

## Appendix 1 Lesson Plan

### RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMA MUHAMMADIYAH 1 BABAT  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : XI / 1  
Materi Pokok : Natural Disaster  
Alokasi Waktu : 6 x 45 menit (3 Pertemuan)

#### A. Kompetensi Inti

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

## B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan konteks penggunaannya	3.4.1 Mengidentifikasi fungsi sosial dan struktur teks procedure 3.4.2 Mengidentifikasi unsur kebahasaan dalam teks procedure secara tertulis
4.4 Teks eksposisi analitis 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis terkait isu aktual. 4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.4.1.1. Menjelaskan makna dalam teks eksposisi analitis 4.3.2.1 Merancang teks eksposisi analisis lisan dan tulis, terkait kejadian yang terjadi di sekolah/tempat kerja dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks.

## C. Tujuan Pembelajaran

Selamat setelah mengikuti proses pembelajaran peserta didik diharapkan dapat:

1. Siswa mampu mengidentifikasi apa yang dimaksud teks eksposisi
2. Siswa mampu menjelaskan penggunaan teks eksposisi
3. Siswa mampu membuat teks eksposisi

## D. Materi Pembelajaran

1. Bahan Pelajaran

General struktur dari analitis eksposisi :

**Thesis** : Introduces the topic and shows speaker or writer's position; Outlines of the arguments to be 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

2. Konsep

Analytical exposition text is a text that elaborates the writer's idea about the phenomenon surrounding.

3. Prinsip

- Untuk meyakinkan pembaca jika berita yang kita sampaikan perlu mendapatkan perhatian dari orang sekitar.
- Untuk menganalisa sebuah topik dan untuk meyakinkan pembaca jika berita yang disampaikan benar-benar terjadi.

4. Prosedur

Langkah dalam menyusun dan membuat kalimat analitikal eksposisi.

**E. Metode**

1. Pendekatan : Scientific Learning
2. Model Pembelajaran : Eksperimental

**F. Media**

1. PPT
2. Laptop
3. Media LCD projector

**G. Sumber Belajar**

1. Teks Siswa
2. Buku Pegangan Guru
3. Modul/bahan ajar,
4. Sumber internet,
5. Sumber lain yang relevan

## H. Langkah Pembelajaran Pertemuan 1

Kegiatan	Deskripsi	Alokasi Waktu
A. Pendahuluan	<ol style="list-style-type: none"> <li>1. Guru menyapa kelas dan membuka kelas dengan doa.</li> <li>2. Guru memberi motivasi belajar</li> <li>3. Guru memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan Contoh : Before we start, I have a quick question for you, What do you know about global warming?  Do you believe that global warming is happening or do you think it is a hoax?</li> <li>4. Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai</li> <li>5. Guru menyampaikan cakupan materi dan penjelasan uraian kegiatan.</li> </ol>	15 Menit
B. Kegiatan Inti	Menanya  Dengan bimbingan dan arahan guru siswa melakukan tanya jawab tentang analytical exposition (eksposisi analitis).	15 Menit
	Mengamati <ol style="list-style-type: none"> <li>1. Siswa membaca dan mengamati teks eksposisi analitis</li> <li>2. Siswa mengikuti interaksi pengucapan memberikan saran</li> </ol>	15 Menit
	Menalar Dengan kelompok siswa membuat peta pikiran (mind map) berdasarkan isi teks.	15 Menit

	Mengkomunikasikan Menyampaikan kembali isi teks yang mereka baca dengan menggunakan mind map yang telah mereka buat dengan cara role play.	15 Menit
C. Penutup	<ol style="list-style-type: none"> <li>1. Siswa menyimpulkan teks dan ungkapan meminta dan memberi saran.</li> <li>2. Siswa merefleksi penguasaan materi yang telah dipelajari</li> <li>3. Siswa diberi tugas mengerjakan evaluasi</li> </ol>	10 Menit

### Pertemuan 2

Kegiatan	Deskripsi	Alokasi Waktu
A. Pendahuluan	<ol style="list-style-type: none"> <li>1. Siswa menjawab sapaan guru, berdoa, dan mengkondisikan diri siap belajar.</li> <li>2. Guru memberi motivasi belajar.</li> <li>3. Guru memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan Contoh : Who can tell me what analytical exposition texts are? Why do we use them?</li> </ol>	15 Menit
B. Kegiatan Inti	<p>Menanya</p> <p>Dengan bimbingan dan arahan guru siswa melakukan tanya jawab tentang analitical eksposisi.</p>	15 Menit
	<p>Mengamati</p> <p>Siswa membaca dan mengamati teks analitical eksposisi.</p>	15 Menit

	Menalar Siswa diminta membuat mind map tentang teks analitical eksposisi. Mengkomunikasikan Siswa mempresentasikan hasil kerja kelompok menggunakan role play “news caster”.	15 Menit  15 Menit
C. Penutup	1. Siswa menyimpulkan teks dan ungkapan meminta dan memberi saran. 2. Siswa diberi tugas mengerjakan evaluasi	10 Menit

### Pertemuan 3

Kegiatan	Deskripsi	Alokasi Waktu
A. Pendahuluan	1. Siswa menjawab sapaan guru, berdoa, dan mengkondisikan diri siap belajar. 2. Guru memberi motivasi belajar. 3. Guru memberi penjelasan tentang tugas yang akan diberikan kepada siswa. 4. Guru menyampaikan cakupan materi dan penjelasan uraian kegiatan.	15 Menit
B. Kegiatan Inti	Menanya Dengan bimbingan dan arahan guru siswa melakukan tanya jawab tentang materi teks eksposisi yang telah dipelajari.  Mengamati Siswa mengerjakan beberapa soal dari buku LKS tentang materi	15 Menit  15 Menit

	<p>terakhir yang telah guru berikan.</p> <p><b>Menalar</b></p> <ol style="list-style-type: none"> <li>1. Siswa diminta menulis sebuah teks eksposisi analitis berdasarkan isu yang sedang hangat di masyarakat.</li> <li>2. Dengan kelompok, siswa membuat sebuah percakapan berdasarkan petunjuk yang diberikan.</li> </ol> <p><b>Mengkomunikasikan</b></p> <p>Siswa mempresentasikan hasil kerja kelompok menggunakan role play.</p>	<p>15 Menit</p> <p>15 Menit</p>
C. Penutup	<ol style="list-style-type: none"> <li>1. Guru memberikan kisi-kisi tentang materi yang akan dipelajari selanjutnya.</li> <li>2. Memberikan salam penutup.</li> </ol>	10 Menit

## I. Penilaian Pembelajaran, Remedial, dan Pengayaan

### 1. Penilaian Pembelajaran

#### a. Aspek keterampilan

No	Aspek yang Dinilai	Kriteria	Score
1	Pengucapan	Excellent Good Fair Poor	5=excellent 4=good 3=fair 2=poor
2	Intonasi	Excellent Good	5=excellent 4=good

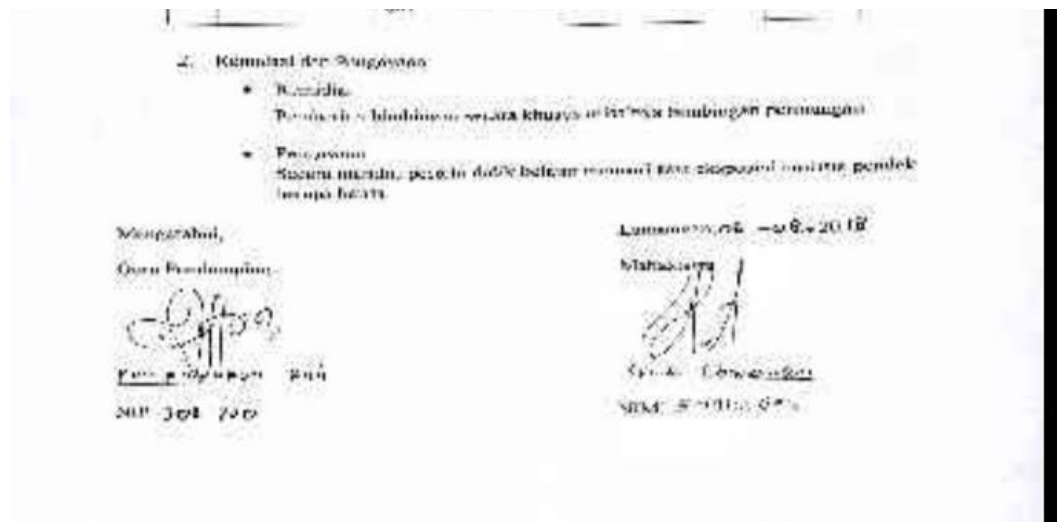
		Fair	3=fair
		Poor	2=poor
3	Ketelitian	Excellent	5=excellent
		Good	4=good
		Fair	3=fair
		Poor	2=poor
4	Kelancaran	Excellent	5=excellent
		Good	4=good
		Fair	3=fair
		Poor	2=poor
5	Action	Excellent	5=excellent
		Good	4=good
		Fair	3=fair
		Poor	2=poor
		Total Score	

