

PERANGKAT PEMBELAJARAN

SILABUS PEMBELAJARAN

PENDIDIKAN BUDAYA DAN KARAKTER BANGSA

Mata Pelajaran : Bahasa Inggris

Satuan Pendidikan : SMA / MA

Kelas/Semester : XI / 1

Nama Guru :

NIP/NIK :

Sekolah :

KURIKULUM TINGKAT SATUAN PENDIDIKAN (KTSP)

SILABUS PEMBELAJARAN

Nama Sekolah : SMA / MA
 Mata Pelajaran : Bahasa Inggris
 Kelas / Semester : XI / 1

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
Mendengarkan 1. Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (<i>sustained</i>) dalam konteks kehidupan sehari-hari	1.1 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat, menyatakan puas, dan	<ul style="list-style-type: none"> <i>Responding to expressions of making, accepting and declining an invitation</i> 	<ul style="list-style-type: none"> Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> Percaya diri (keteguhan hati, optimis). Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). Pengambil resiko (suka tantangan, mampu memimpin) Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> Melakukan studi pustaka untuk mengidentifikasi berbagai ungkapan pendapat/rasa puas dan tidak puas beserta responnya. Mendengarkan percakapan interpersonal/transaksional melalui tape secara klasikal Mendiskusikan tindak tutur yang digunakan dan responnya dalam percakapan yang didengar secara berkelompok 	<ul style="list-style-type: none"> Mengidentifikasi kata yang didengar Mengidentifikasi makna kata Mengidentifikasi hubungan antar pembicara Mengidentifikasi makna tindak tutur menyampaikan pendapat Merespon tindak tutur menyampaikan pendapat Mengidentifikasi makna tindak tutur menyatakan puas Merespon tindak tutur menyatakan puas Mengidentifikasi makna tindak tutur menyatakan tidak puas 	Tertulis (PG dan Uraian) Quiz Tugas	1 x 45 1 x 45 4 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet

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	menyatakan tidak puas					<ul style="list-style-type: none"> • Merespon tindak tutur menyatakan tidak puas • Mengidentifikasi konteks situasi 			
	1.2 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menasehati, memperingatkan, meluluskan permintaan, serta menyatakan perasaan <i>relief</i> .	<ul style="list-style-type: none"> • Responding to expressions of making and cancelling an Appointment 	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> • Melakukan studi pustaka untuk mengidentifikasi berbagai ungkapan menasehati /memperingatkan /meluluskan permintaan dan menyatakan perasaan beserta responnya secara kelompok. • Mendengarkan percakapan transaksional /interpersonal melalui tape secara klasikal 	<ul style="list-style-type: none"> • Mengidentifikasi makna tindak tutur menasehati • Merespon tindak tutur menasehati • Mengidentifikasi makna tindak tutur memperingatkan • Merespon tindak tutur memperingatkan • Mengidentifikasi makna tindak tutur meluluskan permintaan • Merespon tindak tutur meluluskan permintaan • Mengidentifikasi makna tindak tutur menyatakan perasaan • Merespon tindak tutur menyatakan perasaan 	<p>Tertulis</p> <p>(PG dan Uraian)</p> <p>Quiz</p> <p>Tugas</p>		<p>Developing English Competencies for Grade X Senior High School (SMA/MA)</p> <p>Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet</p>

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	<i>pain</i> , dan <i>pleasure</i>								
2. Memahami makna teks fungsional pendek dan monolog berbentuk <i>reports, narrative</i> , dan <i>analytical exposition</i> dalam konteks kehidupan sehari-hari	2.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari	<ul style="list-style-type: none"> • Responding to instructions 	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> • Mendengarkan undangan rapat yang disampaikan secara lisan melalui tape secara klasikal. • Mendiskusikan isi dan bentuk bahasa yang digunakan secara berkelompok 	<ul style="list-style-type: none"> • □ Mengidentifikasi topik sebuah teks fungsional pendek yang didengar • Mengidentifikasi informasi tertentu dari teks fungsional pendek yang didengar • Mengidentifikasi tujuan komunikasi teks fungsional pendek yang didengar. 	Tertulis (PG dan Uraian) Quiz Tugas	2 x45 2 x45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet
	2.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar	<ul style="list-style-type: none"> • Responding to instructions 	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, 	<ul style="list-style-type: none"> • Mendengarkan sebuah cerita/laporan /exposisi secara klasikal. • Mendiskusikan isi teks yang 	<ul style="list-style-type: none"> • Mengidentifikasi <i>main idea</i> dari teks report yang didengar • Mengidentifikasi tokoh dari cerita yang didengar 	Tertulis (PG dan Uraian)	1 x 45 1 x 45	Developing English Competencies for Grade X Senior High School

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	dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>report, narrative, dan analytical exposition</i>		cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	bertekad, enerjik). <ul style="list-style-type: none"> • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan) 	didengar secara berpasangan. <ul style="list-style-type: none"> • Mendiskusikan bentuk bahasa lisan berdasarkan teks yang didengar secara kelompok. 	<ul style="list-style-type: none"> • Mengidentifikasi kejadian dalam teks yang didengar • Mengidentifikasi ciri-ciri dari benda/orang yang dilaporkan • Mengidentifikasi kasus yang didengar • Mengidentifikasi argumen yang didengar 	Tugas	1 x 45 1 x 45	(SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet
Berbicara 3. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (<i>sustained</i>) dalam konteks kehidupan sehari-hari	3.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima	<ul style="list-style-type: none"> • <i>Using expressions of making, accepting and declining an invitation</i> 	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan 	Bermain peran secara berkelompok	<ul style="list-style-type: none"> • Menggunakan tindak tutur menyampaikan pendapat • Merespon tindak tutur menyampaikan pendapat • Menggunakan tindak tutur meminta pendapat • Merespon tindak tutur meminta pendapat • Menggunakan tindak tutur 	Tugas Performans	6 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster

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	dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas			(punya perspektif untuk masa depan)		menyatakan puas • Merespon tindak tutur menyatakan puas			Gambar Koran berbahasa Inggris Majalah Internet
	3.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari	• <i>Using expressions of making and cancelling an appointment</i>	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Mendiskusikan tindak tutur yang digunakan dan responnya dalam percakapan yang didengar secara berkelompok	• Menggunakan tindak tutur menasehati • Merespon tindak tutur menasehati • Menggunakan tindak tutur memperingatkan • Merespon tindak tutur memperingatkan • Menggunakan tindak tutur meluluskan permintaan • Merespon tindak tutur meluluskan permintaan • Menggunakan	Tugas Performans	4 x 45 4 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris

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	dan melibatkan tindak tutur: menasehati, memperingatkan, meluluskan permintaan, serta menyatakan perasaan <i>relief</i> , <i>pain</i> , dan <i>pleasure</i>					tindak tutur menyatakan perasaan. • Merespon tindak tutur menyatakan perasaan			Majalah Internet
4. Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk <i>report</i> , <i>narrative</i> dan <i>analytical exposition</i> dalam konteks kehidupan sehari-hari	4.1 Mengungkapkan makna dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari	• Performing a monologue of a procedure text	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Menyampaikan undangan lisan secara individu di depan kelas	• Menggunakan bahasa lisan dalam menyampaikan teks fungsional pendek	Performans	2 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah

