



# APPENDICES

## **APPENDIX A**

### **TEACHING INSTRUMENTS:**

- **LESSON PLAN OF THE EXPERIMENTAL GROUP**
- **LESSON PLAN OF THE CONTROL GROUP**
- **TEXT ANALYSIS**

## LESSON PLAN OF THE EXPERIMENTAL GROUP

## RENCANA PELAKSANAAN PEMBELAJARAN (EXPERIMENTAL GROUP)

Sekolah : SMAN 1 Subang  
Mata pelajaran : B. Inggris  
Kelas/Semester : XI/2  
Alokasi waktu : 2 x 45 menit  
Nilai moral : Perhatian, Kerja sama, Keberanian, Kejujuran

### Kompetensi Standar

11. Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

### Kompetensi Dasar

11.2 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 *narrative*, *spoof*, dan *hortatory exposition*

### Tujuan pembelajaran

Siswa mampu memahami teks *hortatory exposition*

### Indikator

Diberikan teks *hortatory exposition*, siswa diharapkan dapat:

- 1) Mengidentifikasi fungsi teks *hortatory exposition*
- 2) Mengidentifikasi generic structure teks *hortatory exposition*
- 3) Membedakan teks *hortatory exposition* dengan teks *analytical exposition*
- 4) Mengidentifikasi informasi umum dan informasi khusus dalam teks *hortatory exposition*

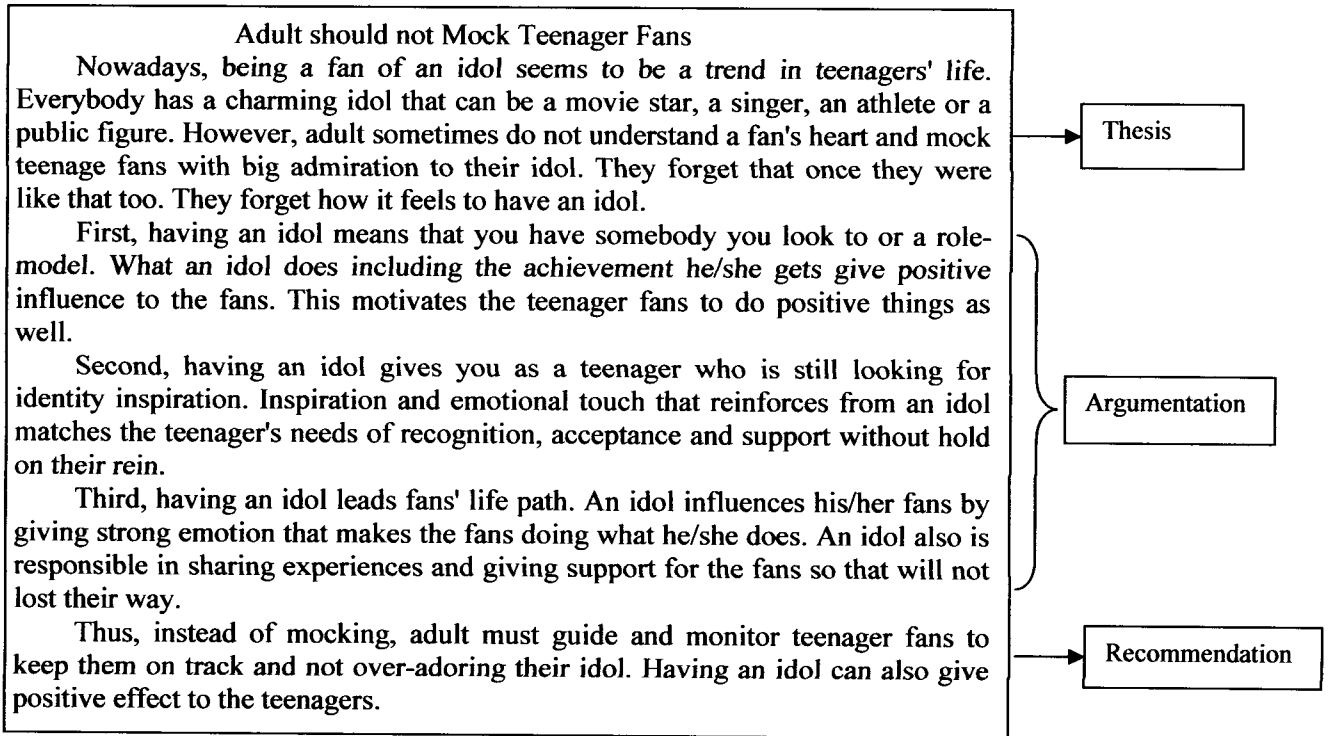
### Perlengkapan

#### a. Materi pembelajaran

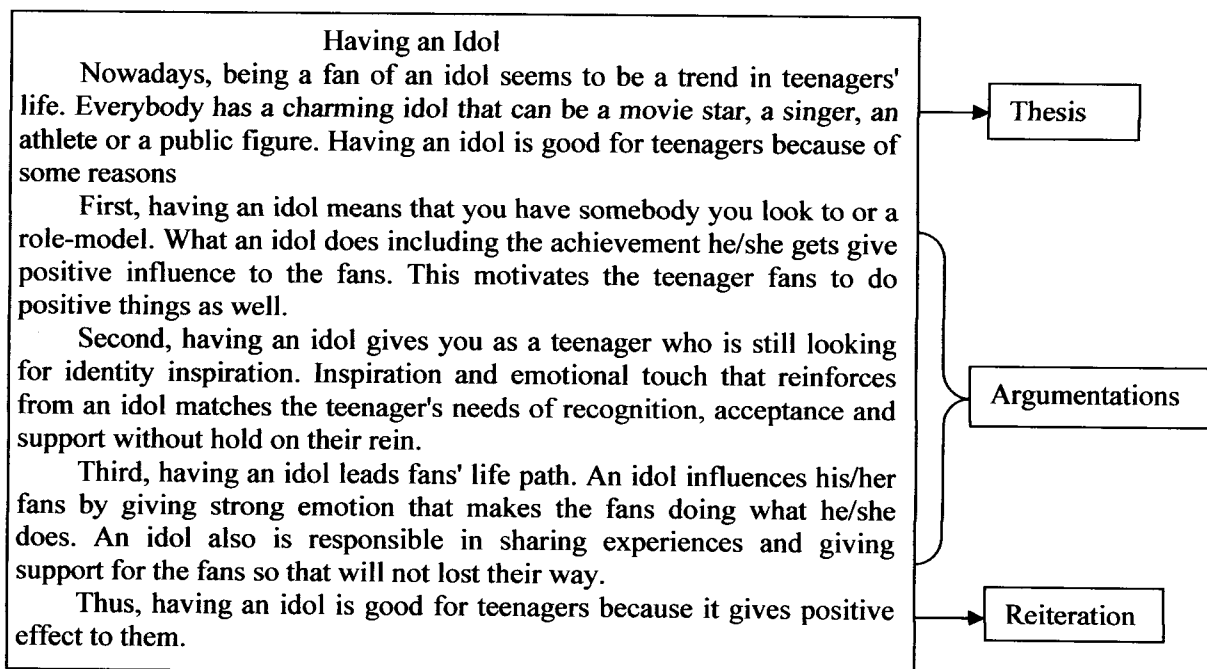
- *Hortatory Exposition* functions to persuade the readers or listeners that something should or should not be the case  
*Analytical Exposition* functions to persuade the readers or listeners that something is the case
- Generic structure of *Hortatory Exposition*:
  1. Thesis: announcement of issue of concern
  2. Arguments: reason for concern, leading to recommendation
  3. Recommendation: statement of what should or should not happen
- Generic structure of *Analytical Exposition*:
  1. Thesis: announcement of issue of concern
  2. Arguments: reason for concern, leading to recommendation
  3. Reiteration: re-statement of the issue

- b. Susunan tim siswa (terlampir), susunan meja turnamen (terlampir)
- c. Rekapitulasi penampilan siswa (terlampir)
- d. Perlengkapan turnamen: set pertanyaan, lembar jawaban, kartu undian

Example of Hortatory Exposition text:



Example of Analytical Exposition text:



## Langkah pembelajaran

### Pertemuan 1

#### 1) Kegiatan awal

- Guru menyapa siswa
- Guru mengecek kehadiran siswa
- Guru menyebutkan pembelajaran yang akan dilakukan

#### 2) Kegiatan utama

##### a. Pre-reading

- Siswa ditanyakan apakah mereka mempunyai idola
- Guru menyatakan idolanya dan alasan mengapa dia menyukai idola tersebut
- Chain question. Seorang siswa ditanyakan siapa idolanya dan mengapa dia menyukainya. Siswa diminta menanyakan hal yang sama pada temannya. Kegiatan berlangsung hingga 5 siswa menjawab
- Siswa ditanyakan tentang baik tidaknya memiliki seorang idola dan alasannya