#### B. Aspek Sikap

NO	Aspek yang Dinilai	Kriteria	Score
1.	Santun (Respect)	Sanga sering menunjukkan sikap santun	1
		Sering menunjukkan sikap santun	2
		Berapa kali menunjukkan sikap santun	3
		Pernah menunjukkan sikap santun	4
		Tidak pernah menunjukkan sikap santun	5
2.	Bertanggung Jawab (Responsible)	Sangat sering menunjukkan sikap bertanggung jawab	1
		Sering menunjukkan sikap bertanggung jawab	2
		Beberapa kali menunjukkan sikap bertanggung jawab	3
		Pernah menunjukkan sikap bertanggung jawab	4
		Tidak pernah menunjukkan sikap bertanggung jawab	5



		Tidak pernah menunjukkan sikap bertanggung jawab	
3.	Jujur (Honest)	Sangat sering menunjukkan sikap kerjasama Sering menunjukkan sikap kerja sama Beberapa kali menunjukkan sikap kerjasama Pernah menunjukkan sikap kerjasama Tidak pernah menunjukkan sikap kerja sama	1 2 3 4 5
4.	Disiplin (Dicipline)	Sangat sering menunjukkan sikap disiplin Sering menunjukkan sikap disiplin Beberapa kali menunjukkan sikap disiplin Pernah menunjukkan sikap disiplin Tidak pernah menunjukkan sikap disiplin	1 2 3 4 5
5.	Percaya Diri (Confidence)	Sangat sering menunjukkan sikap percaya diri Sering menunjukkan sikap percaya diri Beberapa kali menunjukkan sikap percaya diri Pernah menunjukkan sikap percaya diri Tidak pernah menunjukkan sikap percaya diri	1 2 3 4 5



## Appendix 2 Scoring Rubrik

Score	Aspect				
	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation
1	Error in grammar are frequent, but speaker can understood by a native speaker used to dealing with foreigner	Speaking vocabulary inadequate to express anything but most elementary needs	Within the scope of his very limited language experience. Can understand simple question and statements if delivered with slowed speech. Repletion or paraphrase	(no specific fluency description. Refer to other language areas for implied level fluency)	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigner
2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar	Has speaking vocabulary sufficient to express himself simply with some circumlocutions	Can get the gist of most conversation of non-technical subject. (i.e., topics that require no specialized knowledge)	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.	Accent is intelligible though often quite faulty
3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical. Social and professional topics.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that	Comprehension is quite complete at a normal rate of speech.	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign

		rarely has to grope for a word.			
4	Able to use the language accurately on levels a normally pertinent to professional needs. Errors in grammar are quite rare	Can understand participate in conversation within the range of his experience with high degree of precision vocabulary	Can understand any conversation within the range of his experience	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with high degree of fluency	Errors pronunciation quite rare
5	Equivalent to that of an educated native speaker	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism and pertinent cultural references	Equivalent to that of an educated native speaker	Has complete fluency in the language such that his speech is fully accepted by educated native speaker	Equivalent to and fully accepted by educated native speaker

### Appendix 3 Diagnostis Test

#### DIAGNOSTIC TEST

A. Please identify the one underline word or phrase that *woud not be acceptable in standart writte English*. Choose the letter of the underline word portion which is **NOT CORRECT**,

1. The food that mark is cooking in the kitchen is smelling delicious.

A B C D

2. After jhon eaten dinner, he wrote several letters and went to bed.

A B C D

3. After gorge had returned to his house, he was reading a book.

A B C D

4. It has been a long time since we have talked to jhon, isn't it ?

A B C D

5. Rita enjoyed to be able to meet several members of congress during her vocation.

A B C

D

6. The president went fishing after he has finished with the conferences.

A B C D

7. Peter and Tom plays tennis every afternoon with Mary and me.

A B C D

8. He was drink a cup of coffee when the telephone rang.

A B C D

9. The children were playing last night outdoors when it began to rain very hard.

A B C D

10. Please give me a view coffee and some donuts if you have any left.

A B C D

11. Chaterine is studying law at the university, and so does Jhon.  
                                                                          
                             A      B      C      D
12. It was him who came running into the classroom with the news.  
                                                                  
                     A      B      C      D
13. The main office of the factory can be found in Mapel Street in New York City.  
                                                                          
                             A  B      C  D
14. Because there are less members present tonight than there were last night, we  
                                                                          
                             A  B  C  
                             must wait until the next meeting to vote.  
     
   D
15. David is particularly fond of cooking, and he often cooks really delicious meals.  
                                                                          
                             A  B  C  D
16. The progress made in space travel for the early 1960s is remarkable.  
                                                                  
                     A          B          C          D
17. Sandra has not rarely missed a play or concert since he was seventeen years old.  
                                                                                     
                             A  B  C  D
18. The governor has not decided how to deal with the new problems already.  
                                                                             
                     A  B  C  D
19. There was a very interesting news on the radio this morning about the earthquake  
                                                                             
                     A          B  C  D  
                     in Italy.
20. The professor had already given the homework assignment when he  
     
   A  
                     had remember that Monday was a holiday.  
                                                                  
                     B  C  D

21. Having been beaten by the police for striking an officer, the man will cry out in pain.  
 A B C D
22. This table is not study enough to support a television, and that one probably isn't neither.  
 A B C D
23. The bridge was hitting by a large ship during a sudden storm last week.  
 A B C D
24. The company representative sold to the manager a sewing machine for forty dollars.  
 A B C D
25. The taxi driver told the man to don't allow his disobedient son to hang out the window.  
 A B C D
26. These television are quite popular in Europe, but those one are not.  
 A B C D
27. Harvey seldom pays his bills on time, and his brother does too.  
 A B C D
28. The price of crude oil used to be a great deal lower than now, wasn't it ?  
 A B C D
29. When an university formulates new regulations, it must relay its decision to the students and faculty.  
 A B C D

30. Jim was upset last night because he had to do too many homework.

A

B

C

D

B. Question 31 through 35 are based on the following passage

The stone age was a period of history which began in approximately 2 million B.C. and lasted until 3000 B.C.. Its name was derived from the stone tools and weapons that modern scientists found. This period was divided into the Paleolithic, Mesolithic, and Neolithic Ages. During the first period (2 million to 8000 B.C.), the first hatchet and use of fire for heating and cooking were developed. As a result of the Ice Age, which evolved about 1 million years into the Paleolithic Age, people were to seek shelter in caves, wear clothing, and develop new tools.

During the Mesolithic Age (8000 to 600 B.C.), people made crude pottery and the first fish hooks, took dogs hunting, and developed the bow and arrow, which were used until the fourteenth century A.D.

The Neolithic Age (6000 to 3000 B.C.) saw humankind domesticating sheep, goats, pigs, and cattle, being less nomadic than in previous eras, establishing permanent settlements, and creating governments.

