https://bit.ly/XIIPA1AttendanceList>.

The screenshot shows a WhatsApp chat window for 'XI IPA 1 Wajo' with a large watermark of the Universitas Pendidikan Ganesha logo. The message, dated Oct 19, provides detailed instructions for a pair discussion activity. The instructions are as follows:

1. First, you have to go to "Classwork" page and join the discussion room that has been created under the topic "Pair Stage".
2. Second, in the pairs' discussion room, you are assigned to complete and discuss your worksheet answers.
3. Third, you have to discuss your worksheet answer of Part B based on the mind map that you have created. Each of you must share your mind map by giving a link on "add class comment" section in your room discussion, then use the mind map as the discussion media to strengthen your argument.
4. Fourth, you have to prepare your final answers of worksheet Part B to be shared with the whole class.
5. Fifth, after discussing the answers of worksheet Part B, you can choose and revise one of your mind maps to be submitted.
6. Sixth, you have to submit your final worksheet answers that consist of one final mind map, and the final answer of worksheet Part B on the assignment section "Pair Stage: Final Worksheet Answer".

The message concludes with: "You can ask any questions on the comment section below if you have not understood yet or confused about the instructions. Thank you and keep up the good work!"

Stream Classwork People Grades

Ida Ayu Fortuna Ningrum Oct 5

Time's up everyone, now we have to discuss the results of your discussion with the whole class. We are going to discuss the answers of worksheet Part B (don't forget to use and take a look on your mind map as your reference in doing the discussion). In doing the discussion, you may return to your pair's discussion room to discuss the answer with your partner before sharing it with everyone.

Let's start the discussion, who wants to share the answer number 1?

103 class comments

29_Nyoman Wahyu Nugraha Arya Budhi Oct 5
Hello I'm wahyu, my answer number 1 is B. Because from the text we know the goal is persuade the reader to spend less time on social media.

16_Ketut Luh Arya Darmayanti Oct 5
Hello I'm Arya, my answer number 1 is B.

11_J Putu Wisnu Jaya Wardana Oct 5
Hello miss, my answer no 1 is B. Because in this text is to persuade the reader to spend less time on social media that as we can see on the last paragraph

Ida Ayu Fortuna Ningrum Oct 5
Thank you Wahyu, for becoming the first volunteer... How about the other? Do you agree with Wahyu's answer?

Stream Classwork People Grades

13_Kadek Bella Karunia Sari Oct 5
For number 1, my answer is B miss

19_Made Niken Listyani Oct 5
I have the same answer miss!

20_Made Putra Widyasana Oct 5
My answer for number 1 is B

31_Putu Happy Yudjarta Oct 5
Hello miss, so me and our partner have discussed at first we have different answers where I answer E and my partner answered B. But I think B is the correct answer. Because for E it only states about how social media affects mental health, but the text also stated arguments regarding physical health. And since the purpose of the text is to persuade, the answer B is in context with the text so it's B

23_Ni Luh Winda Meilani Oct 5
hello my name is Winda, my answer/number one is option B, because I think the most suitable goal is option B

Ida Ayu Fortuna Ningrum Oct 5
That's right the answer for number 1 is B to persuade the reader to spend less time on social media

15 Bisnu XI MIPA 1 Oct 5
Hello my name is Bisnu, my answer number one is B because the topic in this text talk about how to reduce time using social media

XI IPA 1
Web

Stream Classwork People Grades

Ida Ayu Fortuna Ningrum Oct 12 (Edited Oct 14)

Time's up everyone, now we have to discuss the results of your discussion with the whole class. We are going to discuss the answers of worksheet Part B (don't forget to use and take a look on your mind map as your reference in doing the discussion). In doing the discussion, you may return to your pair's discussion room to discuss the answer with your partner before sharing it with everyone.

Let's start the discussion from pair 16, for the representative of the group please answer the question number 1

46 class comments

30_Putu Andhika Restu Kurnia Oct 12
Hello, I'm the representative of pair 4 (Andhika, Tio & Shinta). In our opinion the answer for number 1 is C because its supports and relates to the point of view of the writer

32_Putu Indah Githa Cahyani Oct 12
Hello, I'm the representative of pair 16. For the question number 1, I think that the right answer is C, because convince the reader that violent video games are dangerous for children and teens. We can see that on the introductory paragraph.

Ida Ayu Fortuna Ningrum Oct 12
Alright. Thank you for the representative of pair 4 and 16, Andhika and Indah, for answering the question number 1. How about the other pairs? Does anyone have another answer?