##### b. While-reading (Class Presentation)

- Siswa diberikan sebuah teks yang telah mereka pelajari yaitu analytical exposition. Teks yang diberikan sesuai dengan topik yang dibicarakan yaitu mengenai "having an idol"
- Siswa ditanyakan mengenai apa teks tersebut
- Siswa diminta menyebutkan jenis teks tersebut
- Siswa diminta melabeli teks tersebut dengan generic structure yang sesuai
- Siswa diberikan sebuah teks hortatory exposition sesuai dengan topik yang dibicarakan
- Siswa ditanyakan mengenai apa teks tersebut
- Siswa diminta mengidentifikasi jenis teks tersebut menggunakan buku teks mereka
- Siswa diberikan penjelasan mengenai fungsi teks hortatory exposition
- Guru mengecek pemahaman siswa mengenai fungsi teks hortatory exposition
- Siswa diberikan penjelasan mengenai generic structure teks hortatory exposition
- Guru mengecek pemahaman siswa mengenai generic structure teks hortatory exposition
- Siswa diminta melabeli generic structure teks yang diberikan
- Secara berpasangan, siswa diminta mengidentifikasi perbedaan kedua teks tersebut

##### c. Post-reading

- Siswa diberikan latihan
- Siswa dibimbing guru membahas soal latihan

#### 3) Kegiatan akhir

- Siswa dibimbing guru menyebutkan kembali pembelajaran hari ini
- Guru menyampaikan materi yang akan dibahas di pertemuan selanjutnya. Siswa diberi tugas membawa masing-masing satu buah teks analytical exposition dan hortatory exposition
- Guru mengumumkan susunan tim siswa
- Guru mengakhiri pembelajaran

## Pertemuan 2

### 1) Kegiatan awal

- Guru menyapa siswa
- Guru mengecek kehadiran siswa
- Guru menyebutkan pembelajaran yang akan dilakukan secara berkelompok
- Siswa diminta untuk duduk sesuai tim mereka
- Siswa diminta mendiskusikan nama tim mereka dengan tema “super heroes”

### 2) Kegiatan utama

#### a. Pre-reading

- Siswa diberi tahu tujuan mereka bekerja dalam kelompok yaitu sebagai kelompok belajar dan tempat mempersiapkan turnamen
- Siswa ditekankan akan pentingnya bekerja sama dalam tim demi kesuksesan tim mereka
- Guru membantu siswa melakukan brainstorming. Siswa diminta menyebutkan kembali materi pembelajaran di pertemuan sebelumnya

#### b. While-reading (Team Activity)

- Setiap tim diberikan sebuah worksheet
- Siswa diminta berdiskusi mengenai teks hortatory exposition dengan tuntunan dalam worksheet bagian A
- Menggunakan teks yang dimiliki, siswa diminta mengidentifikasi karakteristik teks hortatory exposition dan analytical exposition seperti yang dibahas di pertemuan sebelumnya
- Siswa diminta mendiskusikan perbedaan karakteristik teks hortatory exposition dan menuliskannya di worksheet bagian B
- Siswa diminta mengerjakan worksheet bagian C secara individual
- Sambil memegang hasil kerja teman lainnya, siswa diminta mendiskusikan hasil kerjanya dalam kelompok
- Siswa diminta menuliskan hasil diskusi dalam secarik kertas untuk dikumpulkan

#### c. Post-reading

- Siswa diberikan latihan untuk dikerjakan secara individual
- Siswa saling menantang anggota tim nya mengerjakan soal dalam latihan

### 3) Kegiatan akhir

- Guru mengumumkan turnamen yang akan dilakukan di pertemuan berikutnya
- Guru mengakhiri pembelajaran

## Pertemuan 3

### 1) Kegiatan awal

- Guru menyapa siswa
- Guru mengecek kehadiran siswa
- Guru menyebutkan kegiatan yang akan dilakukan yaitu turnamen

### 2) Kegiatan utama (Tournament)

#### a. Pre-reading

- Siswa melakukan diskusi singkat sebagai persiapan turnamen



- Guru mengumumkan peserta dari setiap meja turnamen
  - b. While-reading
    - Siswa duduk dalam meja turnamen masing-masing
    - Setiap meja turnamen diberikan 2 set pertanyaan, 1 set lembar jawaban, 1 set kartu jawaban, dan 1 lembar rekap nilai
    - Siswa dijelaskan mengenai aturan turnamen disertai aturan penilaian
    - Siswa melakukan turnamen diawasi guru
    - Siswa melakukan penghitungan nilai diawasi guru
    - Siswa kembali ke tim mereka untuk mengakumulasikan nilai
  - c. Post-reading
    - Tim dengan rata-rata nilai terbesar diberikan penghargaan
    - Siswa ditanyakan mengenai pendapat mereka mengenai turnamen
- 3) Kegiatan akhir
- Guru mengumumkan pembelajaran yang akan dilakukan di pertemuan berikutnya. Siswa diminta mencari, membaca dan membawa sebuah teks hortatory exposition.
  - Guru mengakhiri pembelajaran

#### Penilaian

Latihan: Jawaban benar x 10 poin

Turnamen: Sesuai prosedur dalam teknikTGT

Attachment Meeting 1:

Exercise 1

A. Give label to the following text

Adult should not Mock Teenager Fans	Label
Nowadays, being a fan of an idol seems to be a trend in teenagers' life. Everybody has a charming idol that can be a movie star, a singer, an athlete or a public figure. However, adult sometimes do not understand a fan's heart and mock teenage fans with big admiration to their idol. They forget that once they were like that too. They forget how it feels to have an idol.	
First, having an idol means that you have somebody you look to or a role-model. What an idol does including the achievement he/she gets give positive influence to the fans. This motivates the teenager fans to do positive things as well.	
Second, having an idol gives you as a teenager who is still looking for identity inspiration. Inspiration and emotional touch that reinforces from an idol matches the teenager's needs of recognition, acceptance and support without hold on their rein.	
Third, having an idol leads fans' life path. An idol influences his/her fans by giving strong emotion that makes the fans doing what he/she does. An idol also is responsible in sharing experiences and giving support for the fans so that will not lost their way.	
Thus, instead of mocking, adult must guide and monitor teenager fans to keep them on track and not over-adoring their idol. Having an idol can also give positive effect to the teenagers.	

B. Answer the following questions

1. What is the text about?
  - a. Description of an idol
  - b. How to be an idol
  - c. Persuasion not to mock fans
  - d. Retelling fans' dramatic life
  - e. Having a fan
2. Why does an idol can be a good model?
  - a. Idol gets achievement
  - b. Idol wakes up early
  - c. Idol looks neat and nice
  - d. Idol appears on TV
  - e. Idol walks on catwalk
3. Teenager needs this emotional touch, except...
  - a. Acceptance
  - b. Support
  - c. Recognition
  - d. Liberty
4. What is an idol's responsibility of being a leader?
  - a. Sharing experience with fans
  - b. Sharing free sign with fans
  - c. Sharing achievement with fans
  - d. Sharing meal time with fans
  - e. Sharing money with fans
5. What is the author's recommendation to the adults?
  - a. They should monitor teenager fans
  - b. They should prohibit teenager fans
  - c. They have to be fanatic fans
  - d. They have to be an idol
  - e. They have to leave it as it is

C. Give a brief answer to the following questions

1. What kind of text is the text above?

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2. What is the function of the text?

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3. What are the generic structures of the text?

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4. What is meant by each element of generic structure?

a. T \_\_\_\_\_

b. A \_\_\_\_\_

c. R \_\_\_\_\_

5. Mention the difference between the text and analytical exposition text

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D. Find the main idea of each paragraph and decide the best arrangement of the text

Text	Main idea of paragraph	Arrangement
A fanatic fan who adores somebody in an over way must be doing something more than needed too. They search on the internet for single news from their idols, buy all products from their idols, do everything to see their idol's live concert or watch their every movie. They give all they have just to "serve" the idol without the idol even want it.		
Being fans of an idol can be bad or even dangerous when they overdo it. Therefore, monitoring and guide from adult is needed to prevent fanaticism of teenager fans.		
Fanaticism is an over-belief in something or somebody. Nowadays, fanaticism is getting popular in the teenagers' life, especially fanaticism towards idols. However, having an idol which can give a good influence for them can also be a boomerang when they overdo it. The process of sharing information through technology these days makes the process of fanaticism hard to resist.		
In addition, an article on the internet stated that fanaticism can somehow endanger the idol as well. If a fanatic fan is disappointed with their idol's act in the TV or media, they can do extreme thing. Take an example when an idol announces that he/she has a lover, a fanatic fan will feel betrayed. In this condition, they can hurt the lover or even the idol.		
Next, fanaticism is getting dangerous when a fan feels like he/she is a part of their idols' life. They may feel like they have a spiritual connection with their idol. This make them will react to whatever happen to their idol. For example when somebody criticizes their idol, they feel like they are being criticized too. They will fight for their idol even with irrational thoughts.		