31. Into how many periods was the Stone Age divided ?

A. (2) B. (3) C. (4) D. (5)

32. In line 2 the word "derived" is closest in meaning to \_\_\_\_\_

A. Originate C. Hallucinated  
B. Destroyed D. Discussed

33. Which of the following was developed earliest ?

A. Fish hook C. Bow and arrow  
B. Hatchet D. Pottery

34. Which the following developmets is NOT related to the condition of the Ice Age?

A. Farming

C. Living indoors

B. Clothing

D. Using Fire

35. The word “crude” in line 7 is closest in meaning to \_\_\_\_\_

A. Extravagant

C. Vulgar

B. Complex

D. Primitive



## CHAPTER 4 Natural Disasters-An Exposition

### KOMPETENSI DASAR

- 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *eksposisi analitis* lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya
- 4.4 Teks eksposisi analitis
  - 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *eksposisi analitis* lisan dan tulis, terkait isu aktual
  - 4.4.2 Menyusun teks *eksposisi analitis* tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

## A Pre-Activity

Read the text below.

# Global Warming

**Is it an end to our world?**

Global warming is a phenomenon used to describe the gradual increase in the temperature of Earth's atmosphere and oceans. Global warming is not a new problem but lately people are acknowledging that we are facing a serious problem. Climate change is apparent everywhere. Failed crops, economic slowdown, and deforestation are among the several impacts of global warming.

First of all, there is irrefutable evidence that human activities have changed the atmosphere of our earth. Since the time we have been industrializing, we started polluting our waters and air, and have been releasing greenhouse gases that contribute to global warming.

Secondly, according to research by the Greenpeace organization, there is evidence of extensive deforestation being carried out in Indonesia and other tropical countries around the world. These forests are used to grow crops like palm sugar, palm oil and coffee—the lifeline of Western society (Green-peace report, 2007). The impact of climate change is noticeable throughout Asia-Pacific, either during hot days or too much rain accompanied by wind and thunderstorm. This has started to affect the economy as well.



Picture 4.1 Effect of global warming [Source: nationalgeographic.com]

Furthermore, the shifting weather patterns have made it difficult for farmers to grow crops. A recent study has shown that due to unpredictable weather patterns, there have been lot of failed crops (Reuters, 2007).

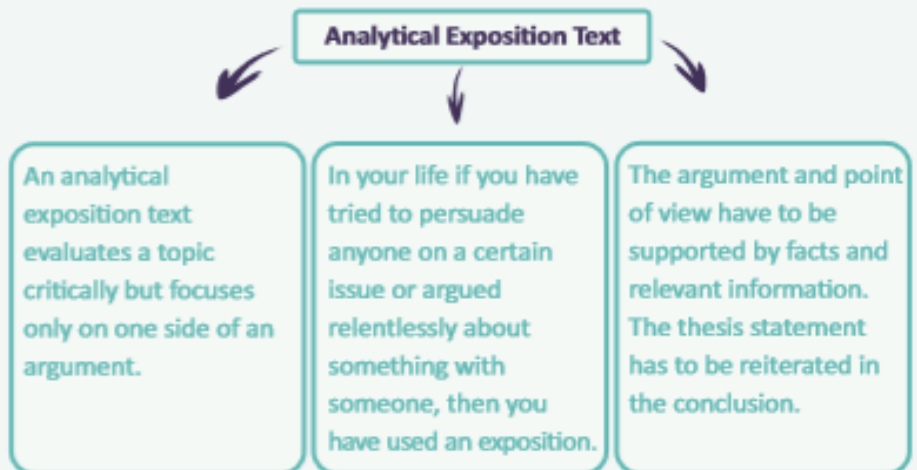
In conclusion, global warming is not a new problem nor are we solely responsible for it. But as the citizens of the world, we have to take every possible action to help overcome this issue. It is not only for us but for all the future generations to follow.

### Discussion

1. What is global warming?
2. Is it a severe problem? Why?
3. What kind of text is given above?

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## B Building Blocks



**Social Function**  
The purpose of an exposition text is to persuade your audience to look at an issue with your perspective.



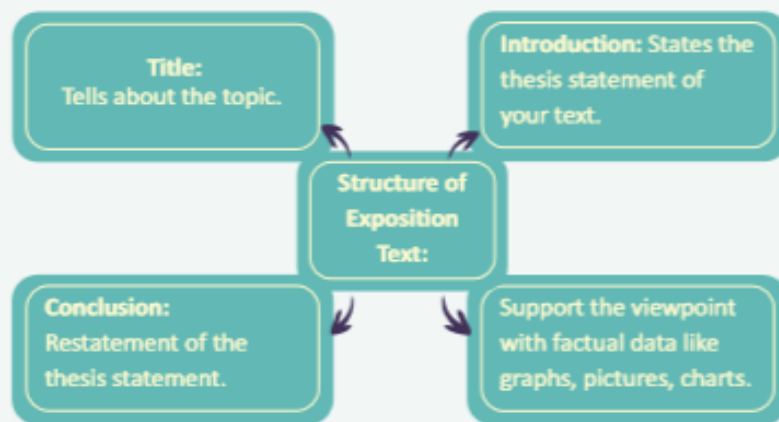
**An exposition text needs to:**

clearly state the point of view,

use valid research findings to support your viewpoint,

defend your viewpoint,

support the viewpoint with factual data like graphs, pictures, charts.



**Title:**

- Tells about the topic of the essay.

**Introduction:**

- This is the starting point of an exposition essay.
- Here you state the topic and establish the point of view (thesis statement).
- Introductory statement should be an emotional statement or a question that is an attention grabber.
- A preview of the points you plan to make to support your thesis (argument).

**Body:**

- A series of arguments to convince the audience.
- Each paragraph starts with a new argument.
- Each paragraph has a main point, reason for the main point and evidence to support the main point.

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- Use of emotive words, mental verbs, causal conjunctions to persuade the audience.
- Each paragraph has to be logically linked to the previous paragraph and to the thesis statement.

**Conclusion:**

- Reiterates or restates the thesis statement.
- Summarizes what has been stated.

(Emilia, 2012)

**Language Features of an Exposition Text:**

Use descriptive persuasive words with emotive connotations to emphasize your viewpoint. These words can either be positive or negative. **Use thesaurus to find an appropriate word.** For example:

- Instead of using "bad", **USE** *appalling, unfavorable, ghastly, terrible;*
- Instead of using "good", **USE** *fantastic, incredible, momentous, remarkable;*
- Instead of using "persuading", **USE** *convincing, urging, enticing, realistic;*
- Instead of using "persuasive", **USE** *credible, realistic, rational, sane, coherent.*

**Use the present tense** such as *lions live; I eat; cheetahs run.*

**Use mental verbs** such as *I believe; I prefer; I agree; I doubt; I disagree.*

**Use saying verbs** to support the argument such as *people say; it is said; research indicates, etc.*

**Use connecting words** to link to arguments so that the flow of the arguments is logical and fluent.

Some examples are:

additionally, furthermore, not only, also, in addition, moreover, likewise, firstly, secondly, etc.

**Use causal conjunctions** to indicate a cause or reason of what is being stated.

For example:

because, consequently, despite, due to, for that reason, in that case, eventhough, yet, otherwise, etc.

**Use words that express the author's attitude** - to qualify or confirm.

For example:

will, frequently, may, must, usually, typically, habitually, commonly, doubtless, characteristically, in all probability, etc.

**Use persuasive techniques:**

- Use generalizations to support viewpoints or arguments. Generalizations are common beliefs, general statements.
- Use evidence and facts to back up the generalizations like using research, expert opinions, testimonies or quotes.
- Use exaggerations to make things or issues appear better or worse than they actually are.