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									Internet
	4.2 Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>report</i> , <i>narrative</i> , dan <i>analytical exposition</i>	<ul style="list-style-type: none"> • Performing a monologue of a procedure text 	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> • Melakukan <i>case building</i> berdasarkan kelompok pro dan kontra. • Melakukan debat secara berkelompok dengan tema permasalahan daerah setempat. 	<ul style="list-style-type: none"> • <input type="checkbox"/> Menggunakan kalimat simple present dalam menyampaikan report • Melakukan monolog berbentuk <i>narrative</i> • Melakukan monolog berbentuk <i>analytical exposition</i> • Melakukan debat 	Unjuk kerja	4 x 45 4 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet
Membaca 5. Memahami makna teks fungsional pendek dan esei berbentuk <i>report</i> , <i>narrative</i> dan <i>analytical exposition</i> dalam	5.1 Merespon makna dalam teks fungsional pendek (misalnya <i>banner</i> , <i>poster</i> , <i>pamphlet</i> , dll.) resmi dan tak resmi yang	<ul style="list-style-type: none"> • Identifying the structure of a procedure text 	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, 	<ul style="list-style-type: none"> • Membaca nyaring bermakna teks berita/deskripsi/naratif secara individu • Mendiskusikan berbagai aspek dari teks seperti 	<ul style="list-style-type: none"> • Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar • Mengidentifikasi 	Performans Tertulis	1 x 45 1 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA)

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konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari		menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	enerjik). <ul style="list-style-type: none"> • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan) 	isi, struktur teks, secara berkelompok. <ul style="list-style-type: none"> • Berlatih menggunakan kalimat <i>simple present</i> untuk menyatakan fakta dan kalimat pasif untuk menyatakan inti berita 	topik dari teks yang dibaca <ul style="list-style-type: none"> • Mengidentifikasi informasi tertentu dari teks fungsional pendek 	(PG dan Uraian)	1 x 45	Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet
	5.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk:	<ul style="list-style-type: none"> • Reading procedure texts 	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk 	<ul style="list-style-type: none"> • Membaca nyaring bermakna teks <i>narrative/report/analytical exposition</i> secara individu • Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok. 	<ul style="list-style-type: none"> • Mengidentifikasi makna kata dalam teks yang dibaca. • Mengidentifikasi komplikasi dalam sebuah cerita narasi • Mengidentifikasi kejadian dalam teks yang dibaca • Mengidentifikasi ciri-ciri dari benda/orang yang dilaporkan • Mengidentifikasi kasus yang dibahas dalam teks 	Quiz Tes tertulis Tugas	2 x 45 2 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar

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	<i>report, narrative, dan analytical exposition</i>			masa depan)		<ul style="list-style-type: none"> • Mengidentifikasi argument yang diberikan • Mengidentifikasi langkah-langkah retorika dari teks • Mengidentifikasi tujuan komunikasi teks dibaca 			Koran berbahasa Inggris Majalah Internet
Menulis 6. Mengungkapkan makna dalam teks esei berbentuk <i>report, narrative, dan analytical exposition</i> dalam konteks kehidupan sehari-hari	6.1 Mengungkapkan makna dalam bentuk teks fungsional pendek (misalnya <i>banner, poster, pamphlet, dll.</i>) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari	<ul style="list-style-type: none"> • Writing short instructions 	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> • Membuat <i>draft</i> teks naratif,berita atau deskripsi dengan melakukan <i>chain writing</i>. • Melakukan koreksi 	<ul style="list-style-type: none"> • Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat • Menulis gagasan utama • Mengelaborasi gagasan utama • Membuat <i>draft</i>, merevisi, menyunting • Menghasilkan <i>banner, poster, atau pamphlet</i> 	Tugas Portofolio	1 x 45 1 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	6.2 Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>report</i> , <i>narrative</i> , dan <i>analytical exposition</i>	<ul style="list-style-type: none"> • Writing procedure texts 	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> • Membaca nyaring bermakna teks <i>explanation</i> secara individu • Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok. • Berlatih menggunakan kalimat <i>present tense</i> dalam bentuk kalimat kompleks yang menyatakan proses terjadinya sesuatu dan kalimat yang menyatakan kontra. 	<ul style="list-style-type: none"> • Mengidentifikasi makna kata dalam teks yang dibaca • Mengidentifikasi makna kalimat dalam teks yang dibaca • Mengidentifikasi komplikasi dalam sebuah cerita narasi • Mengidentifikasi kejadian dalam teks yang dibaca • Mengidentifikasi proses sebuah peristiwa • Mengidentifikasi argument yang pro dan kontra dalam teks • Mengidentifikasi langkah-langkah retorika dari teks 	Tugas Portofolio	1 x 45 1 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet

Appendix 2

Paragraph Scoring Rubric adopted by Alice Osima

Scoring Rubric: Paragraph

	Maximum score
Format – 5 Points	
There is a title	2
The title is centered	1
The first line is intended	2
Mechanics – 5 Points	
There is a period, a question mark or an exclamation mark after every sentences	1
Capital letters are used correctly	2
he spelling is correct	2
Content – 50	
There is a thesis on the beginning of the paragraph	10
The paragraph consists of some strong arguments which appropriate with the problem that given	15
The paragraph consists proverb to strengthen the argument	15
There is reinforcement / conclusion on the last paragraph	10
Organization – 20 Points	
The paragraph begins with a topic sentence that has both a topic and controlling idea.	5
The paragraph contains several specific and factual supporting sentence that explain or prove the topic sentence, including at least one example	10
The paragraph ends with an appropriate concluding sentence	5
Grammar and sentence structure – 20 points	
Estimate a grammar and sentence structure score.	20
GRAND TOTAL	100

Appendix 3

T – table

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141

51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079

Appendix 4

The Result of Reliability

STUDENTS'	RATER 1 (X)	RATER 2 (Y)	(X)2	(Y)2	XY
1	32	42	1024	1764	1344
2	30	29	900	841	870
3	40	47	1600	2209	1880
5	56	55.5	3136	3080.25	3108
6	70	64	4900	4096	4480
7	75	71	5625	5041	5325
8	30	29	900	841	870
9	60	63	3600	3969	3780
10	65	34	4225	1156	2210
11	45	40	2025	1600	1800
12	75	72	5625	5184	5400
13	85	88	7225	7744	7480
15	29	29	841	841	841
16	31	41	961	1681	1271
17	65	63.5	4225	4032.25	4127.5
18	58	53	3364	2809	3074
19	31	28.5	961	812.25	883.5
21	56	29	3136	841	1624
22	30	29	900	841	870
23	75	72	5625	5184	5400
24	75	74	5625	5476	5550
25	32	29	1024	841	928
26	84	86.5	7056	7482.25	7266
27	62	65	3844	4225	4030
28	75	72.5	5625	5256.25	5437.5
29	30	29	900	841	870
30	58	55	3364	3025	3190
31	73	71.5	5329	5112.25	5219.5
32	35	31	1225	961	1085
33	84	87	7056	7569	7308
34	55	56	3025	3136	3080
	1701	1636	104871	98491.5	100602
	54.87096774	52.77419355			

The calculation of Reliability of the post-test by Using Pearson-Product moment.