Attachment Meeting 2:

- A. With your partner, please discuss the following topic
1. What is the purpose of hortatory exposition text?
  2. Why does writer make a hortatory exposition text?
  3. What is the topic of the hortatory exposition text that you brought?
  4. What does the writer think about the topic? Why?
  5. What is the writer's recommendation or suggestion?
- B. With the hortatory texts in the book, please do the following task

Analytical exposition		Hortatory exposition
	Title	
	Topic	
	Background	
	Purpose	
	Thesis	
	Arguments	
	Recommendation	

- C. Read the text below and answer the following questions with a correct answer

**Why are Diazinon and Dursban should be Banned**

Diazinon and dursban are chemicals used on lawns, gardens, agricultural crops and livestock as an insecticide or nematocide (for worms). They are banned for several good reasons.

Firstly, they cause nausea, dizziness, burning sensations, headaches, blurred visions, stomach and muscle cramps, twitching, diarrhea, aching joints, disorientation and an inability to concentrate.

Secondly, these chemicals cause human and animal birth defects in many areas of the human body including the brain, nervous system, teeth, eyes, ears, nipples and genitals. They can also cause profound growth and mental retardation when pregnant mothers are exposed. This may affect on lower birth weights of infants if mothers are exposed before and during pregnancy, and this is associated with lower IQs.

Finally, residues, of course, are on some foods--up to 14 days on lettuce, for example--and the chemical also seeps into the nearby water.

Therefore, the government must be urged to keep the safety factor of pesticides paramount in their thinking. Children are so much more sensitive than adults to the toxic effects of chemicals.

*Adapted from: <http://www.sixwise.com>*

1. What does the text discuss?
  - a. Why farmers should use diazinon and dursban.
  - b. Why worms are resistant to diazinon and dursban.
  - c. Why pests can be removed fast and effectively by using diazinon and dursban.
  - d. Why farmers choose diazinon and dursban instead of other pesticides.
  - e. Why diazinon and dursban are banned.
2. Diazinon and dursban are banned because ....
  - a. they are very expensive.
  - b. the government can no longer subsidize farmers with diazinon and dursban.
  - c. they can remove pests fast and effectively.
  - d. they are dangerous to human health and other animals.
  - e. they may benefit the farmers a lot.
3. What would happen if a pregnant mother is exposed to diazinon or dursban?
  - a. It may effect on their nervous system.
  - b. It may cause lower birth weight and lower IQs of the baby.
  - c. It may cause a terrible headache.
  - d. It may effect on its eyes, ears, and teeth.
  - e. This may increase its weight and IQs.
4. What does the writer suggest that the government should do?
  - a. allow farmers to use diazinon and dursban.
  - b. help the victims of diazinon and dursban.
  - c. ban the use of diazinon and dursban.
  - d. immunize children regularly.
  - e. subsidize farmers with safe pesticides.
5. "Children are so much more sensitive than adults to the toxic effects of chemicals." What does the statement mean?
  - a. We should protect our children from dangerous chemicals.
  - b. Children are resistant to several chemicals.
  - c. Parents should not be worried about their children's health.
  - d. The government should pay more attention to adults than to children.
  - e. Children have greater immunity than adults.

## Individual exercise

### On School Discipline

Being on time is a beautiful social ethic and one of great importance, as it creates efficiency in systems and implies respect for one another. However, it is one of the many values that a school must inculcate into its students over time.

Discipline is not something that must be slapped onto a child like handcuffs. Inner discipline, one that comes from within due to an understanding of the set rules and regulations, is the highest form of behavior. Most excellent schools try to instill this with a loving environment.

Why, even adults arrive late to meetings, work, etc—admittedly shamefaced. Here, we are talking about children. Latecomers should not be shut out. They can be given warnings, most of which are enough to make them want to reach school on time. If this fails, talk to the parents. By closing its gates, the school is behaving cruelly and coldly—treatment to which we prefer not to expose our children.

Every school has a responsibility to implement educational concepts in the appropriate context, not just those schools that follow international standards and are generally unaffordable for the majority.

Good schools create competitive students who can organize themselves effectively in society so that everyone gets a quality life as a result of ethics and values imbibed into students for as long as 12 years. Children are precious, and are dependent on adults for guidance and we must not take advantage of this. Understanding them is the key, and to this end, both parents and schools must work hand in hand without playing the blame game.

Taken from *The Jakarta Post*, October 30, 2003

- What is the text about?
  - How to be a disciplined student
  - What a discipline student must do
  - Misinterpretation of school discipline
  - What happen with school discipline
  - The story about school discipline
- Which paragraph states the writer's opinion about the issue?
  - Paragraph 1
  - Paragraph 2
  - Paragraph 3
  - Paragraph 4
  - Paragraph 5
- What does the writer think about school discipline?
  - It fits the students' standard
  - It only focused on the latecomers
  - It is cruel and cold
  - It is forced to the students
  - It should be shut out
- What kind of discipline is the highest form of behavior?
  - Forced discipline
  - Rigid discipline
  - Inner discipline
  - Outer discipline
  - School discipline
- What should be done with latecomers?
  - Being shut out
  - Being shut down
  - Given bill
  - Given warning
  - Given time
- What does the school usually do to the latecomers?
  - Closing the gates
  - Closing the park
  - Closing the door
  - Closing the window
  - Closing the speech
- "as it creates efficiency in systems and implies respect for one another"
  - School discipline
  - Social ethic
  - School culture
  - Being on time
  - Being on line
- Which of the following statement is true?
  - Discipline must be slapped onto the children
  - Most excellent schools try to instill handcuffs with a loving environment
  - Talking to the parents helps the students' problem in school
  - Good teachers create collaborative students who organize themselves effectively
  - The author insists that adults must not take hard on dependent children
- What is the main idea of paragraph 3?
  - School discipline doesn't work
  - School needs to make new rules
  - How to create good rules
  - How latecomers should be treated
  - How school treats latecomers
- What is the writer's recommendation about the issue?
  - Adults should not take advantages of students
  - Students should be treated preciously
  - Adults and school should work together to disciplined students
  - Adults should play gambling to discipline students
  - School must create organized society

Find the main idea of the following paragraphs

Paragraph	Main Idea
<p>In the past days and weeks schools across Indonesia have been opening up their doors again to receive students entering the new school year. Naturally enough, this has been a time of many trials and tribulations as existing students join new classrooms and new students try to find their way around a new school.</p>	
<p>Such times would be difficult enough for even adults. In adult life we need time to adapt to new settings and find our footing and direction to settle in and come to terms with what lies ahead. This kind of experience, difficult enough in adulthood, can prove extremely challenging for the, as yet, still young and forming hearts and minds of school-age children.</p>	
<p>During the first days back at school great opportunities exist to try to develop a sense of community that will help students settle in and have a firm foundation on which to build their studies during the coming year.</p>	
<p>There are almost constant complaints that there is too much to study for school students and yet time is, every year, wasted on negative and useless orientation day pranks and fooling around. Surely, when time pressures are of such a concern and teachers complain that they have too much to teach from the curriculum, the first days of school would be a great time to help students prepare for the challenges ahead. Constructive teambuilding and guidance towards much needed study skills would serve these students far better than nonsense tasks and ridicule.</p>	
<p>Schools should design these days carefully and not let them be so negligently and dangerously wasted. The benefits of good early learning experiences can be considerable and the duty that schools should exercise to consider a child's psychological welfare really have to leave little room in the first days of school for such waste and ridiculousness.</p>	

Taken from *The Jakarta Post*, July 31, 2004

Team Selection, Tournament Table Placement and Tournament Data

NO	NAME	UTS 1	UAS	UTS 2	PRE-TEST	AVERAGE	TEAM	TABLE
1	SYIFANA NURAHMI	80	84	79	81	81	1	1
2	VICKA BERLISEPTIANY	72	83	79	90	81	2	1
3	DIMAS MUHAMMAD AKBAR R.F.	82	80	79	D	80.33333	3	1
5	WINDA KOMALA	67	85	79	86	79.25	4	2
4	FADILLA FATHAN A N	70	82	79	81	78	5	2
6	NABILA MUTHIA HIDAYAT	60	83	78	86	76.75	6	2
7	NUR AIDA FAUZIAH	70	78	77	81	76.5	7	3
8	PRISCILLA YULIA AGUSTINE	68	82	78	76	76	8	3
9	DANAR YUDHISTIRA	63	77	77	86	75.75	9	3
11	DELLA ILONA SP	70	84	80	67	75.25	10	3
10	AZMI MAHDI	60	82	77	81	75	10	4
12	IYAKA ALIFA AHDJ	61	81	76	81	74.75	9	4
13	DEKY RISMANTO	66	81	79	71	74.25	8	4
14	NURTALITHA ADHIA P	62	80	79	D	73.66667	7	4
15	SAFERI DIAN SURYANA	65	80	78	71	73.5	6	5
16	MITA MARDIANI CAPAH	65	78	76	71	72.5	5	5
17	FAJAR BAHARI	78	84	80	48	72.5	4	5
18	FANNY NUROCTAVIANI	60	78	80	71	72.25	3	5
19	META SUNDARI	60	77	76	76	72.25	2	6
20	VINA LINCHIA LAEVIGATA	50	77	74	86	71.75	1	6
21	ANNISA KRISNAMURTI	58	76	76	D	70	1	6
22	ESTER THEODORA T.	40	78	78	81	69.25	2	6
24	MUKHLISINUR RIZAL	55	78	76	67	69	3	7
23	ARNOL HENDRA MANYU	53	82	79	62	69	4	7
25	AZI NUGRAHA PRATAMA	60	82	77	52	67.75	5	7
27	WINI FITRIYANI	50	76	76	67	67.25	6	7
26	BELLA RIYANTI	48	74	76	71	67.25	7	8
30	NOPIYA MASNA AINUN	38	76	78	76	67	8	8
28	DEWI AGUSTINA NARDIANI	48	76	77	D	67	9	8
29	NISA NAFIISA NURFITRI	49	76	76	67	67	10	8
32	NINDA DWI LARAS	50	74	76	67	66.75	10	9
31	ARIEF FATZAL EZA YUARA	62	79	78	48	66.75	9	9
34	M. LUTHFI ALIF PUTERA	54	77	79	52	65.5	8	9
33	INTAN FITRI PRADINI	55	79	76	52	65.5	7	9
35	MOUDYNITAZYA DP	55	78	77	52	65.5	6	10
36	MUHAMMAD MASYHUDUL HAQ	58	78	78	48	65.5	5	10
37	WINDY DELASARI	48	74	74	D	65.33333	4	10
38	FATWA HALIMAH RISANDI	56	76	76	48	64	3	10