*(Simon & Schuster, 2002)*

**Example of an exposition text**

Text Organization	Banning of motorbikes is necessary in housing areas.	Language Features
<b>Introduction (Thesis statement)</b>	Motorbikes are a nuisance and a cause for great distress. <b>Even though</b> motorbikes are considered as the most convenient form of transportation, <b>I think</b> they are a hazard to humans, animals as well as the environment. I think motorbikes should be banned in housing areas due to the following reasons: cause of <b>unreasonable</b> amount of noise, air pollution, diseases, and accidents.	<b>Mental verbs</b> <b>I think</b> <b>I believe</b>
<b>Argument 1 + elaboration</b>	<b>First of all</b> , I would like to point out that motorbikes are a major contributor to the pollution in the world. <b>Research</b> has shown that motorbikes <b>emit</b> a deadly gas that is dangerous for the environment. <b>Consequently</b> , long-term emission of gas from motorbikes is a major contributor of global warming (Science Daily).	<b>Conjunctive relations</b> <b>First of all</b> <b>Secondly</b> <b>Causal conjunctions</b> <b>Consequently</b>
<b>Argument 2 + elaboration</b>	<b>Secondly</b> , according to a report from BBC News Channel, motorbikes are also responsible for causing diseases such as bronchitis, cancer and are a major trigger	<b>Generic reference</b> <b>Accidents</b>

	of asthma and high blood pressure. Some of the diseases are so ghastly that they can kill people (BBC News, 2009).	
<b>Argument 3 + elaboration</b>	<b>Furthermore</b> , motorbikes create so much noise. There is “vroom vroom” noise everywhere. It is <b>extremely difficult</b> to sleep. <b>Parents</b> with infants find it extremely <b>challenging</b> . The moment their <b>babies</b> fall asleep, one or another motorbike passes by and the baby wakes up. It is also <b>arduous</b> for children to concentrate on their homework. <b>Experts</b> are of the opinion that if there is extreme noise, it can lead to deafness and lack of concentration in <b>children</b> and adults (Fields, 1993).	<b>Children</b> <b>Parents</b>  <b>Expert opinion</b> <b>Expert</b> <b>Research show</b>
<b>Argument 4 + elaboration</b>	<b>Finally</b> , motorbikes are responsible for horrible <b>accidents</b> . In some cases, there are deaths. Motorbike riders <b>go so fast</b> that they are unable to stop on time thus they end up hitting other people or animals. Many times a lot of animals are trampled and found dead on the road. Motorbikes are known to be the biggest killers on the road (Fields, 1993).	<b>Present tense</b> <b>Are responsible</b> <b>Go so fast</b> <b>Are known</b>
<b>Conclusion (Reiteration of thesis statement)</b>	<b>In conclusion</b> , from the arguments above, <b>I strongly believe</b> that motorbikes should be banned from housing areas.	

Table 4.1 The example and structure of an exposition text

## **C** Let's Practice

**A. The article given below is incomplete.**

**Complete it using the format of an exposition text and give it a suitable title.**

### **Introduction (thesis statement)**

Television is the most popular form of entertainment in every household in Indonesia. However, I think watching television too much especially soap operas and dramas can have negative impacts on the viewers.

### **Argument 1 + Elaboration**

### **Argument 2 + Elaboration**

### **Conclusion (restatement of thesis statement)**



Activate Windows  
Go to PC settings to activate Windows



## **D** Active Conversation

**Choose one of the topics given below.**

A. Passive smoking is a silent killer.

B. Why is learning English important?

State your arguments or position on one of the above given issues and then discuss with your partner. For the arguments, you can use some expressions like these:

- I would like to remind you ....
- It is important for us to ....
- I believe that ....
- I am convinced that ....
- Let me tell you ....
- Try to remember ....

**A. Passive smoking is a silent killer**

You can use this example to start your conversation:

**Student A:** Do you know that passive smoking is more dangerous than active smoking?

**Student B:** I know, but I think it is not as dangerous as people say it is.

**Student A:**

**Student B:**

**Student A:**

**Student B:**

**Student A:**

**Student B:**

**Student A:**

**Student B:**



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**B. Why is learning English important?**

State your arguments or position on this issue and then discuss with your partner.  
You can use this example to start your conversation:

Student A: Learning English is important because it is a means of communication with different people around the world.

Student B: I don't think it is important.

Student A: I do not agree with you ....

Student B:

Student A:

Student B:

Student A:

Student B:

Student A:

Student B:

## **E** Writing Connection

Write an analytical exposition text on any of the recent issues in the media. Give at least two (2) arguments plus an explanation to support your thesis statement. Follow the format of an exposition text given in the building blocks.

When you are done writing your first draft, consult your teacher to get a feedback on your writing.

**Draft 1:**



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**Draft 2:**

**Final Draft:**



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## F Let's Create/Contribute

Choose one of the activities given below.

1. You have been chosen as the project officer for showcasing an exciting wildlife art exhibition on the fauna and flora of Indonesia. The purpose of this wildlife showcase is to raise money to support conservation of nearly extinct animals in Indonesia. You have to write an exposition text on conservation of animals and use this exposition text as your speech for the opening of the event. You will also make posters to depict the plight of innocent creatures that are killed or captured by poachers.
2. Create a pamphlet or a movie to educate people in your school on "Dangers of drug abuse and cigarette smoking."

Make sure to put lots of pictures in your pamphlet.



Picture 4.2 Pamphlets (Source: [designstore.ir](http://designstore.ir))

## G Formative Assessment

**I can do this.**

**Complete these statements.**

1. The most interesting thing I learned in this chapter was .....
2. The part I enjoyed most was .....
3. I would like to find more about .....
4. The hardest part in this chapter was .....
5. I need to work harder at .....

**Read the statements below and tick (✓) the option that is most applicable to you.**

	Definitely	Yes	Maybe	No	Not at all
The text was easy to understand.					
I know how to write an exposition text.					
I can write an exposition text.					
I know the format of an exposition text.					
I can create a pamphlet.					

**My plan to overcome the difficulties of this chapter**



Activate Windows  
Go to PC settings to activate Windows.



### Appendix 5 Tabel of Pre-Test and Post-Test Score

No	Passing Grade	Score	
		Pre-Test	Post-Test
1	75	52	80
2	75	52	84
3	75	68	76
4	75	56	80
5	75	64	72
6	75	64	88
7	75	68	80
8	75	72	96
9	75	68	72
10	75	56	84
11	75	60	72
12	75	52	84
13	75	64	76
14	75	52	88
15	75	56	84
16	75	56	80
17	75	60	72
18	75	52	76
19	75	52	72
20	75	60	96
21	75	52	84
22	75	52	84
23	75	64	96
24	75	48	88
25	75	60	88
26	75	52	80
27	75	48	72
28	75	60	76
29	75	52	80
30	75	52	76
31	75	56	80
32	75	52	76
33	75	48	76

Average Score	56.96	80.84
---------------	-------	-------

### Appendix 6 Table of Nomality Distribution

Kelas		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Efektifitas Berbicara	Pre-test	.179	33	.009	.943	33	.081
	Post-test	.156	33	.040	.937	33	.055