A. Computing means

$$\bar{x} = \frac{\sum x}{N} = \frac{1701}{31} = 54.8$$

$$\bar{y} = \frac{\sum y}{N} = \frac{1656}{31} = 52.8$$

B. Standard Deviation

$S_x = \sqrt{\frac{\sum x^2}{N} - \bar{x}^2}$ $= \sqrt{\frac{104871}{31} - (54.8)^2}$ $= \sqrt{3383 - 3003}$ $= \sqrt{376}$ $= 19$	$S_y = \sqrt{\frac{\sum y^2}{N} - \bar{y}^2}$ $= \sqrt{\frac{10614}{31} - (52.8)^2}$ $= \sqrt{3245 - 2787}$ $= \sqrt{758}$ $= 28$
--	---

C. Pearson r

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

$$= \frac{31 \cdot 100602 - (1701)(1636)}{\sqrt{\{31 \cdot 104871 - (1701)^2\} \{31 \cdot 98492 - (1636)^2\}}}$$

$$= \frac{3118662 - 2782836}{\sqrt{(3251001 - 2893401)(3053252 - 267476)}}$$

$$= \frac{335826}{\sqrt{357600.376756}}$$

$$= \frac{335826}{\sqrt{134727945600}}$$

$$= \frac{335826}{367053}$$

$$= 0,91 \text{ (Very high)}$$

Appendix 5

The Result of Pretest of Experimental and Control Class

STUDENTS	EXPERIMENTAL (X ₁)	CONTROL (X ₂)	EXPERIMENTAL (X ₁) ²	CONTROL (X ₂) ²
1	42	46	1764	2116
2	29	41	841	1681
3	47	41	2209	1681
4	55.5	41	3080.25	1681
5	64	41	4096	1681
6	71	48.5	5041	2352.25
7	29	56	841	3136
8	63	48.5	3969	2352.25
9	34	48.5	1156	2352.25
10	40	48.5	1600	2352.25
11	72	56	5184	3136
12	88	43.5	7744	1892.25
13	29	53.5	841	2862.25
14	41	56	1681	3136
15	63.5	56	4032.25	3136
16	53	48.5	2809	2352.25
17	28.5	32	812.25	1024
18	29	41	841	1681
19	29	53.5	841	2862.25
20	72	21	5184	441
21	74	51	5476	2601
22	29	45.5	841	2070.25
23	86.5	36	7482.25	1296
24	65	51	4225	2601
25	72.5	51	5256.25	2601
26	29	41	841	1681
27	55	63	3025	3969
28	71.5	44.5	5112.25	1980.25
29	31	51	961	2601
30	87	46	7569	2116
31	56	58.5	3136	3422.25
SUM	1636	1459.5	98491.5	70846.75
MEAN	52.77419355	47.08064516	3177.145161	2285.379032

Appendix 6

The Result of Posttest of Experimental and Control Class

STUDENTS	EXPERIMENTAL (X ₁)	CONTROL (X ₂)	EXPERIMENTAL (X ₁) ²	CONTROL (X ₂) ²
1	61.5	58	3782.25	3364
2	54	44.5	2916	1980.25
3	65	46	4225	2116
4	92.5	40	8556.25	1600
5	80	47.5	6400	2256.25
6	93	43	8649	1849
7	70.5	76	4970.25	5776
8	71.5	48.5	5112.25	2352.25
9	79.5	63	6320.25	3969
10	71.5	58	5112.25	3364
11	78	41	6084	1681
12	72.5	41	5256.25	1681
13	64	49.5	4096	2450.25
14	70.5	57.5	4970.25	3306.25
15	85	46	7225	2116
16	70	49	4900	2401
17	67.5	51	4556.25	2601
18	68	43.5	4624	1892.25
19	69	66	4761	4356
20	90	43.5	8100	1892.25
21	74	52	5476	2704
22	55.5	41	3080.25	1681
23	70	56	4900	3136
24	79	33.5	6241	1122.25
25	82.5	51.5	6806.25	2652.25
26	83	45	6889	2025
27	85	41	7225	1681
28	61.5	45	3782.25	2025
29	56.5	41	3192.25	1681
30	95	37	9025	1369
31	61.5	46	3782.25	2116
SUM	2277	1501.5	171015.5	75196.25
MEAN	73.4516129	48.43548387	5516.629032	2425.685484

Appendix 7

Posttest Score of Experimental Class in each Aspect

Experimental class (y1)

NO	FORMAT	MECHANIC	CONTENT	ORAGANIZATION	GRAM&SENT	SCORE
1	5	4	30	12.5	10	61.5
2	5	4	25	10	10	54
3	5	5	35	10	10	65
4	5	5	50	17.5	15	92.5
5	5	5	40	15	15	80
6	4	4	50	20	15	93
7	4	4	40	12.5	10	70.5
8	5	4	40	12.5	15	76.5
9	3	4	50	10	12.5	79.5
10	5	4	40	12.5	15	76.5
11	4	4	42.5	12.5	15	78
12	5	5	45	7.5	10	72.5
13	5	4	32.5	12.5	10	64
14	4	4	40	12.5	10	70.5
15	5	5	45	15	15	85
16	5	5	37.5	10	12.5	70
17	5	5	37.5	10	10	67.5
18	4	4	40	10	10	68
19	5	4	40	10	10	69
20	5	5	50	15	15	90
21	5	4	40	10	15	74
22	4	4	25	12.5	10	55.5
23	5	5	40	10	10	70
24	5	4	35	20	15	79
25	5	5	45	12.5	15	82.5
26	4	4	45	15	15	83
27	5	5	45	15	15	85
28	5	4	30	12.5	10	61.5
29	5	4	25	12.5	10	56.5
30	5	5	50	20	15	95
31	5	4	32.5	10	10	61.5
	146	136	1222.5	397.5	385	

Appendix 8

Posttest Score of Control Class in all Aspects

Control class (y2)

NO	FORMAT	MECHANIC	CONTENT	ORAGANIZATION	GRAM&SENT	SCORE
1	4	2	32	10	10	58
2	4	3	22.5	10	5	44.5
3	3	3	25	10	5	46
4	3	3	22	5	7	40
5	4	3	22.5	10	8	47.5
6	4	4	25	5	5	43
7	3	3	45	10	15	76
8	4	4	22.5	10	8	48.5
9	4	4	35	10	10	63
10	4	4	30	10	10	58
11	3	3	20	10	5	41
12	4	2	20	10	5	41
13	3	3	23.5	10	10	49.5
14	4	3	32.5	10	8	57.5
15	2	4	20	10	10	46
16	2	3	30	5	9	49
17	3	3	30	5	10	51
18	4	4	22.5	5	8	43.5
19	3	3	35	15	10	66
20	3	3	25	5	7.5	43.5
21	4	3	30	5	10	52
22	3	3	25	5	5	41
23	3	3	30	10	10	56
24	3	3	12.5	5	10	33.5
25	3	3	28	10	7.5	51.5
26	3	3	22	10	7	45
27	3	3	20	5	10	41
28	2	3	25	10	5	45
29	3	3	25	5	5	41
30	3	3	20	5	6	37
31	3	3	25	10	5	46
	101	97	802.5	255	246	

Appendix 9

Posttest Score of Experimental and Control class in Format Aspect.

students	experimental y_1	control y_2	$(y_1)^2$	$(y_2)^2$
1	9	7	81	49
2	9	8	81	64
3	8	7	64	49
4	5	7	25	49
5	6	8	36	64
6	4	9	16	81
7	6	4	36	16
8	7	8	49	64
9	4	6	16	36
10	7	6	49	36
11	5	5	25	25
12	7	7	49	49
13	8	5	64	25
14	6	7	36	49
15	6	4	36	16
16	7	4	49	16
17	7	5	49	25
18	6	8	36	64
19	7	4	49	16
20	6	6	36	36
21	7	7	49	49
22	7	7	49	49
23	6	5	36	25
24	6	8	36	64
25	6	6	36	36
26	5	7	25	49
27	6	7	36	49
28	8	4	64	16
29	8	7	64	49
30	5	8	25	64
31	8	7	64	49
	202	198	1366	1328
	6.516129032	6.38709677		

The calculation of the posttest Experimental and control class in format aspect .