### Students' First Days in School Need to Be Made Constructive

In the past days and weeks schools across Indonesia have been opening up their doors again to receive students entering the new school year. Naturally enough, this has been a time of many trials and tribulations as existing students join new classrooms and new students try to find their way around a new school.

Such times would be difficult enough for even adults. In adult life we need time to adapt to new settings and find our footing and direction to settle in and come to terms with what lies ahead. This kind of experience, difficult enough in adulthood, can prove extremely challenging for the, as yet, still young and forming hearts and minds of school-age children.

During the first days back at school great opportunities exist to try to develop a sense of community that will help students settle in and have a firm foundation on which to build their studies during the coming year.

There are almost constant complaints that there is too much to study for school students and yet time is, every year, wasted on negative and useless orientation day pranks and fooling around. Surely, when time pressures are of such a concern and teachers complain that they have too much to teach from the curriculum, the first days of school would be a great time to help students prepare for the challenges ahead. Constructive teambuilding and guidance towards much needed study skills would serve these students far better than nonsense tasks and ridicule.

Schools should design these days carefully and not let them be so negligently and dangerously wasted. The benefits of good early learning experiences can be considerable and the duty that schools should exercise to consider a child's psychological welfare really have to leave little room in the first days of school for such waste and ridiculousness.

*Taken from The Jakarta Post, July 31, 2004*

1. What is the issue of the text?
  - a. School's constructivism
  - b. Constructive first school days
  - c. Students' first school days
  - d. Students' entrance
  - e. Child's psychological welfare
2. What is the writer's motivation to write the text?
  - a. Worth first school days
  - b. School's unnecessary orientation days
  - c. School's entrance
  - d. School's constructive guidance
  - e. Challenging first school days
3. According to the writer, what does adult think about first school days?
  - a. It is destructive
  - b. It is hilarious
  - c. It is effective
  - d. It is qualitative
  - e. It is ridiculous
4. The main idea of paragraph 4 is...
  - a. Complaint of the use of time of first days
  - b. The needs of constructive teambuilding and guidance
  - c. Teachers' complaint
  - d. Pressure of time
  - e. Negative side of first days in school
5. The word in paragraph 4 which has the meaning *mischievous trick* is...
  - a. Complaint
  - b. Orientation
  - c. Magic
  - d. Pressure
  - e. Prank
6. What is the main idea of paragraph 4?
  - a. School orientation gives pressure
  - b. School orientation full of pranks
  - c. School orientation wastes money
  - d. School orientation prepares challenges
  - e. School orientation wastes time
7. What should the schools do, according to the writer?
  - a. Support their students
  - b. Make school interesting
  - c. Support orientation
  - d. Redesign first school days
  - e. Create good ambience
8. The synonyms of the word *settle* (paragraph 3) are as follows, except...
  - a. Inhabit
  - b. Steady
  - c. Seattle
  - d. Reside
  - e. Set
9. Which of these statements is not true according to the text?
  - a. First day is the time for trials and tribulation
  - b. Schools all over Indonesia had opened registration many days before the first day
  - c. First days at school is wasting time
  - d. A sense of community can be developed during the first days back to school
  - e. Constructive team-building and guidance for students are better than meaningless tasks and ridicule
10. What is the writer's recommendation about the issue?
  - a. School orientation should be banned
  - b. School orientation should be made beneficial
  - c. Students' first days pranks should be stop
  - d. Students' first days should be made ridiculous
  - e. Students' first days should be stopped



### Helping Children Discover Their Own Identity

Children of today's advanced world are different from those in the past. With easy access to modern technology, children of today are able to learn everything they encounter in their life, including world-class information. In terms of knowledge of the world, one must admit, they seem to surpass children brought up in the era when technological equipment was still traditional.

The rapid growth of children's cognitive, physical and social adaptations is an indication of how they can be easily shaped by the modern vicinity. This is a critical period when children are beginning to try to discover their own true identity.

Parental guidance is necessary to assist **them** in leading to the correct path. To do this, intervention, however, is not always mandatory if parents are upbeat that their offspring can handle the conundrum they are facing on their own. Self-reliance, in any occasion, needs to be stressed.

In guiding children in search of true identity, it is important for today's parents to listen and accommodate all feedback from their children. Though it seems too difficult for some conservative parents to implement this, it is essential to a child's development into an emotionally mature adult.

The best way parents can aid their children is by successfully discovering their true identity and growing up to be an emotionally mature adult is to take a flexible approach. Parents need not always rigidly follow and impose certain norms and values, which are imbued with their family tradition during their childhood, on their children. Understanding children from the way they see the reality is surely a far more rewarding experience.

Adapted from *The Jakarta Post*, March 9, 2008

11. What is the text about?
  - a. How parents should guide their children
  - b. Students' need of identity
  - c. Rapid growth of children's adaptation
  - d. Giving children guidance to find their identity
  - e. Discovering children's identity
12. What is the writer concern about the issue?
  - a. Child's need of guidance
  - b. Child's need of moral value
  - c. Child's rapid growth
  - d. Child's important growth
  - e. Child's important identity
13. What is the main idea of the first paragraph?
  - a. The circumstances of today's children
  - b. The difference of today's and past day's children
  - c. The information of children
  - d. The information about the children's era
  - e. The different era when the children live
14. Which paragraph contains the importance of communication between parents-children?
  - a. Paragraph 1
  - b. Paragraph 2
  - c. Paragraph 3
  - d. Paragraph 4
  - e. Paragraph 5
15. Which one is not the indication of children easily shaped by modern vicinity?
  - a. Children's cognitive adaptation
  - b. Children's social adaptation
  - c. Children's affective adaptation
  - d. Children's facial adaptation
  - e. Children's physical adaptation
16. Why is parental guide important to children?
  - a. To limit the children's freedom
  - b. To keep the children on track
  - c. To live the students' life
  - d. To impose certain norms
  - e. To shape the children's characteristics
17. "Parental guidance is necessary to assist **them** in leading to the correct path"  
The bold word refers to.....
  - a. Parents
  - b. Children
  - c. People
  - d. Readers
  - e. Governor
18. "Helping Children Discover Their Own Identity"  
Synonym of underlined word is, except.....
  - a. Find out
  - b. Ascertain
  - c. Assure
  - d. Discern
  - e. Realize
19. Which of the following statement is not true?
  - a. Children nowadays is more adaptable to the situation
  - b. Children need parental guide to find out their character
  - c. Adults need to dictate their children's life
  - d. The author disagrees with a rigid norm imposed to children
  - e. Children are still labile with their identity
20. What is the writer's recommendation about the issue?
  - a. Parents should follow what their children wants
  - b. Parents should give acceptable rules for their children
  - c. Parents should follow their children's progress
  - d. Parents should guide the students to follow rule
  - e. Parents should guide and monitor the children's growing

Answer sheet

Question	Reader	Challenger 1	Challenger 2	Point	Minus
1.	C (I)				
2.	C (F)				
3.	A (W)	C (I)	E (F)		
4.	A (I)				
5.	E (I)	C (W)			
6.	E (I)				
7.					
8.	E (W)	C (F)			
9.	D (I)	C (I)			
10.	A (I)				
11.	D (A) E	E (F)			
12.					
13.	D (A)				
14.	C (A)	B (I)			
15.	B (W)				
16.	B (I)				
17.					
18.	E (F)	C (I)			
19.	E (I)				
20.					