13_Kadek Bella Karunia Sari Oct 12

XI IPA 1
Web

Stream Classwork People Grades

03_Putri Dharmayanti Oct 5
my answer is b too miss

Ida Ayu Fortuna Ningrum Oct 5
Yes, that's correct the answer for number 3 is B the excessive use of social media affects teenagers' health. It is the main idea of the second paragraph meanwhile for option D is the supporting detail, so the correct answer is B. Now, let's move to the question number 4, I will choose the pair number 10 to answer the question

07_Gede Tio Ryzaldi Oct 5
for number 3, we little bit confused, we think the answer between option A or option D, because both are exist in the second paragraph, but we prefer option A because it is more suitable being a main idea

22_Ni Kadek Winda Maharani Oct 5
hello miss for number 4, we answer is A

Ida Ayu Fortuna Ningrum Oct 5
+gede.tio13@gmail.com Alright Tio, the main idea of the second paragraph is about how the excessive use of social media affects teenagers' health. It can be seen through the supporting detail that support this sentence as the main idea, such as The average teenager spends a minimum of 2 hours and 20 minutes on social media every day and The time teenagers spend outside has decreased significantly causing more depression and obesity. These supporting details are supporting the main idea of how the excessive use of social media affects teen's health.

Ida Ayu Fortuna Ningrum Oct 5
Alright thank you for the representative of pair number 10. How about the other pairs? Does other pairs

Xi IPA 1 Wajib Stream Classwork People Grades

11_I Putu Wisnu Jaya Wardana Oct 19
 From the lesson today, We have learned to identify the text structure, main idea and the supporting details of analytical exposition text entitled "Global Warming" by making mind map individually and work together in pair. We also have some discussion with our partner about the answer of the worksheet and then sharing it with all friends. Thank you

26_Ni Putu Dhara Deswita Prabha Oct 19
 In today's lesson, we have learn some information about how humans are being responsible for global warming in an analytical text entitled Global Warming. There are three arguments that support this thesis statement, the first argument is how population growth affects global warming by increasing the number of vehicles use, the second argument is deforestation contributes to global warming and the third argument is the use of non-environmentally save products, such as the products that contain aerosol, also contribute to global warming. In conclusion, humans should be able to limit the things that can cause global warming and fix the problem that the humans created. Thank you.

Ida Ayu Fortuna Ningrum Oct 19
 Thank you Wisnu and Dhara for concluding our lesson today. Both of your answers are correct. In today's lesson, we have learned an analytical exposition text entitled "Global Warming". The purpose of this text it to persuade us, as the reader, to believe that Human are responsible for global warming. Moreover, there are three arguments that support the thesis statement. In more detail, we have identified the text structure, main ideas and supporting details of the text into a mind map. You have work individually and in pair in accomplishing the worksheet, before sharing it with all of your friends. Thank You, everyone for your hard work and active participation. In the next meeting, we will have a test about analytical exposition text. So, prepare yourself. See you in the next meeting 🌟🌟🌟

Xi IPA 1 Wajib Stream Classwork People Grades

Pair Stage

- Pair Stage: Final Worksheet Submission** Posted Oct 4
- Discussion Room 16** 14 Edited Oct 4
- Discussion Room 15** 15 Edited Oct 4
- Discussion Room 14** 21 Edited Oct 4
- Discussion Room 13** 40 Edited Oct 4
- Discussion Room 11** 15 Edited Oct 4
- Discussion Room 10** 23 Edited Oct 4

Discussion Room 2

Ni Nyoman Erinaryani • Sep 27 (Edited Oct 4)

100 points

Please compare and discuss your worksheet answers with your partner. Remember that you should submit your final worksheet answers after the discussion.

51 class comments

- 03_Putri Dharmayanti** Oct 5
hai aldo, should we start discussing about the worksheet?
- 04_Dewa Made Rivaldo, K.S.P** Oct 5
Alrigt. My answer for number one is B. How about you?
- 03_Putri Dharmayanti** Oct 5
here is my mind map aldo <https://app.ayoa.com/mindmaps/cc39377e-0c25-4e6d-b6d9-d94d42ed8203> and don't forget to add my email dharmayanti putri25@gmail.com
- 03_Putri Dharmayanti** Oct 5
My answer is B too, it's because the text want to persuade the readers to spend less time on social media. like in my mindmap.
- 04_Dewa Made Rivaldo, K.S.P** Oct 5
Okee, this is my email aldoputra.ap02@gmail.com

- 03_Putri Dharmayanti** Oct 5
how about number 2? my answer is B
- 04_Dewa Made Rivaldo, K.S.P** Oct 5
Same to me, it is because the thesis statement of the text is 'Teens should be encouraged to spend less time on social media'. you can see it on the last sentence of 1st paragraph
- 03_Putri Dharmayanti** Oct 5
alright then. my answer for number 3 is between b or e. im not sure
- 04_Dewa Made Rivaldo, K.S.P** Oct 5
me too. but i think it's e because it leads to 'stress' more. but the question ask for main idea, not main sentence.
- 03_Putri Dharmayanti** Oct 5
that's it! i think the main idea is social media can affect our health. it even can lead to suicide. then i think it's B.
- 04_Dewa Made Rivaldo, K.S.P** Oct 5
i think that's right. let's choose B
- 03_Putri Dharmayanti** Oct 5
okay, it's B then.
- 04_Dewa Made Rivaldo, K.S.P** Oct 5
for number 4, my answer is E, because the main idea of the 3rd paragraph is 'false perception of life portrayed on social media is misleading towards teens.