A. Computing means

$$\bar{y}_1 = \frac{\sum y_1}{N} = \frac{202}{31} = 6.5$$

$$\bar{y}_2 = \frac{\sum y_2}{N} = \frac{198}{31} = 6.4$$

B. Standard Deviation

$\begin{aligned} S_{y_1} &= \sqrt{\frac{\sum y_1^2}{N} - \bar{y}_1^2} \\ &= \sqrt{\frac{1366}{31} - (6.5)^2} \\ &= \sqrt{44 - 42.25} \\ &= \sqrt{1.8} \\ &= 1.34 \end{aligned}$	$\begin{aligned} S_{y_2} &= \sqrt{\frac{\sum y_2^2}{N} - \bar{y}_2^2} \\ &= \sqrt{\frac{1326}{N} - (6.4)^2} \\ &= \sqrt{42.77 - 40.96} \\ &= \sqrt{1.8} \\ &= 1.34 \end{aligned}$
---	---

C. Computing standard error of differences

$$\begin{aligned}
 S_{D_x} &= \sqrt{\frac{N_1 S_1^2 + N_2 S_2^2}{N_1 + N_2 - 2} \left(\frac{1}{N_1} + \frac{1}{N_2} \right)} \\
 &= \sqrt{\frac{31 \cdot (1,34)^2 + 31 \cdot (1,34)^2}{31 + 31 - 2} \cdot \left(\frac{1}{31} + \frac{1}{31} \right)} \\
 &= \sqrt{\frac{31 \cdot 1,8 + 31 \cdot 1,8}{60} \cdot \left(\frac{2}{31} \right)} \\
 &= \sqrt{\frac{55,8 + 55,8}{60} \cdot \left(\frac{2}{31} \right)} \\
 &= \sqrt{\frac{111,6}{60} \cdot (0,064)} \\
 &= \sqrt{1,86} \cdot (0,064) \\
 &= \sqrt{0,12} \\
 &= 0,34
 \end{aligned}$$

D. Computing t –value

$$t = \frac{\bar{y}_1 - \bar{y}_2 - 0}{SDx} = \frac{6.5 - 6.4 - 0}{0.34} = \frac{0.1}{0.34} = 0.294$$

E. Computing Degree of Freedom

$$\begin{aligned}
 df &= N_1 + N_1 - 0 \\
 &= 31 + 31 - 0 \\
 &= 60
 \end{aligned}$$

F. Checking the significant of the difference by counting table E

$$T = 0,294 \quad t_{.05} = 1,67$$

$$t_{\text{value}} < t_{.05} = \text{not significant}$$

Appendix 10

Posttest Score of Experimental and Control Class in Mechanic aspect.

students	experimental y_1	control y_2	$(y_1)^2$	$(y_2)^2$
1	7	3	49	9
2	8	6	64	36
3	9	7	81	49
4	6	7	36	49
5	7	6	49	36
6	4	9	16	81
7	6	4	36	16
8	6	8	36	64
9	5	6	25	36
10	5	6	25	36
11	5	5	25	25
12	7	4	49	16
13	6	5	36	25
14	6	5	36	25
15	6	7	36	49
16	7	5	49	25
17	7	5	49	25
18	6	8	36	64
19	6	4	36	16
20	6	6	36	36
21	6	5	36	25
22	7	7	49	49
23	7	5	49	25
24	5	8	25	64
25	6	6	36	36
26	5	7	25	49
27	6	7	36	49
28	7	7	49	49
29	6	7	36	49
30	5	8	25	64
31	6	7	36	49
	191	190	1237	1226
	6.16129	6.129032		

A. Computing means

$$\bar{y}_1 = \frac{\sum y_1}{N} = \frac{191}{31} = 6.16$$

$$\bar{y}_2 = \frac{\sum y_2}{N} = \frac{190}{31} = 6.12$$

B. Standard Deviation

$S_{y_1} = \sqrt{\frac{\sum y_1^2}{N} - \bar{y}_1^2}$ $= \sqrt{\frac{1237}{31} - (6.16)^2}$ $= \sqrt{40 - 38}$ $= \sqrt{2}$ $= 1.4$	$S_{y_2} = \sqrt{\frac{\sum y_2^2}{N} - \bar{y}_2^2}$ $= \sqrt{\frac{1226}{31} - (6.12)^2}$ $= \sqrt{40 - 37}$ $= \sqrt{3}$ $= 1.7$
---	---

C. Computing standard error of differences

$$\begin{aligned}
 S_{D_x} &= \sqrt{\frac{N_1 S_1^2 + N_2 S_2^2}{N_1 + N_2 - 2} \left(\frac{1}{N_1} + \frac{1}{N_2} \right)} \\
 &= \sqrt{\frac{31 \cdot (1,4)^2 + 31 \cdot (1,7)^2}{31 + 31 - 2} \cdot \left(\frac{1}{31} + \frac{1}{31} \right)} \\
 &= \sqrt{\frac{31 \cdot 1,96 + 31 \cdot 2,89}{60} \cdot \left(\frac{2}{31} \right)} \\
 &= \sqrt{\frac{60,76 + 89,59}{60} \cdot \left(\frac{2}{31} \right)} \\
 &= \sqrt{\frac{150,35}{60} \cdot (0,064)} \\
 &= \sqrt{2,5} \cdot (0,064) \\
 &= 0,16 \\
 &= 0,4
 \end{aligned}$$

D. Computing t-value

$$t = \frac{\bar{y}_1 - \bar{y}_2 - 0}{SDx} = \frac{6.16 - 6.12 - 0}{0.4} = \frac{0.04}{0.4} = 0.1$$

E. Computing Degree of Freedom

$$\begin{aligned}
 df &= N_1 + N_2 - 0 \\
 &= 31 + 31 - 0 \\
 &= 60
 \end{aligned}$$

F. Checking the significant of the difference by counting table E

$$T = 0,1 \quad t_{.05} = 1,67$$

$$t_{\text{value}} < t_{.05} = \text{not significant}$$

Appendix 11

Posttest Score of Experimental and Control Class in Content aspect.

students	experimental y_1	control y_2	$(y_1)^2$	$(y_2)^2$
1	49	55	2401	3025
2	49	47	2401	2209
3	64	54	4096	2916
4	56	54	3136	2916
5	53	47	2809	2209
6	54	58	2916	3364
7	57	57	3249	3249
8	56	46	3136	2116
9	65	50	4225	2500
10	52	48	2704	2304
11	56	36	3136	1296
12	67	36	4489	1296
13	51	40	2601	1600
14	57	57	3249	3249
15	56	36	3136	1296
16	54	54	2916	2916
17	56	54	3136	2916
18	59	46	3481	2116
19	62	49	3844	2401
20	57	49	3249	2401
21	56	53	3136	2809
22	45	54	2025	2916
23	57	45	3249	2025
24	46	32	2116	1024
25	55	60	3025	3600
26	56	54	3136	2916
27	53	43	2809	1849
28	49	56	2401	3136
29	41	54	1681	2916
30	54	51	2916	2601
31	51	54	2601	2916
	1693	1529	93405	77003
	54.6129	49.32258	3013.065	2483.968

A. Computing means

$$\bar{y}_1 = \frac{\sum y_1}{N} = \frac{1693}{31} = 54,61$$

$$\bar{y}_2 = \frac{\sum y_2}{N} = \frac{1529}{31} = 49,32$$

B. Standard Deviation

$S_{y_1} = \sqrt{\frac{\sum y_1^2}{N} - \bar{y}_1^2}$ $= \sqrt{\frac{93405}{31} - (54,61)^2}$ $= 3013 - 2982$ $= \sqrt{31}$ $= 5,5$	$S_{y_2} = \sqrt{\frac{\sum y_2^2}{N} - \bar{y}_2^2}$ $= \sqrt{\frac{77003}{N} - (49,32)^2}$ $= \sqrt{2484 - 2432}$ $= 52$ $= 7,2$
---	--

C. Computing standard error of differences

$$\begin{aligned}
 S_{D_x} &= \sqrt{\frac{N_1 S_1^2 + N_2 S_2^2}{N_1 + N_2 - 2} \left(\frac{1}{N_1} + \frac{1}{N_2} \right)} \\
 &= \sqrt{\frac{31 \cdot (5,5)^2 + 31 \cdot (7,2)^2}{31 + 31 - 2} \cdot \left(\frac{1}{31} + \frac{1}{31} \right)} \\
 &= \sqrt{\frac{31 \cdot 30,25 + 31 \cdot 51,84}{60} \cdot \left(\frac{2}{31} \right)} \\
 &= \sqrt{\frac{938 + 1607}{60} \cdot \left(\frac{2}{31} \right)} \\
 &= \sqrt{\frac{2545}{60} \cdot (0,064)} \\
 &= \sqrt{42,4} \cdot (0,064) \\
 &= \sqrt{2,7} \\
 &= 1,64
 \end{aligned}$$