Tournament Table:

No.	Name	Home Team	Score	Point
1.	Azmi	Power ranger	6	6
2.	Iyaka	Hulk	5	4
3.	Fatwa	Batman	1	2.5
4.	Windy	Mermaidman	1	2.5

## RENCANA PELAKSANAAN PEMBELAJARAN (EXPERIMENTAL GROUP)

Sekolah : SMAN 1 Subang  
Mata pelajaran : B. Inggris  
Kelas/Semester : XI/2  
Alokasi waktu : 2 x 45 menit  
Nilai moral : Perhatian, Kerja sama, Keberanian, Kejujuran

### Kompetensi Standar

11. Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

### Kompetensi Dasar

11.2 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 *narrative*, *spoof*, dan *hortatory exposition*

### Tujuan pembelajaran

Siswa mampu memahami teks *hortatory exposition*

### Indikator

Diberikan teks *hortatory exposition*, siswa diharapkan dapat:

- 1) Mengidentifikasi rekomendasi/sugesti dalam teks *hortatory exposition*
- 2) Mengidentifikasi ekspresi untuk menyampaikan rekomendasi/sugesti dalam teks *hortatory exposition*
- 3) Mengidentifikasi informasi umum dan khusus yang terdapat dalam teks *hortatory exposition*
- 4) Mengidentifikasi kata sambung dalam teks *hortatory exposition*
- 5) Mengidentifikasi jenis tenses yang digunakan dalam teks *hortatory exposition*
- 6) Memahami karakteristik teks *hortatory exposition*

### Perlengkapan

- a. Materi pembelajaran
    - Generic structure of *Hortatory Exposition*:
      1. Thesis: announcement of issue of concern
      2. Arguments: reason for concern, leading to recommendation
      3. Recommendation: statement of what should or should not happen
    - Recommendation or suggestion is indicated by modality (should, must, etc.)  
For example:
      - 1) Parents must appreciate their children decision in choosing a university
      - 2) Students must not be treated like a prisoner that is locked in the school
- Below is the expression to state recommendation or suggestion.

- 1) I suggest you to stop smoking if you want to stay healthy
  - 2) I recommend you to go to Braga when you have nothing to do on Saturday night
- Conjunctive words
    - a. Temporal conjunction: “first, second, third, etc.”
    - b. Comparative conjunction: “however, on the other hand, etc.”
 Conclusive conjunction: “thus, therefore, in conclusion, etc”
  - b. Susunan tim siswa (terlampir), susunan meja turnamen (terlampir)
  - c. Rekapitulasi penampilan siswa (terlampir)
  - d. Perlengkapan turnamen: set pertanyaan, lembar jawaban, kartu undian

## Langkah pembelajaran

### Pertemuan 1

- 1) Kegiatan awal
  - Guru menyapa siswa
  - Guru mengecek kehadiran siswa
  - Guru menyebutkan pembelajaran yang akan dilakukan
- 2) Kegiatan utama
  - a. Pre-reading
    - Siswa bermain permainan hangman dengan jawaban “suggestion, medication, entertainment, opinion, argument and recommendation”
    - Siswa ditanyakan manakah dari jawaban-jawaban tersebut yang merupakan hal yang mereka berikan saat menemukan situasi yang tidak sesuai atau memberitahu bagaimana sesuatu harusnya terjadi
    - Guru menjelaskan bahwa jawabannya adalah recommendation dan suggestion yang juga merupakan ciri teks hortatory exposition
  - b. While-reading (Class Presentation)
    - Siswa diminta mengeluarkan teks hortatory exposition yang telah di tugaskan di pertemuan sebelumnya
    - Siswa diminta mengidentifikasi bagian recommendation dalam teks tersebut. Beberapa siswa diminta menuliskan hasil pekerjaan mereka di papan tulis
    - Siswa diminta mengidentifikasi ekspresi yang digunakan dalam rekomendasi di papan tulis
    - Siswa diberikan penjelasan mengenai modality dan ekspresi untuk menyatakan rekomendasi
    - Siswa diberikan penjelasan mengenai conjunctive word yang ada dalam teks hortatory exposition
    - Siswa diminta mengidentifikasi conjunctive word yang ada dalam teks hortatory exposition yang mereka miliki
    - Siswa ditanyakan mengenai jenis tenses yang digunakan dalam teks hortatory exposition
    - Siswa diberikan penjelasan mengenai simple present tense yang digunakan dalam teks hortatory exposition
  - c. Post-reading
    - Siswa diberikan latihan
    - Siswa dibimbing guru membahas soal latihan

3) Kegiatan akhir

- Siswa dibimbing guru menyebutkan kembali pembelajaran hari ini
- Guru menyampaikan materi yang akan dibahas di pertemuan selanjutnya dalam kegiatan kelompok.
- Guru mengakhiri pembelajaran

Pertemuan 2

1) Kegiatan awal

- Guru menyapa siswa
- Guru mengecek kehadiran siswa
- Guru menyebutkan pembelajaran yang akan dilakukan secara berkelompok
- Siswa diminta untuk duduk sesuai tim mereka

2) Kegiatan utama (Team Activity)

a. Pre-reading

- Siswa ditanya mengenai penampilan mereka dalam turnamen di pertemuan sebelumnya
- Guru memberikan motivasi untuk penampilan siswa di turnamen berikutnya
- Guru membantu siswa melakukan brainstorming. Siswa diminta menyebutkan kembali materi pembelajaran di pertemuan sebelumnya

b. While-reading

- Siswa diberikan worksheet
- Siswa diminta mendiskusikan materi pembelajaran di pertemuan sebelumnya yaitu mengenai modality, ekspresi menyampaikan rekomendasi dan “conjunctive words” mengikuti worksheet bagian A
- Menggunakan teks di dalam buku BSE yang dimiliki, siswa diminta mengidentifikasi rekomendasi, conjunctive words dan tense dalam teks tersebut dan membandingkannya dengan teks analytical exposition seperti pada worksheet bagian B dan C
- Siswa diminta mengerjakan latihan secara individual seperti pada worksheet bagian D, E dan F
- Siswa saling menantang anggota tim nya mengerjakan soal dalam latihan

c. Post-reading

- Siswa diminta menuliskan hasil diskusinya

3) Kegiatan akhir

- Guru mengumumkan turnamen yang akan dilakukan di pertemuan berikutnya
- Guru mengakhiri pembelajaran

Pertemuan 3

1) Kegiatan awal

- Guru menyapa siswa
- Guru mengecek kehadiran siswa
- Guru menyebutkan kegiatan yang akan dilakukan yaitu turnamen

2) Kegiatan utama (Tournament)

- a. Pre-reading
    - Siswa melakukan diskusi singkat sebagai persiapan turnamen
    - Guru mengumumkan peserta dari setiap meja turnamen
  - b. While-reading
    - Siswa duduk dalam meja turnamen masing-masing
    - Setiap meja turnamen diberikan 2 set pertanyaan, 1 set lembar jawaban, 1 set kartu jawaban, dan 1 lembar rekap nilai
    - Siswa dijelaskan mengenai aturan turnamen disertai aturan penilaian
    - Siswa melakukan turnamen diawasi guru
    - Siswa melakukan penghitungan nilai diawasi guru
    - Siswa kembali ke tim mereka untuk mengakumulasikan nilai
  - c. Post-reading
    - Tim dengan rata-rata nilai terbesar diberikan penghargaan
    - Siswa ditanyakan mengenai pendapat mereka mengenai turnamen
- 3) Kegiatan akhir
- Guru mengakhiri pembelajaran

#### Penilaian

Latihan: Jawaban benar x 10 poin

Turnamen: Sesuai prosedur dalam teknikTGT

Attachment Meeting 4

A. Answer the following questions with the correct answer

**Organic Farming, A Solution for Harmless Food**

Organic farming is a form of agriculture which excludes the use of synthetic fertilizers and pesticides, plant growth regulators, livestock feed additives, and genetically modified organisms. It is believed that organic farming should replace conventional one for some reasons.

Firstly, as far as possible, organic farmers rely on crop rotation, integrated pest management, crop residue, compost and mechanical cultivation to maintain soil productivity and control pests.

\_\_\_\_\_, studies have shown that people who work with pesticides have an increased risk of developing Parkinson's disease. The pesticides examined in these two long-term studies, paraquat and dieldrin, are not allowed on organic farms. The herbicide paraquat and fungicide mane together, but not alone, have been shown to cause brain damage in mice.

Some organic farming standards do allow the use of natural methods of protection from pests such as those derived from plants. Organic activists state that natural pesticides are a last alternative, while growing healthier, disease resistant plants, using cover crops and crop rotation, and encouraging beneficial insects and birds are the primary methods of pest control.

Finally, a 2001 study demonstrated that children who are fed organic diets experienced significantly lower organophosphorus pesticide exposure than children fed conventional diets. A similar study in 2006 measured the levels of organophosphorus pesticide exposure in 23 preschool children before and after replacing their diet with organic food: levels of organophosphorus pesticide exposure dropped dramatically and immediately when the children switched to an organic diet. Although the researchers did not collect health outcome data in this study, they concluded "it assumes that children whose diets consist of organic food items would have a lower probability of neurologic health risks."