a. Lilliefors Significance Correction

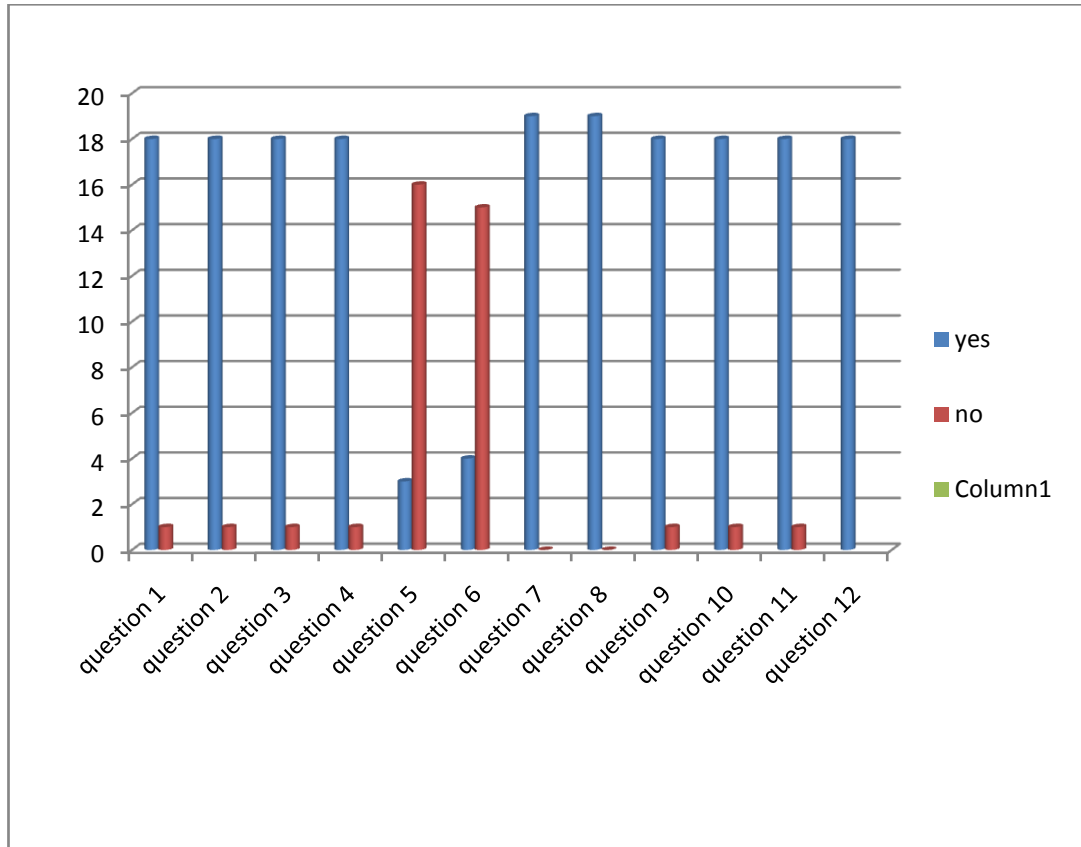
### Appendix 7 Table of Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Efektifitas Berbicara	Based on Mean	5.518	1	64	.022
	Based on Median	4.891	1	64	.031
	Based on Median and with adjusted df	4.891	1	47.873	.032
	Based on trimmed mean	5.159	1	64	.027

### Appendix 8 Table of T test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Efektifitas Berbicara - Kelas	57.197	10.239	1.260	54.680	59.714	45.382	65	.000

### Appendix 9 Chart of The responses of role play “news caster” technique



## Appendix 10 Permission Letter

### Surat Keterangan Dari Universitas



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

Program Studi : Pendidikan Bahasa Inggris - Pendidikan Bahasa & Sastra Indonesia  
Pendidikan Matematika - Pendidikan Biologi - PG. PAUD - PG. SD

Jln. Sutorejo No. 59 Surabaya 60113, Telp. (031) 3811966 Fax. (031) 3813096

Nomor : 412/KET/II.3-FKIP/F/VII/2018

Hal : Penelitian Skripsi

**Yang terhormat**

**Kepala SMA Muhammadiyah 1 Babat**

Assalamualaikum Wr. Wb.

Dengan ini kami Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Surabaya menghadapkan mahasiswa :

Nama : Shinta Desmalasari

NIM : 20141111043

Program Studi : Pendidikan Bahasa Inggris (S1)

Pada kesempatan ini kami mohon Bapak/Ibu berkenan memberikan izin kepada mahasiswa tersebut untuk mengadakan penelitian dalam penyelesaian skripsinya.

Adapun judul penelitian yang diambil adalah :

**"THE EFFECTIVENESS OF TEACHING SPEAKING USING ROLE PLAY  
"NEWS CASTER" TOWARD VIRAL NEWS AT ELEVENTH GRADE OF  
SMA MUHAMMADIYAH 1 BABAT"**

Atas bantuan dan kerja samanya kami ucapkan terima kasih.

Wassalamualaikum Wr. Wb.

Surabaya, 19 Juli 2018

Dekan

Endah Hendarwati, S.E., M.Pd.

Surat Keterangan dari Tempat Penelitian



MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH  
**SMA MUHAMMADIYAH 1 BABAT**  
Badan Hukum: MENDIKBUD No. 23628/MPK/74  
TERAKREDITASI – A

Jl. Raya 180 Telp/Fax (0322) 451072 Babat 62271 Lamongan/E-mail:smam1babat.com@gmail/Web:www.smam1babat.sch.id

**SURAT KETERANGAN**

No. 196./KET/IV.4.AU/101/D/2018

Assalamu'alaikum Wr. Wb.

Yang bertanda tangan di bawah ini :

Nama : **NURUL HUDA, S.Ag, S.Pd**  
NBM : 921.827  
Jabatan : Kepala SMA Muhammadiyah 1 Babat

Menerangkan dengan sesungguhnya bahwa :

Nama : **SHINTA DESMALASARI**  
NIM : 20141111043  
Program Studi : Pendidikan Bahasa Inggris (S-1)  
Fakultas Keguruan dan Ilmu Pendidikan (FKIP)  
Universitas Muhammadiyah Surabaya

Adalah benar – benar telah melaksanakan penelitian di SMA Muhammadiyah 1 Babat pada tanggal 1 Maret s/d 17 April 2018 dengan judul  
**"THE EFFECTIVENESS OF TEACHING SPEAKING USING ROLE PLAY  
"NEWS CASTER" TOWARD VIRAL NEWS AT ELEVENTH GRADE OF  
SMA MUHAMMADIYAH 1 BABAT**

Demikian surat keterangan ini kami buat untuk di pergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

Babat, 6 Agustus 2018  
Kepala Sekolah  
  
  
**NURUL HUDA, S.Ag, S.Pd**  
**NBM: 921.827**



## Appendix 11 Questioner

### LEMBAR ANGKET RESPON SISWA

1. Tulislah tanggapan terhadap proses pembelajaran yang telah dilakukan!
2. Beri tanda cek (√) pada kolom yang anda anggap sesuai!
3. Kriteria penilaian
  - a. “Ya” bila pernyataan sesuai dengan pendapat anda.
  - b. “Tidak” bila pernyataan tidak sesuai dengan pendapat anda.

No	Pernyataan	Ya	Tidak
1	Saya merasa senang mengikuti kegiatan pembelajaran yang telah dilakukan guru dalam menyampaikan materi analitical eksposisi		
2	Penggunaan tema berita di dalam kegiatan pembelajaran di kelas membuat saya termotivasi dalam belajar bahasa inggris		
3	Metode <i>role-play</i> membuat saya termotivasi dalam belajar bahasa inggris		
4	Belajar dengan menggunakan metode <i>role-play</i> dapat meningkatkan kualitas hasil belajar saya dalam materi analitical eksposisi		
5	Saya mengalami kesulitan dalam belajar analitical eksposisi menggunakan tema berita		
6	Saya mengalami kesulitan dalam belajar menggunakan metode <i>role-play</i>		
7	Dengan metode <i>role-play</i> , saya dapat menanamkan sikap sosial positif sesama teman		
8	Cara guru menyampaikan materi dengan menggunakan model pembelajaran ini memudahkan saya dalam memahami materi analitical eksposisi		
9	Saya merasa lebih aktif dalam proses pembelajaran dengan melaksanakan metode <i>role-play</i>		
10	Saya dapat menambah kreativitas dalam belajar dengan menggunakan metode <i>role-play</i>		
11	Penggunaan tema berita di dalam kegiatan belajar mengajar membuat suasana lebih menarik		
12	Metode <i>role-play</i> membuat suasana belajar menjadi lebih menarik		

## Appendix 12 The Result of Questionnaire

Nama: Andre Hadiano.  
No. Absen : 02.

### LEMBAR ANGKET RESPON SISWA

1. Tulislah tanggapan terhadap proses pembelajaran yang telah dilakukan!
2. Beri tanda cek (✓) pada kolom yang anda anggap sesuai!
3. Kriteria penilaian
  - a. "Ya" bila pernyataan sesuai dengan pendapat anda.
  - b. "Tidak" bila pernyataan tidak sesuai dengan pendapat anda.