D. Computing t –value

$$t = \frac{\bar{y}_1 - \bar{y}_2 - 0}{SDx} = \frac{54,61 - 49,32 - 0}{1,64} = \frac{5,29}{1,64} = 3,22$$

E. Computing Degree of Freedom

$$\begin{aligned}
 df &= N_1 + N_2 - 0 \\
 &= 31 + 31 - 0 \\
 &= 60
 \end{aligned}$$

F. Checking the significant of the difference by counting table E

$$T = 3,22 \quad t_{.05} = 1,67$$

$$\mathbf{t_{value} > t_{.05} = \text{significant}}$$

Appendix 12

Posttest Score of Experimental and Control class in Organization aspect.

students	experimental y_1	control y_2	$(y_1)^2$	$(y_2)^2$
1	20	17	400	289
2	19	21	361	441
3	15	22	225	484
4	19	13	361	169
5	20	21	400	441
6	22	12	484	144
7	18	14	324	196
8	14	21	196	441
9	13	15	169	225
10	16	16	256	256
11	17	22	289	484
12	10	22	100	484
13	20	20	400	400
14	18	17	324	289
15	19	20	361	400
16	14	10	196	100
17	15	10	225	100
18	15	11	225	121
19	14	21	196	441
20	17	11	289	121
21	14	10	196	100
22	23	12	529	144
23	14	16	196	256
24	26	15	676	225
25	15	19	225	361
26	19	22	361	484
27	18	12	324	144
28	20	22	400	484
29	20	12	400	144
30	22	14	484	196
31	15	22	225	484
	569	512		9048
	18.35483871	16.516129		

A. Computing means

$$\bar{y}_1 = \frac{\sum y_1}{N} = \frac{569}{31} = 18,4$$

$$\bar{y}_2 = \frac{\sum y_2}{N} = \frac{512}{31} = 16,52$$

B. Standard Deviation

$S_{y_1} = \sqrt{\frac{\sum y_1^2}{N} - \bar{y}_1^2}$ $= \sqrt{\frac{10773}{31} - (18,4)^2}$ $= \sqrt{348 - 337}$ $= \sqrt{11}$ $= 3,3$	$S_{y_2} = \sqrt{\frac{\sum y_2^2}{N} - \bar{y}_2^2}$ $= \sqrt{\frac{9048}{31} - (16,5)^2}$ $= \sqrt{291 - 272}$ $= \sqrt{19}$ $= 4,3$
---	--

C. Computing standard error of differences

$$\begin{aligned}
 S_{D_x} &= \sqrt{\frac{N_1 S_1^2 + N_2 S_2^2}{N_1 + N_2 - 2} \left(\frac{1}{N_1} + \frac{1}{N_2} \right)} \\
 &= \sqrt{\frac{31 \cdot (3,4)^2 + 31 \cdot (4,3)^2}{31 + 31 - 2} \cdot \left(\frac{1}{31} + \frac{1}{31} \right)} \\
 &= \sqrt{\frac{31 \cdot 11,56 + 31 \cdot 18,49}{60} \cdot \left(\frac{2}{31} \right)} \\
 &= \sqrt{\frac{358 + 573}{60} \cdot \left(\frac{2}{31} \right)} \\
 &= \sqrt{\frac{931}{60} \cdot (0,064)} \\
 &= \sqrt{16} \cdot (0,064) \\
 &= \sqrt{1} \\
 &= 1,
 \end{aligned}$$

D. Computing t-value

$$t = \frac{\bar{y}_1 - \bar{y}_2 - 0}{SDx} = \frac{18,55 - 16,52 - 0}{1} = \frac{1,83}{1} = 1,83$$

E. Computing Degree of Freedom

$$\begin{aligned}
 df &= N_1 + N_2 - 0 \\
 &= 31 + 31 - 0 \\
 &= 60
 \end{aligned}$$

F. Checking the significant of the difference by counting table E

$$T = 1,83 \quad t_{.05} = 1,67$$

$$t_{\text{value}} > t_{.05} = \text{significant}$$

Appendix 13

Posttest Score of Experimental and Control Class in Grammar and Sentence Structure.

students	experimental y_1	control y_2	$(y_1)^2$	$(y_2)^2$
1	16	17	256	289
2	19	11	361	121
3	15	11	225	121
4	14	18	196	324
5	19	17	361	289
6	16	12	256	144
7	14	20	196	400
8	20	16	400	256
9	16	16	256	256
10	20	12	400	144
11	19	13	361	169
12	14	12	196	144
13	16	20	256	400
14	14	14	196	196
15	18	22	324	484
16	18	18	324	324
17	15	20	225	400
18	15	18	225	324
19	15	15	225	225
20	17	17	289	289
21	20	19	400	361
22	18	12	324	144
23	14	18	196	324
24	19	30	361	900
25	18	15	324	225
26	18	16	324	256
27	18	24	324	576
28	16	11	256	121
29	18	12	324	144
30	16	16	256	256
31	16	11	256	121
	521	503	8873	8727
	16.80645	16.22581		

A. Computing means

$$\bar{y}_1 = \frac{\sum y_1}{N} = \frac{521}{31} = 16,81$$

$$\bar{y}_2 = \frac{\sum y_2}{N} = \frac{503}{31} = 16,22$$

B. Standard Deviation

$s_{y_1} = \sqrt{\frac{\sum y_1^2}{N} - \bar{y}_1^2}$ $= \sqrt{\frac{8873}{31} - (16,81)^2}$ $= \sqrt{286 - 282}$ $= \sqrt{4}$ $= 2$	$s_{y_2} = \sqrt{\frac{\sum y_2^2}{N} - \bar{y}_2^2}$ $= \sqrt{\frac{8,727}{N} - (16,22)^2}$ $= \sqrt{281 - 263}$ $= \sqrt{18}$ $= 4,2$
--	---

C. Computing standard error of differences

$$\begin{aligned}
 S_{D_x} &= \sqrt{\frac{N_1 S_1^2 + N_2 S_2^2}{N_1 + N_2 - 2} \left(\frac{1}{N_1} + \frac{1}{N_2} \right)} \\
 &= \sqrt{\frac{31 \cdot (2)^2 + 31 \cdot (4,2)^2}{31 + 31 - 2} \cdot \left(\frac{1}{31} + \frac{1}{31} \right)} \\
 &= \sqrt{\frac{31 \cdot 4 + 31 \cdot 17,64}{60} \cdot \left(\frac{2}{31} \right)} \\
 &= \sqrt{\frac{124 + 2220}{60} \cdot \left(\frac{2}{31} \right)} \\
 &= \sqrt{\frac{2344}{60} \cdot (0,064)} \\
 &= \sqrt{29} \cdot (0,064) \\
 &= \sqrt{2496} \\
 &= 1,57
 \end{aligned}$$

D. Computing t-value

$$t = \frac{\bar{y}_1 - \bar{y}_2 - 0}{SDx} = \frac{18,82 - 16,22 - 0}{1,57} = \frac{0,59}{1} = 0,37$$

E. Computing Degree of Freedom

$$\begin{aligned}
 df &= N_1 + N_2 - 0 \\
 &= 31 + 31 - 0 \\
 &= 60
 \end{aligned}$$