\_\_\_\_\_, organic farming should replace conventional one to reduce the using of pesticides which usually remain in farm production such as fruits and vegetables since there are a lot of research which prove that pesticides may be harmful for the consumers if people use pesticides improperly.

*Adapted from: <http://www.wikipedia.com>*

1. \_\_\_\_\_, studies have shown that people who work with pesticides have an increased risk of developing Parkinson's disease (paragraph 3)
  - a. Firstly
  - b. Secondly
  - c. Thirdly
  - d. Finally
  - e. Next
2. \_\_\_\_\_, organic farming should replace conventional one (paragraph 6)
  - a. Next
  - b. Later on
  - c. However
  - d. Finally
  - e. Therefore
3. **they** concluded... (paragraph 5)  
The bold word refers to...
  - a. Farmer
  - b. Children
  - c. Researcher
  - d. Parkinsons
  - e. Organism
4. What is the author's recommendation?
  - a. Stick to conventional farming
  - b. Change conventional farming to organic farming
  - c. Stop using pesticides in farming
  - d. Governor should allow using natural method of farming
  - e. Researchers should do more research in farming field
5. Difference between conventional and organic farming is that conventional farming uses this, except...
  - a. Synthetic fertilizers
  - b. Pesticides
  - c. Plant growth regulators
  - d. Good ground
  - e. Livestock feed additive

B. Decide whether the following statement is True (T) or False (F)

6. Organic farming uses synthetic fertilizers and pesticides and genetically modified organisms
7. Natural pesticides are the only way to control pests organically
8. Certain fungicides and herbicides cause brain damage on mice
9. Organophosphorus pesticides may cause neurological disease
10. Organic farming may reduce the use of pesticides and produce healthier foods

C. Give suggestion to the following situation

I have a homework to do tonight but I bought a ticket for a concert tonight	Because my house is far from school, I need to go to school at 5.30 a.m.
I really like playing game online but my girlfriend doesn't me playing	I need to present my sister a birthday present, but I don't have much money
I know that smoking has so much disadvantages but I can't stop smoking	I want to join extracurricular activities in school but I can't come home late



Attachment Meeting 5

A. (discussion guide)

In your team, please discuss the following matters.

1. In which part of a hortatory exposition text can you find a suggestion?
2. How to express a recommendation?
3. What are the conjunctive words that are used in a hortatory exposition text?
4. What type of tense that is used in a hortatory exposition text?

B. Identify the following categories then compare to analytical exposition text

Categories	Hortatory	Analytical
The use of modality	1. 2.	1. 2.
Conjunctive words	1. 2. 3.	1. 2. 3.
Suggestion		
Tenses		

C. Complete the following paragraph

What differs hortatory exposition and analytical exposition is the \_\_\_\_\_. This is because hortatory exposition text aims to deliver different \_\_\_\_\_ of the current situation using persuasive \_\_\_\_\_ so that \_\_\_\_\_ will think or do as the writer wish. Topic of a text can be found by reading the \_\_\_\_\_ part of the text. We can find the \_\_\_\_\_ in the beginning of the text because it is the writer's \_\_\_\_\_ about the topic. Writer provides \_\_\_\_\_ to support his/her idea in the \_\_\_\_\_ that leads to a recommendation.

D. Give a title and complete the following text with the suitable conjunction.

\_\_\_\_\_

There are many reasons why I like wearing a uniform to school. \_\_\_\_\_, it saves time. I don't have to spend time picking out my clothes every morning. Wearing a uniform also saves money. It is cheaper to purchase a few uniforms than to go out and buy lots of school clothes. \_\_\_\_\_, wearing a school uniform gives me a sense that I belong. I really think it adds to the feeling of school spirit and community. \_\_\_\_\_, I don't have the pressure of keeping up with the latest styles. \_\_\_\_\_, I suggest all students to like wearing uniform like me.

E. Choose the correct answer to the following questions.

1. Conjunctive word to shows recommendation is...
  - a. First
  - b. Next
  - c. Moreover
  - d. Therefore
  - e. However
2. What is a conjunctive word that is used to combine a contra idea?
  - a. Thus
  - b. However
  - c. Moreover
  - d. Then
  - e. Thus
3. Conjunction to arrange some arguments are, except...
  - a. First
  - b. In addition
  - c. Finally
  - d. Maybe
  - e. Lastly
4. She dances very well, ... she is accepted to join JKT48
  - a. Also
  - b. Too
  - c. However
  - d. Secondly
  - e. Therefore
5. Dino should do his homework. He also needs to take care of his little sister tonight. ..., Dino is now very busy.
  - a. As well
  - b. Besides
  - c. However
  - d. As a result
  - e. Too

F. Complete the following sentences

1. The committee members \_\_\_\_\_ examining the material now
2. The President \_\_\_\_\_ trying to contact his advisor
3. Parental guide \_\_\_\_\_ necessary to assist the children
4. Agriculture sector \_\_\_\_\_ is much more important than as the supporting tools in economic development
5. Fanaticism \_\_\_\_\_ an over-belief in something or somebody
6. Natural pesticides \_\_\_\_\_ the only way to control pests organically
7. Organic farmers \_\_\_\_\_ relying on crop rotation and integrated pest management
8. The best way parents can aid their children \_\_\_\_\_ by successfully discovering their true identity
9. Students \_\_\_\_\_ the generation of a country
10. Discipline \_\_\_\_\_ not something that must be slapped onto a child like handcuffs

## Tournament Question Sheet

**Agriculture**

Nowadays, many people have realized that agriculture is much more important than as the supporting tools in economic development. In Indonesia, agriculture should be the priority of development because of some good reasons.

First of all, the agriculture's contribution in the beginning of the development is highest among the other sectors. At present, almost half of total Indonesian labors are working in agriculture sector, but the contribution of agriculture sector does not reach 30 percent.

Second, agriculture sector is expected to fulfill the need of food in a country. As the number of population increase in an alarming rate each year, food supply must also increase. But in developing countries, food production and agricultural production per capita never increase more than one percent each year, and in some extreme case, it even stagnant.

Last but not least, without agricultural development, the growth of industrial sector will be hampered because the growth that comes from industry will bring a wider gap into the internal economy in that country. In turn, this gap will create serious poverty problem, wider inequality of income distribution, and increase unemployment.

Based on the above discussion, it is obvious that the government should put agriculture as the priority of national development.

*Adapted from: www.nodai.ac.jp*

1. What is the text about?
  - a. Agriculture to support our economic
  - b. Agriculture as priority of development
  - c. Agriculture as our economical center
  - d. Agriculture to feed our people
  - e. Agriculture to develop our culture
2. According to the text, what do mostly Indonesian people do?
  - a. Laboring
  - b. Farming
  - c. Teaching
  - d. Entertaining
  - e. Singing
3. What is the further effect of poor agriculture development?
  - a. Serious illness
  - b. Serious boundaries
  - c. Serious development
  - d. Serious poverty
  - e. Serious sector
4. Why should food supply increase year by year?
  - a. Increasing population
  - b. Increasing sample
  - c. Increasing time
  - d. Increasing development
5. What does the author suggest the government?
  - a. To increase or economic
  - b. To stop poverty
  - c. To create better distribution
  - d. To put culture as priority development
  - e. To prioritize agriculture
6. How many arguments are presented by the author?
  - a. One
  - b. Two
  - c. Three
  - d. Four
  - e. Five
7. How many conjunctions are used in the text?
  - a. One
  - b. Two
  - c. Three
  - d. Four
  - e. Five
8. What modals used by the author to state his recommendation?
  - a. Maybe
  - b. Should
  - c. Must
  - d. Might
  - e. Shall

9. "in the beginning of the development is highest among the other sectors" The synonym of underlined word is, except...
10. Last but not least,... (paragraph 4) has the same meaning with...
- |                |               |              |            |
|----------------|---------------|--------------|------------|
| a. Improvement | d. Growth     | a. Thus      | d. However |
| b. Progress    | e. Temptation | b. Finally   | e. But     |
| c. Enlargement |               | c. Therefore |            |

### **Home Schooling**

Home schooling is an education system which provides child's main education program at home. Home schooling takes the place of full-time school attendance and, in the United States and Canada, it usually meets state requirements for compulsory education. Although home schooling could achieve the objectives of compulsory education, there are some points that should be noticed from the home schooling.

First, the idea of taking our children's education on home schooling can be a bit intimidating. Since our country is so large and the people are from so many different kinds of backgrounds, students need some kind of social glue to make them stick together and to give them a sense of unity in spite of all the differences. They will not get such a unity when they are in home schooling. They will get the sense of unity when they are in the compulsory public schools since it is the easiest and best places to make this glue.

Then, the home schooling may not be able to prepare children to fit into the mass society, which means, among other things, believing what most people believe and liking what most people like. Or it may not be able to help children to find a set of values with which they could resist and reject at least many of the values of the mass society.