No	Pernyataan	Ya	Tidak
1	Saya merasa senang mengikuti kegiatan pembelajaran yang telah dilakukan guru dalam menyampaikan materi analitical eksposisi	✓	
2	Penggunaan tema berita di dalam kegiatan pembelajaran di kelas membuat saya termotivasi dalam belajar bahasa inggris	✓	
3	Metode <i>role-play</i> membuat saya termotivasi dalam belajar bahasa inggris	✓	
4	Belajar dengan menggunakan metode <i>role-play</i> dapat meningkatkan kualitas hasil belajar saya dalam materi analitical eksposisi	✓	
5	Saya mengalami kesulitan dalam belajar analitical eksposisi menggunakan tema berita		✓
6	Saya mengalami kesulitan dalam belajar menggunakan metode <i>role-play</i>		✓
7	Dengan metode <i>role-play</i> , saya dapat menanamkan sikap sosial positif sesama teman	✓	
8	Cara guru menyampaikan materi dengan menggunakan model pembelajaran ini memudahkan saya dalam memahami materi analitical eksposisi	✓	
9	Saya merasa lebih aktif dalam proses pembelajaran dengan melaksanakan metode <i>role-play</i>	✓	
10	Saya dapat menambah kreativitas dalam belajar dengan menggunakan metode <i>role-play</i>	✓	
11	Penggunaan tema berita di dalam kegiatan belajar mengajar membuat suasana lebih menarik	✓	
12	Metode <i>role-play</i> membuat suasana belajar menjadi lebih menarik	✓	

## Appendix 13 The Result of Diagnostic Test

Alya astra s. (X1 - mid 2)

### DIAGNOSTIC TEST

A. Please identify the one underline word or phrase that *woud not be acceptable in standart writte English*. Choose the letter of the underline word portion which is **NOT CORRECT**,

1. The food that mark is cooking in the kitchen is smelling delicious.  
A B C D
2. After jhon eaten dinner, he wrote several letters and went to bed.  
A B C D
3. After gorge had returned to his house, he was reading a book.  
A B C D
4. It has been a long time since we have talked to jhon, isn't it ?  
A B C D
5. Rita enjoyed to be able to meet several members of congress during her vocation.  
A B C D
6. The president went fishing after he has finished with the conferences.  
A B C D
7. Peter and Tom plays tennis every afternoon with Mary and me.  
A B C D
8. He was drink a cup of coffee when the telephone rang.  
A B C D
9. The children were playing last night outdoors when it began to rain very hard.  
A B C D
10. Please give me a view coffee and some donuts if you have any left.  
A B C D
11. Chaterine is studying law at the university, and so does Jhon.  
A B C D
12. It was him who came running into the classroom with the news.  
A B C D
13. The main office of the factory can be found in Mapel Street in New York City.  
A B C D

14. Because there are less members present tonight than there were last night, we  
 must wait until the next meeting to vote.  
 A B C D
15. David is particularly fond of cooking, and he often cooks really delicious meals.  
 A B C D
16. The progress made in space travel for the early 1960s is remarkable.  
 A B C D
17. Sandra has not rarely missed a play or concert since he was seventeen years old.  
 A B C D
18. The governor has not decided how to deal with the new problems already.  
 A B C D
19. There was a very interesting news on the radio this morning about the earthquake  
 in Italy.  
 A B C D
20. The professor had already given the homework assignment when he  
 had remember that Monday was a holiday.  
 B C D
21. Having been beaten by the police for striking an officer, the man  
 will cry out in pain.  
 A B C D
22. This table is not study enough to support a television, and that one probably isn't  
 neither.  
 A B C D
23. The bridge was hitting by a large ship during a sudden storm last week.  
 A B C D
24. The company representative sold to the manager a sewing machine for forty  
 dollars.  
 A B C D

25. The taxi driver told the man to don't allow his disobedient son to hang out the  
 A B ~~C~~ D  
 window.
26. These television are quite popular in Europe, but those one are not.  
 A B ~~C~~ D
27. Harvey seldom pays his bills on time, and his brother does too.  
~~A~~ B C D
28. The price of crude oil used to be a great deal lower than now, wasn't it?  
 A B C ~~D~~
29. When an university formulates new regulations, it must relay its decision to the  
 A B C ~~D~~  
 students and faculty.
30. Jim was upset last night because he had to do too many homework.  
 A B ~~C~~ D

B. Question 31 through 35 are based on the following passage

The stone age was a period of history which began in approximately 2 million B.C. and lasted until 3000 B.C.. Its name was derived from the stone tools and weapons that modern scientists found. This period was divided into the Paleolithic, Mesolithic, and Neolithic Ages. During the first period (2 million to 8000 B.C.), the first hatchet and use of fire for heating and cooking were developed. As a result of the Ice Age, which evolved about 1 million years into the Paleolithic Age, people were to seek shelter in caves, wear clothing, and develop new tools.

During the Mesolithic Age (8000 to 600 B.C.), people made crude pottery and the first fish hooks, took dogs hunting, and developed the bow and arrow, which were used until the fourteenth century A.D.

The Neolithic Age (6000 to 3000 B.C.) saw humankind domesticating sheep, goats, pigs, and cattle, being less nomadic than in previous eras, establishing permanent settlements, and creating governments.

31. Into how many periods was the Stone Age divide ?

- A. (2)    B. (3)    C. (4)    D. (5)

32. In line 2 the word "derived" is closest in meaning to \_\_\_\_\_

- A. Originate                      C. Hallucinated  
B. Destroyed                      D. Discussed

33. Which of the following was developed earliest ?

- A. Fish hook                      C. Bow and arrow  
B. Hatchet                       D. Pottery

34. Which the following developmets is NOT related to the condition of the Ice Age?

- A. Farming                      C. Living indoors  
B. Clothing                       D. Using Fire

35. The word "crude" in line 7 is closest in meaning to \_\_\_\_\_

- A. Extravagant                       C. Vulgar  
B. Complex                      D. Primitive



## Appendix 15 The Result of Treatment

MUTHIBA News .


Came back again with me ...

No. Deina Agatha

Date : \_\_\_\_\_

<input type="checkbox"/>	<u>Detik news !</u>
<input type="checkbox"/>	
<input type="checkbox"/>	The Jakarta post - Sinabung not National Disaster,
<input type="checkbox"/>	BNPB says - The National Disaster Mitigation Agency
<input type="checkbox"/>	(BNPB) <sup>emphasizes</sup> emphasized that the Mount Sinabung's eruption
<input type="checkbox"/>	in North Sumatra was a regional and national
<input type="checkbox"/>	<sup>riser</sup> disaster.
<input type="checkbox"/>	BNPB chief <sup>spokesman</sup> sutopo purwo Nugroho said
<input type="checkbox"/>	the Karo and North Sumatra regional administrations
<input type="checkbox"/>	were still running normally and nothing had <sup>paralyzed</sup> paralyzed
<input type="checkbox"/>	the regional administrations.
<input type="checkbox"/>	Despite almost 95 percent of the assistance being from
<input type="checkbox"/>	the central government, this is not a national disaster,
<input type="checkbox"/>	he told Antara news agency.
<input type="checkbox"/>	Even in the post - disaster <sup>phase</sup> phase, the central government
<input type="checkbox"/>	will still be involved in rehabilitation and reconstruction.
<input type="checkbox"/>	Sutopo said the problem with the Mt. Sinabung eruption
<input type="checkbox"/>	is the absence of a Regional Disaster Mitigation Agency
<input type="checkbox"/>	(BPBD) in Karo regency.
<input type="checkbox"/>	
<input type="checkbox"/>	→ a grandmother and 5 years - old boy died because
<input type="checkbox"/>	of landslide.
<input type="checkbox"/>	→ <del>As</del> As reported by Evening News MUTHIBA, Tuesday
<input type="checkbox"/>	(11/25/2014)
<input type="checkbox"/>	→ Right at 5 pm

Thank you for seeing MUTHIBA news.





## Appendix 16 The Result of Post-Test

Deina Agatha Oliviera  
Aprilia Ni'matul ulfa

Make a simple dialogue based on the text below!

### Tsunami in Japan

On March 11, 2011, a magnitude-9 earthquake shook northeastern Japan, unleashing a savage tsunami. The earthquake was centered on the seafloor 45 miles (72 kilometers) east of Tohoku, at a depth of 15 miles (24 km) below the surface. The shaking lasted about six minutes.