F. Checking the significant of the difference by counting table E

$$T = 0,37 \quad t_{.05} = 1,67$$

$t_{\text{value}} < t_{.05} = \text{not significant}$

Appendix 14

PROVERB MATERIAL

1.	PROVERB	Action speaks louder than words.
	MEANING	What you do is more important than what you say.
	EXAMPLE	“Don’t just tell me you’re going to change. Do it! Actions speak louder than words.”
2.	PROVERB	A journey of a thousand miles begins a single step.
	MEANING	You must begin something if you hope to finish it. Something that takes a long time to finish begins with one step.
	EXAMPLE	“If you want to lose weight, you need to stop eating junk, and you need to start exercising. Today. Not tomorrow. A journey of a thousand miles begins a single step.”
3.	PROVERB	All good things must come to an end
	MEANING	Everything ends, good times don’t last forever.
	EXAMPLE	“I wish this vocation would go on forever. It’s too bad that all good things must come to an end.”
4.	PROVERB	A picture is worth a thousand words.
	MEANING	An image can tell a story better than words
	EXAMPLE	“I wasn’t sure that he loved her, but then I saw them hugging at the airport. A picture is worth a thousand words.”
5.	PROVERB	Beggars can’t be choosers.
	MEANING	If you’re in a bad situation and someone offers to help you, you have to take whatever they give you and shouldn’t ask for more.
	EXAMPLE	“I was unemployed, and they offered me a job cleaning prison toilets. I didn’t like the job, but I accepted it. Beggars can’t be choosers.”
6.	PROVERB	Beauty is in the eye of the beholder
	MEANING	What is “beautiful” is different for each person
	EXAMPLE	“I think their house is ugly, but they seem to like it. Beauty is in the eye of the beholder”.
7.	PROVERB	Better late than never
	MEANING	It’s better to finish something late than to never do it at all.
	EXAMPLE	“Hello, Mr. Jameson. Here is my final essay. Better late than never, right?”
8.	PROVERB	Birds of a feather flock together.
	MEANING	People who are similar spend time together.
	EXAMPLE	“I think we all started hanging out because we all liked anime. Birds of a feather flock together.”
9.	PROVERB	Don’t count your chickens before they hatch.
	MEANING	Don’t expect a positive result before you actually see it.
	EXAMPLE	A: “This idea is going to make me millions of dollars!” B: “Whoa. Let’s slow slow down. Don’t count your chickens before they hatch.”
10.	PROVERB	Don’t judge a book by its cover
	MEANING	Don’t judge someone or something by appearance alone

	EXAMPLE	“Racism is still a problem today, and it will continue to be that way until we learn not to judge a book by its cover.”
11.	PROVERB	God helps those who help themselves
	MEANING	Don’t just wait for good things to happen to you. Work hard to make them happen.
	EXAMPLE	“if you want a better life, you can’t just sit on your butt thinking about it. You have to work to make it happen. God helps those who help themselves”
12.	PROVERB	Fortune favors the bold.
	MEANING	People who are brave and who take risks are more successful than people who are do things safely all the time.
	EXAMPLE	“It’s a risk, but the reward could be great. I say you go for it. Fortune favors the bold”
13.	PROVERB	Easy come easy go
	MEANING	When you make money quickly, It’s very easy to lose it quickly as well
	EXAMPLE	“ I won \$200 at the casino, and then I spent it on a very expensive meal for me and some friends. Easy come, easy go.”
14.	PROVERB	Don’t put too many irons in the sea
	MEANING	Don’t try to do too many things at the same time, focus on one thing at a time.
	EXAMPLE	“You have a hours of free time now. You should start on that final psychology assignment. Don’t put off until tomorrow what you can do today.”
15.	PROVERB	Don’t put off until tomorrow what you can do today
	MEANING	If you can do something today, do it. Don’t wait until tomorrow, don’t procrastinate.
	EXAMPLE	“You have 6 hours of free time now. You should start on that final psychology assignment. Don’t put off until tomorrow what you can do today.”
16.	PROVERB	Good things come to those who wait
	MEANING	If you are patient, good things can happen
	EXAMPLE	“I know you’re hungry, but stop being so impatient. We just ordered our food. Good things come to those who wait.”
17.	PROVERB	Honesty is the best policy
	MEANING	It’s always better to tell the truth than it is to lie.
	EXAMPLE	“If you want people trust you, you need to be honest with hem. Honesty is the best policy.”
18.	PROVERB	Hope for the best, prepare for the worst
	MEANING	In any situation, be optimistic about the result, but always be ready for the worst outcome.
	EXAMPLE	“We’re going on vacation next week. It’s supposed to rain a lot, so we’re bringing our umbrellas and a bunch of board game. Hope for the best, prepare for the worst
19.	PROVERB	If it ain’t broke, don’t fix it
	MEANING	If something is already working well, don’t try to change it or improve it
	EXAMPLE	“why are you trying to upgrade your PC again? It was working

		fine before. If it ain't broke. Don't fix it."
20.	PROVERB	The early bird gets the worm
	MEANING	People who wake up early or who get to places early have a better chance of success
	EXAMPLE	"I got to the ticket office before anyone else. I got front row seats to the show! The early bird gets the worm

***RENCANA
PELAKSANAAN
PEMBELAJARAN
(RPP)***



Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

1. School : Barunawati Senior High School Surabaya
2. Address : Jl. Perak Barat no. 137 Surabaya
3. School Level : Senior High
4. Grade : Eleventh
5. Time Allocation : 2x45 minutes
6. Competency : Writing
7. Standard Competency :
 6. Mengungkapkan makna dalam teks paragraf berbentuk *report*, *narrative*, dan *analytical exposition* dalam konteks kehidupan sehari-hari
8. Basic Competency :
 - 6.2. Mengungkap-kan makna dan langkah retorika dalam paragraf dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *analytical exposition*
9. Indicators:
 - a. Identifying the generic structure of analytical exposition text
 - b. Understanding the steps how to write a strong argument using proverb
 - c. Composing analytical exposition text using proper structure and proverb
10. Learning Objectives:
 - a. Student can identify the generic structure of analytical exposition text
 - b. Student can understand the steps how to write a strong argument using proverb
 - d. Student can compose analytical exposition text using proper structure and proverb

11. Teaching Materials:

a. Material of Analytical Exposition

- **Purpose:**

- To persuade the reader or listener that there is something that, certainly, needs to get attention.
- To analyze a topic and to persuade the reader that this opinion is correct and supported by arguments

- **Examples:**

- argumentative text
- exploratory essay

- **Generic Structure:**

- Thesis : Introduces the topic and shows speaker or writer's position; Outlines of the arguments are presented.
- Arguments : It consists about Point and Elaboration Point, states the main argument Elaboration, develops and supports each point of argument
- Conclusion : Reiteration (restatement), restates speaker or writer's position

- *The example of Analytical Exposition*

Cars should be banned

Thesis: Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.

Argument 1: Firstly, cars, as we all know, contribution to the most of the pollution in the world. Cars emit a deadly gas that causes illness such as bronchitis, lung cancer, and 'triggers' off asthma. Some of these illnesses are so bad that people can die from them.

Argument 2: Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

Argument 3Thirdly, cars are very noisy. If you live in the city, you may find it to sleep at night, or concentrate on your homework, and especially talk to someone.