Discussion Room 5

Ni Nyoman Erinaryani • Sep 27 (Edited Oct 4)

100 points

Please compare and discuss your worksheet answers with your partner. Remember that you should submit your final worksheet answers after the discussion.

29 class comments

- 
10_I Made Yudhaswara Viryavan Oct 5
 Hai wisnu, i've sent my mind map on the submission column below
- 
10_I Made Yudhaswara Viryavan Oct 5
 You can check it now
- 
11_I Putu Wisnu Jaya Wardana Oct 5
 Hi Yudha, yes me too. I have sent my mind map
- 
10_I Made Yudhaswara Viryavan Oct 5
 What do you think about my mind map?
- 
10_I Made Yudhaswara Viryavan Oct 5
 Do you have any suggestion?

?



XI IPA 1
Wajib

Question Student answers

⋮ 

- 
10_I Made Yudhaswara Viryavan Oct 5
 I have seen your mind map, I think in your mind map there are too many sentences. Maybe you should use keywords or phrases instead of full sentences. It won't make the reader's bored.
- 
11_I Putu Wisnu Jaya Wardana Oct 5
 Yes, I have seen your mind map, and I think it is already good, maybe a little bit more sentences there. So you can less a little your sentences.
- 
10_I Made Yudhaswara Viryavan Oct 5
 Okay, how about the task B, do you agree with my answer? Can I see your answer?
- 
11_I Putu Wisnu Jaya Wardana Oct 5
 Yes, you can see my answer. Wat
- 
11_I Putu Wisnu Jaya Wardana Oct 5
 Oh yudha, after I saw your answer, almost all of them are the same, but I have a different opinion with you number 9 and 10.
- 
10_I Made Yudhaswara Viryavan Oct 5
 Can I see your answer?
- 
10_I Made Yudhaswara Viryavan Oct 5
 1. B
 2. B
 3. D
 4. A
 5.

?

Stream Classwork People Grades

View all

Ida Ayu Fortuna Ningrum Oct 5

Time's up everyone, now we have to discuss the results of your discussion with the whole class. We are going to discuss the answers of worksheet Part B (don't forget to use and take a look on your mind map as your reference in doing the discussion). In doing the discussion, you may return to your pair's discussion room to discuss the answer with your partner before sharing it with everyone.

Let's start the discussion, who wants to share the answer number 1?

103 class comments

- 29_Nyoman Wahyu Nugraha Arya Budhi** Oct 5
Hello I'm wahyu, my answer number 1 is B. Because from the text we know the goal is persuade the reader to spend less time on social media.
- 16_Ketut Luh Arya Darmayanti** Oct 5
Hello I'm Arya, my answer number 1 is B.
- 11_I Putu Wisnu Jaya Wardana** Oct 5
Hello miss, my answer no 1 is B. Because in this text is to persuade the reader to spend less time on social media that as we can see on the last paragraph
- Ida Ayu Fortuna Ningrum** Oct 5
Thank you Wahyu, for becoming the first volunteer... How about the other? Do you agree with Wahyu's answer?

Stream Classwork People Grades

UNIVERSITAS PENDIDIKAN GANESHA

- 22_Ni Kadek Windi Maharani** Oct 5
for number 1, my answer is B and I agree with wahyu's answer
- Ida Ayu Fortuna Ningrum** Oct 5
Good job everyone, now let's move to the question number 2, who wants to share the answer of question number 2?
- 03_Putri Dharmayanti** Oct 5
my answer for number 1 is b, because the text want to persuade the readers to spend less time on social media
- 10_I Made Yudhaswara Viryavan** Oct 5
For question number 2, i choose option B miss
- 12_Joycelyn Tan** Oct 5
Hello miss my answer number 2 it's B because thesis is the basic statement and in that text the basic statement is "Teens should be encouraged to spend less time on social media".
- 03_Putri Dharmayanti** Oct 5
my answer for number 2 is B miss. It is because the thesis statement of the text is "teens should be encouraged to spend less time on social media" you can see it on the last sentence of the 1st paragraph
- 23_Ni Luh Winda Meilani** Oct 5
for question number 2, i answered option b miss