Residents of Tokyo received a minute of warning before the strong shaking hit the city, thanks to Japan's earthquake early warning system. The country's stringent seismic building codes and early warning system prevented many deaths from the earthquake, by stopping high-speed trains and factory assembly lines. People in Japan also received texted alerts of the earthquake and tsunami warnings on their cellphones.

Less than an hour after the earthquake, the first of many tsunami waves hit Japan's coastline. The tsunami waves reached run-up heights (how far the wave surges inland above sea level) of up to 128 feet (39 meters) at Miyako city and traveled inland as far as 6 miles (10 km) in Sendai. The tsunami flooded an estimated area of approximately 217 square miles (561 square kilometers) in Japan.

The tsunami caused a cooling system failure at the Fukushima Daiichi Nuclear Power Plant, which resulted in a level-7 nuclear meltdown and release of radioactive materials. The electrical power and backup generators were overwhelmed by the tsunami, and the plant lost its cooling capabilities. In July 2013, TEPCO, the Tokyo Electric Power Company, admitted that about 300 tons of radioactive water continues to leak from the plant every day into the Pacific Ocean.

L: Hai

L: Hallo.

L: Are you good?

L: Yes, I'm good, and you?

L: me? I always good. =v.

L: oh ya, I know =v, But Japan is not good.

L: Japan? why?

L: the tsunami has hit Japan

L: oh my God., I hope there aren't many victims

L: Yes I hope too.

### Appedix 17 Students Speaking Score in Pre-Test

no	name	gram	vocab	compre	fluen	pronoun	total	total akhir
1	s1	2	3	3	2	3	13	52
2	s2	2	3	3	3	2	13	52
3	s3	3	3	3	4	4	17	68
4	s4	3	3	2	3	3	14	56
5	s5	4	3	3	2	4	16	64
6	s6	4	3	3	3	3	16	64
7	s7	3	3	3	4	4	17	68
8	s8	3	4	4	3	4	18	72
9	s9	4	4	3	3	3	17	68
10	s10	3	3	2	3	3	14	56
11	s11	3	2	3	3	4	15	60
12	s12	2	3	3	2	3	13	52
13	s13	2	3	4	3	4	16	64
14	s14	2	3	3	2	3	13	52
15	s15	3	3	3	2	3	14	56
16	s16	3	3	3	2	3	14	56
17	s17	3	3	3	3	3	15	60
18	s18	3	2	3	3	2	13	52
19	s19	3	3	2	3	2	13	52
20	s20	4	3	3	3	2	15	60
21	s21	3	2	2	3	3	13	52
22	s22	3	2	2	3	3	13	52
23	s23	4	3	2	4	3	16	64
24	s24	3	2	2	3	2	12	48
25	s25	3	2	3	4	3	15	60
26	s26	2	2	3	3	3	13	52
27	s27	2	2	3	3	2	12	48
28	s28	3	3	2	4	3	15	60
29	s29	2	3	2	3	3	13	52
30	s30	2	3	2	3	3	13	52
31	s31	3	2	2	3	4	14	56
32	s32	3	2	3	3	2	13	52
33	s33	3	2	2	3	2	12	48

### Appendix 18 Students Speaking Score in Treatment

no	name	gram	vocab	compre	fluen	pronoun	total	total akhir
1	s1	3	4	3	3	3	16	64
2	s2	4	4	3	3	3	17	68
3	s3	4	3	5	4	4	20	80
4	s4	5	3	3	4	4	19	76
5	s5	4	4	3	3	3	17	68
6	s6	4	4	3	3	3	17	68
7	s7	3	3	3	3	3	15	60
8	s8	4	3	4	3	3	17	68
9	s9	4	3	4	3	3	17	68
10	s10	4	3	3	3	3	16	64
11	s11	3	3	3	3	3	15	60
12	s12	3	4	3	3	3	16	64
13	s13	3	3	3	3	3	15	60
14	s14	4	3	3	3	3	16	64
15	s15	3	3	3	4	3	16	64
16	s16	4	4	3	3	3	17	68
17	s17	3	3	4	3	3	16	64
18	s18	4	3	3	4	2	16	64
19	s19	4	3	3	3	3	16	64
20	s20	4	4	3	3	3	17	68
21	s21	3	3	3	3	3	15	60
22	s22	4	4	3	3	3	17	68
23	s23	4	3	3	4	3	17	68
24	s24	3	3	4	3	3	16	64
25	s25	3	3	3	4	3	16	64
26	s26	3	3	3	3	3	15	60
27	s27	4	3	3	4	3	17	68
28	s28	4	3	3	4	3	17	68
29	s29	3	3	3	4	3	16	64
30	s30	4	4	3	3	3	17	68
31	s31	3	3	3	4	3	16	64
32	s32	4	3	3	3	3	16	64
33	s33	4	4	3	4	3	18	72

### Appendix 19 Students Speaking Score in Post-test

no	name	gram	vocab	compre	fluen	pronoun	total	total akhir
1	s1	4	4	4	3	5	20	80
2	s2	4	4	4	4	5	21	84
3	s3	4	3	4	4	4	19	76
4	s4	4	3	4	4	5	20	80
5	s5	4	3	3	4	4	18	72
6	s6	4	4	4	5	5	22	88
7	s7	4	4	4	4	4	20	80
8	s8	5	5	5	5	4	24	96
9	s9	4	3	4	4	3	18	72
10	s10	5	4	4	4	4	21	84
11	s11	4	3	3	4	4	18	72
12	s12	4	4	3	5	5	21	84
13	s13	5	3	3	4	4	19	76
14	s14	5	5	4	4	4	22	88
15	s15	4	4	3	5	5	21	84
16	s16	5	5	3	4	3	20	80
17	s17	3	4	3	4	4	18	72
18	s18	4	4	3	4	4	19	76
19	s19	4	4	4	3	3	18	72
20	s20	5	5	4	5	5	24	96
21	s21	5	5	3	4	4	21	84
22	s22	4	5	5	4	3	21	84
23	s23	5	5	4	5	5	24	96
24	s24	5	4	4	4	5	22	88
25	s25	5	5	4	4	4	22	88
26	s26	4	3	3	5	5	20	80
27	s27	3	4	3	4	4	18	72
28	s28	4	4	3	4	4	19	76
29	s29	4	4	4	4	4	20	80
30	s30	4	3	3	4	5	19	76
31	s31	3	3	4	5	5	20	80
32	s32	4	4	4	3	4	19	76
33	s33	4	4	4	4	3	19	76

## Appendix 20 Documentation

Picture 1.1 Give The Material



Picture 1.2 Pre-Test



Picture 1.3 Treatment



Picture 1.4 Post-Test



## Appendix 21 Observation Checklist and Field Note

### Observation Checklist and Field Notes

Name of School :

Day and Date :

Class observed :

Time :

Observed by :

#### **Instruction :**

- Read each question carefully before answer the question
- Answer the questions by giving a checklist on the “YES” or “NO”
- Answer all the questions below with your real situation

No	Activity						Field note
	Teacher	✓		Students	✓		
	The Observation	Yes	No		Yes	No	
1	The teacher give greeting in the opening of class			Students' participation in the class during teaching and learning activities			
2	The teacher chek the attendance list			The students give the reason of the lesson			
3	The teacher give motivation			The students active follow the lesson			
4	The teacher give brainstorming before beginning the class			The students ask some question			
5	The teacher explain the competency that will be disscussed			The students give attention to the teacher instruction			
6	The teacher give a explanation what is analytical exposition			The students interact and active in speaking activity			
7	The teacher explain the use of role play”news caster” in speaking english						
8	The teacher active accompanying students during activities						
9	The teacher monitors the speaaking activity						
1	The teacher ask the						

0	student about difficulties of speaking						
1 1	The teacher give feedback on the teaching learning						
1 2	The teacher give closing in the end of the class						



## Appendix 22 The Result of Observavtion Cheklist

### Observation Cheklist 1

Observation Cheklist and Field Notes

Name of School : SMA MUTIHAMMADIIYAH 1 BABAT  
 Day and Date : 24 JULI 2018  
 Class observed : XI IPA 2  
 Time : PERTEMUAN II  
 Observed : MAZIYATUL MINNAH NISIA