Recognizing the lack of home schooling in the case of children's socialization opportunity, we **should** afford them abundant social opportunities. We can have active home school support groups. We can hold ongoing park days, meetings at the zoo, the science museum, book clubs, history clubs, language clubs, home school scouting troops and many more options to provide them opportunities to socialize with others.

*Adapted from: <http://www.idebate.org>*

- |                                                                                 |                                                                                         |
|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| 11. What does the text tell us?                                                 | e. In the US and in Great Britain                                                       |
| a. Some complaints on home schooling                                            | 13. What should be prepared for children to fit into the society according to the text? |
| b. Children's complaints on home schooling                                      | a. Creativity                                                                           |
| c. Ban on home schooling                                                        | b. Financial support                                                                    |
| d. Some criticisms and suggestions on home schooling                            | c. The sense of unity                                                                   |
| e. The government's concern in home schooling                                   | d. Independence                                                                         |
| 12. Where does home schooling meet state requirements for compulsory education? | e. High quality school                                                                  |
| a. In Indonesia                                                                 | 14. Where do children get the sense of unity easily according to the text?              |
| b. In Canada and the US                                                         | a. In home schools                                                                      |
| c. In Japan                                                                     | b. In public schools                                                                    |
| d. In Canada and Japan                                                          | c. In their own home                                                                    |
|                                                                                 | d. In their own community                                                               |

- e. In their own ethnic society
15. Considering the weakness of home schooling, what should be done according to the text?
- a. Parents should give them many social opportunities
  - b. Parents should be able to tell them to study harder
  - c. Home schools teachers should be able to teach social sciences
  - d. The government must ban home schooling
  - e. Parents should not have their children home schooled
16. The word “it” in line 16 refers to...
- a. A social community
  - b. An ethnic group
  - c. A public school
  - d. Home schooling
  - e. The government
17. The word “them” in the last line refers to...
- a. The government
  - b. Parents
  - c. Children
  - d. Home Schools
  - e. Public Schools
18. “we **should** afford them abundant social opportunities” (last paragraph)

The bold word belongs to...

- a. Recommendation
  - b. Modality
  - c. Conjunction
  - d. Thesis
  - e. Simple present
19. “**Then**, the home schooling may not be able to prepare children to fit into the mass society”
- The bold word belongs to ...
- a. Recommendation
  - b. Modality
  - c. Conjunction
  - d. Thesis
  - e. Simple present
20. Education ... very important for the children
- a. Has been
  - b. Was
  - c. Is
  - d. Have been
  - e. Were

Answer sheet

Question	Reader	Challenger 1	Challenger 2	Point	Minus
1.	Vina (A)		Della (B)		Della
2.	Della (D)			Della	
3.	Vina (A)		Della (C)	Vina	Della
4.	Danar (C)				
5.	Danar (B)			Danar	
6.	Vina (E)				
7.	Vina (C)		Della (D)	Della	
8.	Meta (B)			Meta	
9.	Meta (A)			Meta	
10.	Meta (E)			Meta	
11.	Vina (D)	Meta (C)		Meta	
12.	Della (E)			Della	
13.	Della (D)			Della	
14.	Della (D)			Della	
15.	Meta (C)				
16.	Della (B)			Della	
17.	Meta (C)			Meta	
18.	Danar (E)			Danar	
19.	Danar (D)				
20.	Danar (C)			Danar	

Tournament Table: 9

No.	Name	Home Team	Score	Point
1	Danar y.	Hulk	3	3
2	Della	Power Ranger	4	4
3	Meta	Ironman	5	6
4	Vina	Wonder Woman	1	2

## LESSON PLAN OF THE CONTROL GROUP

## RENCANA PELAKSANAAN PEMBELAJARAN (CONTROL GROUP)

Sekolah : SMAN 1 Subang  
Mata pelajaran : B. Inggris  
Kelas/Semester : XI/2  
Alokasi waktu : 2 x 45 menit  
Nilai moral : Perhatian, Keberanian, Kejujuran

### Kompetensi Standar

11. Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

### Kompetensi Dasar

11.2 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 *narrative*, *spoof*, dan *hortatory exposition*

### Tujuan pembelajaran

Siswa mampu mengidentifikasi teks hortatory exposition

### Indikator

Diberikan dua teks hortatory exposition, siswa diharapkan dapat:

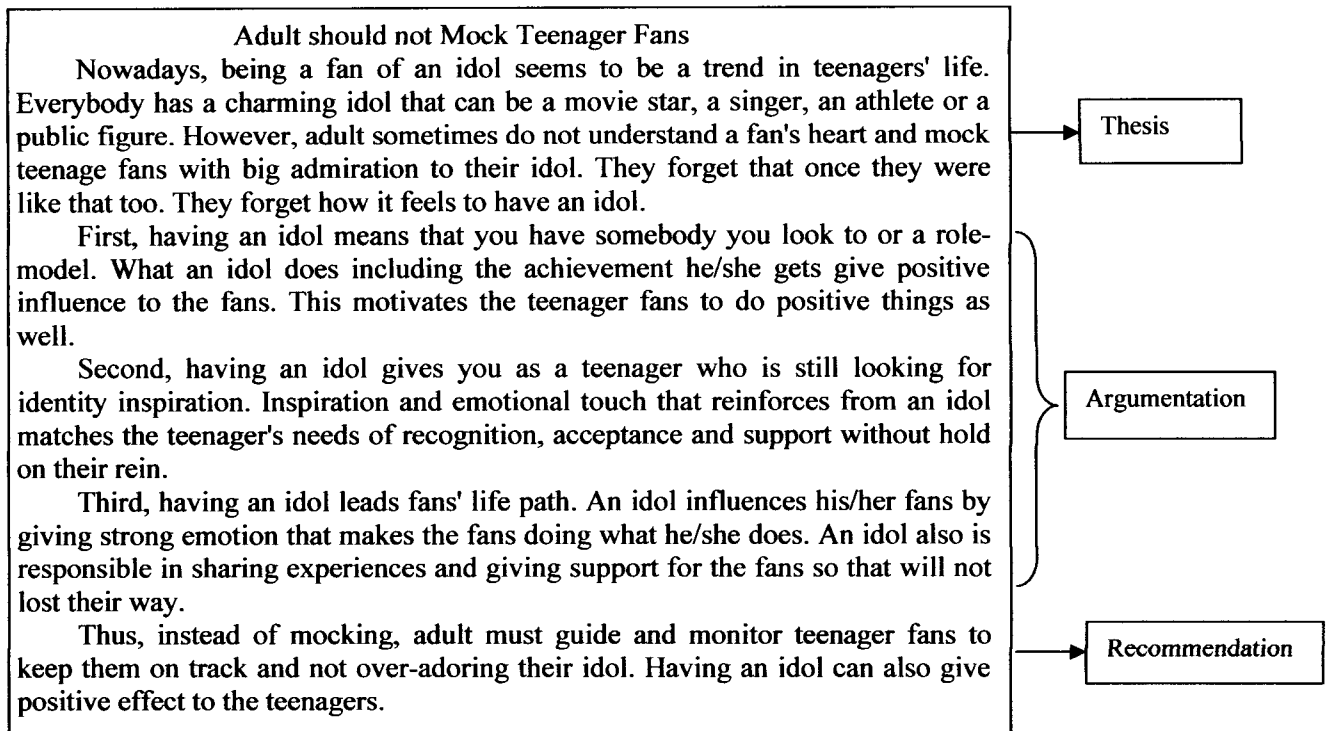
- 1) Mengidentifikasi fungsi teks hortatory exposition
- 2) Membedakan teks hortatory exposition dengan teks analytical exposition