12. Learning Strategy:

- a. Memorizing
- b. Organizing
- c. Practicing

13. Teaching Activities

1st meeting

ACTIVITY	RESEARCHER (AS TEACHER) ACTIVITIES	STUDENT'S ACTIVITY	TIMES
Pre-activities			
Orientation	- The teacher greets the class		5”
	- The teacher asks the students who absent is.		
Apperception	- The teacher gives some questions to build the students though before they learn further about analytical exposition text		
Motivation	- The teacher gives the aim of the lesson.		
Main Activities			
	- The teacher explains the material of analytical exposition	- The students identify the content of an	

Exploration	text. (definition, generic structure and example)	analytical exposition text.	80''
	- The teacher asks the student some question related the explanation	- The students answer the teacher's question	
Elaboration	- The teacher explains the steps how to write an argument	- The students create some arguments sentences	
	- The teacher gives the students proverb material (proverb list) to the students	- The students read the proverb material several minutes	
	- The teacher defines proverb (definition, kind and example)	- The students define proverb, kind and also the example	
	- The teacher shows a strong argument by using proverb (topic: <i>beauty and the beast movie. English and finding job, government's job, dream</i>)	- The students give question related with the example which had shown	
Confirmation	- The teacher asks the student to write a strong argument by using proverb (by looking proverb	- The students write a strong argument by using proverb (by looking	

	material which had given by the teacher)	proverb material which had given by the teacher)	
Post Activities			
Feedback	- The teacher and students conclude the materials.		5''
Closing	- The teacher close the learning activity		

2nd meeting

ACTIVITY	RESEARCHER (AS TEACHER) ACTIVITIES	STUDENT'S ACTIVITY	TIMES
Pre-activities			
Orientation	- The teacher greets the class		5''
	- The teacher asks the students who absent is.		
Apperception	- The teacher gives some questions to build the students though before they learn further about analytical exposition text		
Motivation	- The teacher gives the aim of the lesson.		
Main Activities			
Exploration	- The teacher reviews the previous material which had explained to the students in the 1 st meeting	- The students listen and follow the teacher's review	80''
	- The teacher give an exercise	- The students write an	

Elaboration	(consist of one problem and also instruction) and asks the students to write an analytical exposition paragraph by using proverb to strengthen the argument (by looking proverb material which had given by the teacher)	analytical exposition paragraph by using proverb to strengthen the argument (by looking proverb material which had given by the teacher)	
Confirmation	- The teacher asks the student to consult anything that make them confuse and difficult to write	- The students consulted about the appropriate proverb, vocabulary and etc.	
Post Activities			
Feedback	- The teacher and students conclude the materials.		5”
Closing	- The teacher close the learning activity		

14. Assessments and Scoring

a. Exercise

(Attached)

b. Assessment using scoring rubric paragraph adapted from Alice Oshima

(Attached)

15. Teaching Media:

- LCD

- Projector
- Laptop
- Teaching Materials
- Board marker
- White Board

Surabaya, April 2017

Barunawati's English Teacher,

Researcher,

Slamet Santoso, S.Pd

Wahyu Alam Sari
20131111032

***RENCANA
PELAKSANAAN
PEMBELAJARAN
(RPP)***



Control Class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

1. School : Barunawati Senior High School Surabaya
2. Address : Jl. Perak Barat no. 137 Surabaya
3. School Level : Senior High
4. Grade : Eleventh
5. Time Allocation : 2x45 minutes
6. Competency : Writing
7. Standard Competency :
 6. Mengungkapkan makna dalam teks paragraf berbentuk *report*, *narrative*, dan *analytical exposition* dalam konteks kehidupan sehari-hari
8. Basic Competency :
 - 6.2. Mengungkap-kan makna dan langkah retorika dalam paragraf dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *analytical exposition*
9. Indicators:
 - a. Identifying the generic structure of analytical exposition text
 - b. Understanding the steps how to write an argument
 - c. Composing analytical exposition text using proper structure
10. Learning Objectives:
 - a. Student can identify the generic structure of analytical exposition text
 - b. Student can understand the steps how to write an argument
 - c. Student can compose analytical exposition text using proper structure

11. Teaching Materials:

a. Material of Analytical Exposition

- **Purpose:**

- To persuade the reader or listener that there is something that, certainly, needs to get attention.
- To analyze a topic and to persuade the reader that this opinion is correct and supported by arguments

- **Examples:**

- argumentative text
- exploratory essay

- **Generic Structure:**

- Thesis : Introduces the topic and shows speaker or writer's position; Outlines of the arguments are presented.
- Arguments : It consists about Point and Elaboration Point, states the main argument Elaboration, develops and supports each point of argument
- Conclusion : Reiteration (restatement), restates speaker or writer's position

- *The example of Analytical Exposition*

Cars should be banned

Thesis

Cars should be banned in the city. As we all know, cars create pollution,
and cause a lot of road deaths and other accidents.

Argument 1

Firstly, cars, as we all know, contribution to the most of the pollution in
the world. Cars emit a deadly gas that causes illness such as bronchitis,

lung cancer, and ‘triggers’ off asthma. Some of these illnesses are so bad that people can die from them.

Argument 2

Secondly, the city is very busy. Pedestrians wander everywhere and cars

commonly hit pedestrians in the city, which causes them to die.

Cars

today are our roads biggest killers.

Argument 3

Thirdly, cars are very noisy. If you live in the city, you may find it hard to

sleep at night, or concentrate on your homework, and especially talk to

someone.

b. Learning Strategy:

- a. Memorizing
- b. Organizing
- c. Practicing

c. Teaching Activities

ACTIVITY	RESEARCHER (AS TEACHER) ACTIVITIES	STUDENT’S ACTIVITY	TIMES
Pre-activities			
Orientation	<ul style="list-style-type: none"> - The teacher greets the class - The teacher asks the students who absent is. 		5”
Apperception	<ul style="list-style-type: none"> - The teacher gives some questions to build the students 		

	though before they learn further about analytical exposition text.		
Motivation	- The teacher gives the aim of the lesson.		
Main Activities			
Exploration	- The teacher explains the material of analytical exposition text. (definition, generic structure and example) - The teacher asks the student some question related the explanation	- The students identify the content of an analytical exposition text. - The students answer the teacher's question	80''
Elaboration	- The teacher explains the steps how to write an argument	- The students create some arguements	
Confirmation	- The teacher asks the student to write analytical exposition text	- The students write a paragraph (analytical exposition)	
Post-activities			
Feedback	- The teacher and students conclude the		

	materials.	5''
Closing	- The teacher close the learning activity	

d. Assessments and Scoring

a. Exercise

(Attached)

b. Assessment using scoring rubric paragraph adapted from Alice

Oshima

(Attached)

e. Teaching Media:

- LCD
- Projector
- Laptop
- Teaching Materials
- Board marker
- White Board

Surabaya, April 2017

Barunawati's English Teacher,

Researcher,

Slamet Santoso, S.Pd

Wahyu Alam Sari
20131111032

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SURABAYA**

BERITA ACARA BIMBINGAN SKRIPSI

1. NAMA MAHASISWA : WAHYU ALAM SARI
2. NIM : 20131111032
3. PROGRAM STUDI : PENDIDIKAN BAHASA INGGRIS
4. JUDUL SKRIPSI : THE EFFECTIVENESS OF PROVERB
IN INCREASING STUDENTS' WRITING
ABILITY OF WRITING ARGUMENTATIVE
TEXT AT BARUNAWATI SENIOR HIGH SCHOOL
5. TANGGAL PENGAJUAN SKRIPSI :

TANGGAL	MATERI BIMBINGAN	PARAF	
		PEMBIMBING I	PEMBIMBING II
Februari 2017	pengajuan judul skripsi		
Februari 2017	Revisi judul		
Februari 2017	Bab I		
Februari 2017	Revisi Bab I		
Februari 2017	Bab II		
Maret 2017	Revisi Bab II		
Maret 2017	Bab III		
Maret 2017	Revisi Bab III		
Maret 2017	Validasi Instrument LRP		
Maret 2017	Revisi instrument LRP		
Juli 2017	Bab IV		
Juli 2017	Revisi Bab IV		
Juli 2017	Bab V		
Juli 2017	Revisi Bab V		

6. TANGGAL SELESAI MENULIS SKRIPSI : 29 Juli 2017
7. TANGGAL RENCANA UJIAN SKRIPSI :

KETERANGAN :

Mahasiswa Tersebut Diatas Telah Menyelesaikan Bimbingan Penulisan Skripsi Dan Sudah Dapat Diajukan Dalam Sidang Ujian Skripsi.