**Instruction :**

- Read each question carefully before answer the question
- Answer the questions by giving a cheklist on the "YES" or "NO"
- Answer all the questions below with your real situation

No	Activity						Field note
	Teacher			Students			
	The Observation	Yes	No		Yes	No	
1	The teacher give greeting in the opening of class	✓		Students' participation in the class during teaching and learning activities	✓		
2	The teacher chek the attendance list	✓		The students give the reason of the lesson	✓		<del>The</del> Sometimes chek it in the end of the class
3	The teacher give motivation	✓		The students active follow the lesson	✓		
4	The teacher give brainstorming before beginning the class	✓		The students ask some question	✓		
5	The teacher explain the competency that will be discussed	✓		The students give attention to the teacher instruction	✓		
6	The teacher give a explanation what is analytical exposition	✓		The students interact and active in speaking activity	✓		
7	The teacher explain the use of role play "news caster" in speaking english	✓					
8	The teacher active accompanying students during activities	✓					Sometimes just focus in one student
9	The teacher monitors the speaaking activity	✓					
10	The teacher ask the student about difficulties of speaking	✓					
11	The teacher give feedback on the	✓					

	teaching learning						
12	The teacher give closing in the end of the class	✓					

## Observation Cheklist 2

### Observation Cheklist and Field Notes

Name of School : SMA MUHAMMADIYAH 1 BABAT  
 Day and Date : 23 JULI 2018  
 Class observed : XI IPA 2  
 Time : PERTEMUAN PERTAMA  
 Observed : MAQIYATUL MININAH NISA

#### Instruction :

- Read each question carefully before answer the question
- Answer the questions by giving a cheklist on the "YES" or "NO"
- Answer all the questions below with your real situation

No	Activity						Field note
	Teacher	✓		Students	✓		
	The Observation	Yes	No		Yes	No	
1	The teacher give greeting in the opening of class	✓		Students' participation in the class during teaching and learning activities	✓		
2	The teacher chek the attendance list	✓		The students give the reason of the lesson	✓		
3	The teacher give motivation	✓		The students active follow the lesson	✓		There are some student who not active
4	The teacher give brainstorming before beginning the class	✓		The students ask some question	✓		
5	The teacher explain the competency that will be discussed	✓		The students give attention to the teacher instruction	✓		
6	The teacher give a explanation what is analytical exposition	✓		The students interact and active in speaking activity	✓		
7	The teacher explain the use of role play "news caster" in speaking english	✓					
8	The teacher active accompanying students during activities	✓					
9	The teacher monitors the speaking activity	✓					
10	The teacher ask the student about difficulties of speaking	✓					
11	The teacher give feedback on the	✓					

	teaching learning						
12	The teacher give closing in the end of the class	✓					

## Appendix 23 Berita Acara Bimbingan Skripsi

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

**BERITA ACARA BIMBINGAN SKRIPSI**

1. NAMA MAHASISWA : SHINTA DESMALASARI .....

2. NIM : 2014111093 .....

3. PROGRAM STUDI : Pnd. B. Ingris .....

4. JUDUL SKRIPSI : The Effectiveness of Teaching Strategy Using Role Play "News Center" Toward Visa News at Eleventh Grade of Muhammadiyah Senior High School of Bekasi .....

5. TANGGAL PENGAJUAN SKRIPSI : .....

TANGGAL	MATERI BIMBINGAN	PARAF	
		PEMBIMBING I	PEMBIMBING II
30-01-2018	Pengajuan Judul	Wib	Wib SF
08-02-2018	Bimbingan BAB 1	Wib	SF
09-02-2018	Revisi BAB 1	Wib	SF
22-02-2018	Revisi BAB 1	Wib	SF
27-02-2018	Revisi BAB 1	Wib	SF
06-03-2018	Revisi BAB 1	Wib	SF
12-03-2018	Bimbingan BAB 2	Wib	SF
26-03-2018	Revisi BAB 2	Wib	SF
04-04-2018	Revisi BAB 2	Wib	SF
06-04-2018	Revisi BAB 2	Wib	SF
04-05-2018	Bimbingan BAB 3	Wib	SF
09-07-2018	Revisi BAB 3	Wib	SF
10-07-2018	Revisi BAB 3	Wib	SF
02-08-2018	Bimbingan BAB 4 & 5	Wib	SF
03-08-2018	Revisi & Tindakan	Wib	SF

6. TANGGAL SELESAI MENULIS SKRIPSI : 02 Agustus 2018 .....

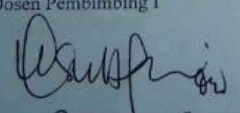
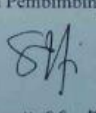
7. TANGGAL RENCANA UJIAN SKRIPSI : 15-16 Agustus 2018 .....

KETERANGAN :

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

Surabaya, 09 Agustus 2018.

Dosen Pembimbing I Dosen Pembimbing II

Sulthon Doct. W. J. S. S., S. Pd., M. Pd. Sofi Luncanti, S.S., M. Pd.

## Appendix 24 Validation Sheet

**Lembar Validasi**  
**Terhadap Rencana Pelaksanaan Pembelajaran (RPP)**

**Petunjuk:**

1. Berdasarkan pendapat Bapak/Ibu berilah nilai 4 (sangat baik), 3 (baik), 2 (kurang baik), 1 (tidak baik) pada kolom yang telah disediakan dengan memberikan (v)
2. Jika terdapat komentar, maka tulislah pada lembar saran yang telah disediakan
3. Istilah kolom validasi berikut ini:

No	Aspek yang dinilai	Nilai yang diberikan			
		1	2	3	4
I	<b>Format RPP:</b> 1. Format jelas sehingga memudahkan melakukan penelitian 2. Kemenarikan			✓  ✓	
II	<b>Isi RPP:</b> 1. Kompetensi indikator dan kompetensi dasar pembelajaran dirumuskan dengan jelas 2. Tujuan pembelajaran ( indikator yang ingindicapai) dirumuskan dengan jelas 3. Menggambarkan kesesuaian metode pembelajaran dengan langkah – langkah pembelajaran yang dilakukan 4. Langkah – langkah pembelajaran dirumuskan dengan jelas dan mudah dipahami			✓  ✓  ✓	   v
III	<b>Bahasa dan Tulisan</b> 1. Menggunakan bahasa sesuai				v

	dengan kaidah Bahasa Indonesia yang baku				
	2. Bahasa yang digunakan bersifat komunikatif				✓
	3. Bahasa yang mudah dipahami				✓
	4. Tulisan mengikuti aturan EYD				✓
IV	Manfaat Lembar RPP				
	1. Dapat digunakan sebagai pedoman untuk melaksanakan pembelajaran				✓
	2. Dapat digunakan untuk menilai keberhasilan proses pembelajaran				✓

IV. penilaian secara Umum (berilah tanda x):

Format Rencana Pelaksanaan Pembelajaran ini:

- A. Sangat baik
- B. Baik
- C. Kurang baik
- D. Tidak baik

V. Saran – saran dan komentar

SARAN:

KOMENTAR:

Surabaya, 19 April 2018  
Validator

(Armeria Wijaya, S.S., M.Pd  
.....)

## Appendix 25 Chek Plagiarism

cek plagiasi shinta			
ORIGINALITY REPORT			
4%	%	1%	3%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS
PRIMARY SOURCES			
1	Submitted to State Islamic University of Alauddin Makassar Student Paper	1%	
2	Submitted to University of Wisconsin, Oshkosh Student Paper	1%	
3	Submitted to University of Wollongong Student Paper	<1%	
4	Submitted to University of Western Sydney Student Paper	<1%	
5	Submitted to The Maldives National University Student Paper	<1%	
6	"Artificial Intelligence in Education", Springer Nature America, Inc, 2011 Publication	<1%	
7	Submitted to RDI Distance Learning Student Paper	<1%	
8	Submitted to University of Portsmouth Student Paper	<1%	