Surabaya, 29 Juli 2017

Dosen Pembimbing I

Dosen Pembimbing II

Gusni Nur Hafifah, S.Pd, M.Pd.

Arumeta Wijaya, S.S., M.Pd.



BARUNAWATI

SMA BARUNAWATI SURABAYA

Terakreditasi 'A' NSS 304056009170 NDS 3005300203 NPSN 20532377

Jl. Tanjung Perak Barat 173, Telp. 031-3295548, Fax 031-3294024 Surabaya - 60165

www.sma-barunawati.com E-mail : info@sma-barunawati.com I-School: 031 - 3287312

SURAT KETERANGAN

Nomor : 276 A.5/SMA.BWT/SBY/V/2017

Yang bertanda tangan di bawah ini :

Nama : ATIEK ISTIJARTI, S.Pd
Jabatan : Kepala SMA Barunawati
Alamat : Jl. Perak Barat 173, Surabaya.

Menerangkan dengan sesungguhnya :

Nama : WAHYU ALAM SARI
NIM : 20131111032
Perguruan Tinggi : Universitas Muhammadiyah Surabaya
Fakultas / Jurusan : FKIP Pendidikan Bahasa Inggris

Bahwa nama yang tersebut diatas benar – benar sudah melakukan Penelitian di SMA Barunawati Surabaya dengan judul : " The Effectiveness of proweb In Increasing students' writing ability of writing argumentative text at Barunawati senior high school " mulai tanggal 19 April s.d 02 Mei 2017.

Demikian surat keterangan ini dibuat agar digunakan sebagaimana mestinya.



PRE-TEST & POST - TEST / WRITING ARGUMENTATIVE TEXT



NAME : Rohmatia Nadilla.
 CLASS : XI IPA 3
 NUMBER LIST : 05

SCORE:

READ THE PROBLEM BELOW THEN FOLLOW THE INSTRUCTION!

The students must not use any mobile phone during school time.

WRITE YOUR OWN STRONG ARGUMENT BELOW STATING WHETHER OR NOT YOU AGREE WITH THE STATEMENT ABOVE!

The use of mobile phones during class time is inefficient, well reviewed through any facet. In addition, with us using the phone during the lesson hour, it means we have violated the norm of decency because we are not listening to the teacher who is explaining. But in fact, there are still many students who violate even though the school rules are clearly stated that students are prohibited from using the phone during the lesson.

Firstly, In my opinion Agree. Because students pay less attention to what impact they will get because leaving the teacher who was teaching and turned to his mobile for just SMS's, Facebook's, Twitter's, etc. Don't put off until tomorrow what you can do today

Second, I think they may be left behind because they do not understand what the teacher / teacher has just explained

In conclusion, students are prohibited from bringing handphone when school time is strongly agreed. Because it will interfere with the lesson and it is very detrimental for him to receive knowledge from the father / mother teacher while teaching.



NAME	: Nur Laila Safitri .
CLASS	: XI IPA 3.
NUMBER LIST	: 28.

SCORE:

READ THE PROBLEM BELOW THEN FOLLOW THE INSTRUCTION!

The students must not use any mobile phone during school time.

WRITE YOUR OWN STRONG ARGUMENT BELOW STATING WHETHER OR NOT YOU AGREE WITH THE STATEMENT ABOVE!

Mobile phone is one of communication tool that has many uses. Many people depend on mobile phones. As student is very important for one of the auxiliaries in learning. But many students are abusing mobile phones for bad things.

Firstly, I think handphone is very important for one of the auxiliaries to a student. But it is better if we learn through the book because it's more reliable. "God helps those who help themselves".

Secondly, actually mobile phone is not good for students because it will be addicted and make them lazy to learn.

Finally, mobile phones are used by students to search for material that has not been understand. But it's better to ask directly to teachers whose lessons are not understand.

"A journey of a thousand miles begins a single step".

In a condition, many people depend on mobile phone for some need. Mobile phones also bring bad effects for children because it will be addicted. Sometimes the child accidentally opened a porn site on the internet and the child will constantly open it. That initially accidentally become intentional now.

KUESIONER RESPON SISWA

Kuesioner ini bertujuan untuk mengetahui respon siswa terhadap penggunaan Proverb dalam pembelajaran Analytical Exposition Text

Petunjuk: Berilah tanda cek (√) pada jawaban yang anda anggap sesuai!

NOMOR

ABSEN:

1. Apakah anda suka menulis?
(Bila jawaban tidak suka silahkan lanjut ke nomor 3.)
 - Suka
 - Tidak suka

2. Bentuk tulisan jenis apa yang suka anda tulis?
 - Cerita fiksi / non fiksi
 - Surat
 - Artikel
 - Essai

3. Apakah menurut anda menulis adalah salah satu kegiatan yang membosankan?
 - Tidak Membosankan
 - Cukup membosankan
 - Membosankan

4. Apakah menurut anda menulis adalah salah satu kegiatan yang sulit untuk dilakukan?
 - Tidak sulit
 - Cukup sulit
 - Sulit

5. Apakah anda pernah mendapatkan tugas untuk menulis sebuah paragraf atau teks tertentu dalam mata pelajaran Bahasa Inggris?
(*Bila jawaban belum pernah silahkan lanjut ke nomor 8.*)
- Belum pernah
 - Pernah
6. Bentuk paragraf, teks atau tulisan jenis apa yang pernah anda tulis dalam mata pelajaran Bahasa Inggris?
- Undangan (*Invitation*)
 - Surat (*Letter*)
 - Teks prosedur (*Procedure text*)
 - Teks faktual ilmiah (*Factual report text*)
 - Teks eksposisi analitis (*Analytical Exposition text*)
7. Apakah anda memahami penjelasan mengenai *Proverb* (Peribahasa) yang telah disampaikan?
- Tidak faham
 - Cukup faham
 - Faham
8. Apakah *Proverb* (Peribahasa) memudahkan anda untuk menuangkan opini atau pendapat dalam menulis *Analitycal Exposition text*?
- Iya
 - Tidak
9. Apakah anda merasa dengan menggunakan *Proverb* (Peribahasa) opini atau pendapat anda jauh lebih kuat dibandingkan dengan tidak menggunakan *Proverb* (Peribahasa)?
- Iya
 - Tidak

10. Apa kesulitan yang sering anda temui ketika menulis sebuah paragraf atau teks tertentu dalam mata pelajaran Bahasa Inggris?

	(A) Sering	(B) Cukup Sering	(C) Tidak Pernah
Memikirkan dan menuangkan Ide/gagasan (<i>Idea and Opinion</i>)			
Kosa kata (<i>Vocabulary</i>)			
Tata bahasa (<i>grammar</i>)			
Susunan kalimat (<i>sentence structure</i>)			

Appendix 21

Documentation during Pretest and Posttest



BIOGRAPHY



Wahyu Alam Sari was on 15th October 1995 in Surabaya, East Java. She finished her education from Kindergarten until Senior High School in Ma'arif Nahdlatul Ulama Institute. She has interested with Education and Art since at Senior High School, and because of it she decided to continue her study in English Department Muhammadiyah University of Surabaya. She also joined in Komunitas Mahasiswa Calon Guru Jawa Timur (KMCG JATIM), in this community her as coordinator of education and knowledge department since 2016 until now. When she was studying in Muhammadiyah University of Surabaya, she joined Unit Kegiatan Mahasiswa (UKM) Teater Sanggar Satria (TESS) and she has been Music and Literature coordinator. After graduated from her college, she has an ambition to continue her education and also wants to be social worker (it can be teacher, trainer, motivator and one else) to help children who to get better education on the future.

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