### Materi pembelajaran

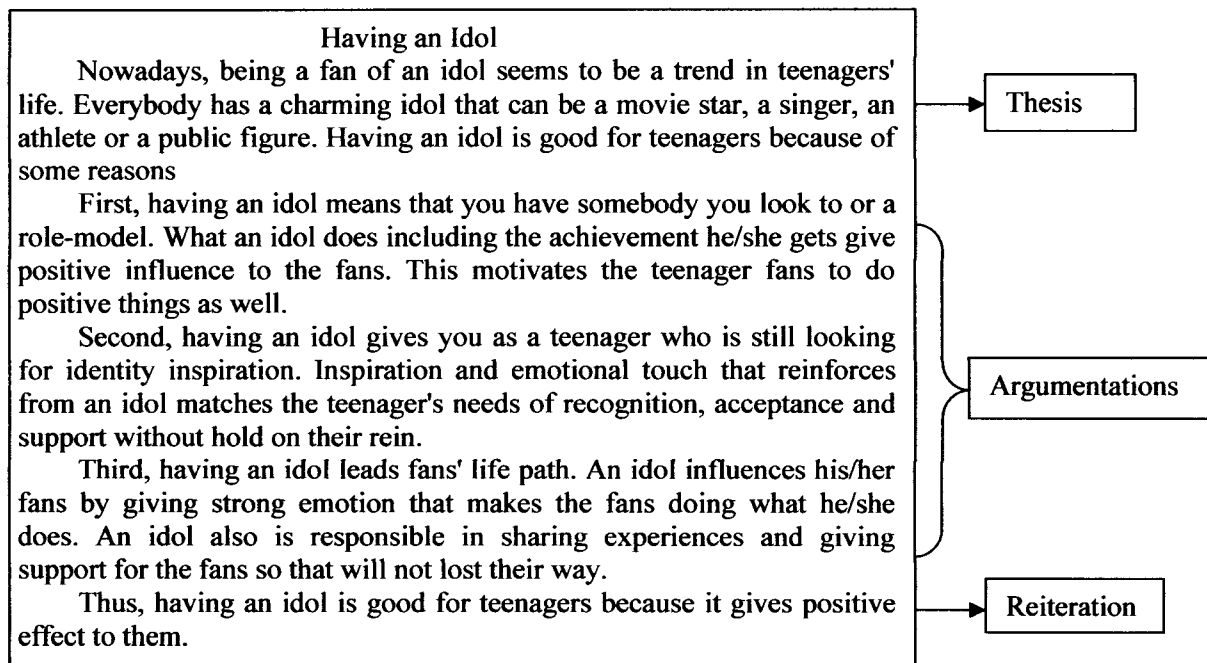
- Hortatory Exposition functions to persuade the readers or listeners that something should or should not be the case  
Analytical Exposition functions to persuade the readers or listeners that something is the case
- Generic structure of Hortatory Exposition:
  1. Thesis: announcement of issue of concern
  2. Arguments: reason for concern, leading to recommendation
  3. Recommendation: statement of what should or should not happenGeneric structure of Analytical Exposition:
  1. Thesis: announcement of issue of concern
  2. Arguments: reason for concern, leading to recommendation
  3. Reiteration: re-statement of the issue



Example of Hortatory Exposition text:



Example of Analytical Exposition text:



## Langkah pembelajaran

### 1) Kegiatan awal

- Guru menyapa siswa
- Guru mengecek kehadiran siswa
- Guru menyebutkan pembelajaran yang akan dilakukan

### 2) Kegiatan utama

#### a. Pre-reading

- Siswa ditanyakan apakah mereka mempunyai idola
- Guru menyatakan idolanya dan alasan mengapa dia menyukai idola tersebut
- Chain question. Seorang siswa ditanyakan siapa idolanya dan mengapa dia menyukainya. Siswa diminta menanyakan hal yang sama pada temannya. Kegiatan berlangsung hingga 5 siswa menjawab
- Siswa ditanyakan tentang baik tidaknya memiliki seorang idola dan alasannya

#### b. While-reading

- Siswa diberikan sebuah teks yang telah mereka pelajari yaitu analytical exposition. Teks yang diberikan sesuai dengan topik yang dibicarakan yaitu mengenai "having an idol"
- Siswa ditanyakan mengenai apa teks tersebut
- Siswa diminta menyebutkan jenis teks tersebut
- Siswa diminta melabeli teks tersebut dengan generic structure teks tersebut
- Siswa diberikan sebuah teks hortatory exposition sesuai dengan topik yang dibicarakan
- Siswa ditanyakan mengenai apa teks tersebut
- Siswa diminta mengidentifikasi jenis teks tersebut
- Siswa dijelaskan mengenai teks hortatory exposition
- Secara berpasangan, siswa diminta mengidentifikasi perbedaan kedua teks tersebut

#### c. Post-reading

- Siswa diberikan latihan
- Siswa dibimbing guru membahas soal latihan

### 3) Kegiatan akhir

- Siswa dibimbing guru menyebutkan kembali pembelajaran hari ini
- Guru menyampaikan materi yang akan dibahas di pertemuan selanjutnya
- Guru mengakhiri pembelajaran

## Penilaian

Jawaban benar x 10 poin

Attachment Meeting 1

A. Give label to the following text

Adult should not Mock Teenager Fans	Label
Nowadays, being a fan of an idol seems to be a trend in teenagers' life. Everybody has a charming idol that can be a movie star, a singer, an athlete or a public figure. However, adult sometimes do not understand a fan's heart and mock teenage fans with big admiration to their idol. They forget that once they were like that too. They forget how it feels to have an idol.	
First, having an idol means that you have somebody you look to or a role-model. What an idol does including the achievement he/she gets give positive influence to the fans. This motivates the teenager fans to do positive things as well.	
Second, having an idol gives you as a teenager who is still looking for identity inspiration. Inspiration and emotional touch that reinforces from an idol matches the teenager's needs of recognition, acceptance and support without hold on their rein.	
Third, having an idol leads fans' life path. An idol influences his/her fans by giving strong emotion that makes the fans doing what he/she does. An idol also is responsible in sharing experiences and giving support for the fans so that will not lost their way.	
Thus, instead of mocking, adult must guide and monitor teenager fans to keep them on track and not over-adoring their idol. Having an idol can also give positive effect to the teenagers.	

B. Answer the following questions

1. What is the text about?
  - a. Description of an idol
  - b. How to be an idol
  - c. Persuasion not to mock fans
  - d. Retelling fans' dramatic life
  - e. Having a fan
2. Why does an idol can be a good model?
  - a. Idol gets achievement
  - b. Idol wakes up early
  - c. Idol looks neat and nice
  - d. Idol appears on TV
  - e. Idol walks on catwalk
3. Teenager needs this emotional touch, except...
  - a. Acceptance
  - b. Support
  - c. Recognition
  - d. Liberty
  - e. Embracement
4. What is an idol's responsibility of being a leader?
  - a. Sharing experience with fans
  - b. Sharing free sign with fans
  - c. Sharing achievement with fans
  - d. Sharing meal time with fans
  - e. Sharing money with fans
5. What is the author's recommendation to the adults?
  - a. They should monitor teenager fans
  - b. They should prohibit teenager fans
  - c. They have to be fanatic fans
  - d. They have to be an idol
  - e. They have to leave it as it is

A. Give a brief answer to the following questions

1. What kind of text is the text above?

---

2. What is the function of the text?

---

---

3. What are the generic structures of the text?

---

4. What is meant by each element of generic structure?

a. T \_\_\_\_\_

b. A \_\_\_\_\_

c. R \_\_\_\_\_

5. Mention the difference between the text and analytical exposition text

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## RENCANA PELAKSANAAN PEMBELAJARAN (CONTROL GROUP)

Sekolah : SMAN 1 Subang  
Mata pelajaran : B. Inggris  
Kelas/Semester : XI/2  
Alokasi waktu : 2 x 45 menit  
Nilai moral : Perhatian, Keberanian, Kejujuran

### Kompetensi Standar

11. Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

### Kompetensi Dasar

11.2 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 *narrative*, *spoof*, dan *hortatory exposition*

### Tujuan pembelajaran

Siswa mampu mengidentifikasi teks hortatory exposition

### Indikator

Diberikan teks hortatory exposition, siswa diharapkan dapat:

- 1) Mengidentifikasi generic structure teks hortatory exposition
- 2) Mengidentifikasi informasi umum dalam teks hortatory exposition

### Materi pembelajaran

- Generic structure of Hortatory Exposition:
  - 1) Thesis: announcement of issue of concern
  - 2) Arguments: reason for concern, leading to recommendation
  - 3) Recommendation: statement of what should or should not happen
- Main idea is the author's idea about the topic. It is always a complete sentence that includes both the topic and the idea that the author wishes to express about the topic.  
For example: - Smoking is dangerous for human  
- Smoking in public place should be banned

## Langkah pembelajaran

### 1) Kegiatan awal

- Guru menyapa siswa
- Guru mengecek kehadiran siswa
- Guru menyebutkan pembelajaran yang akan dilakukan

### 2) Kegiatan utama

#### a. Pre-reading

- Siswa ditanyakan mengenai yang mereka ketahui tentang main idea
- Siswa ditanyakan mengenai perbedaan main idea dengan topic
- Siswa bermain “bibu game”. Siswa yang kalah diminta menuliskan nama hewan. Permainan dilakukan hingga 3 kali setiap ronde. Pada ronde kedua siswa yang kalah diminta menuliskan pendapat mereka tentang hewan yang ditulis temannya pada ronde sebelumnya.

#### b. While-reading

- Siswa diberikan penjelasan mengenai main idea dengan menjadikan jawaban di permainan bibu sebagai contoh. Bahwa hewan merupakan topik dan ide mereka adalah main idea
- Siswa diberikan penjelasan mengenai bagaimana menemukan main idea
- Siswa diberikan latihan (terlampir). Secara berpasangan, siswa diminta mengerjakan latihan tersebut
- Siswa dan guru membahas jawaban latihan
- Siswa dijelaskan bahwa main idea menentukan urutan dalam teks hortatory exposition
- Siswa diminta menjelaskan apa yang dipaparkan dalam generic structure teks hortatory exposition
- Guru menjelaskan mengenai generic structure teks hortatory exposition

#### c. Post-reading

- Siswa diberikan latihan individu
- Siswa dibimbing guru membahas soal latihan

### 3) Kegiatan akhir

- Siswa dibimbing guru menyebutkan kembali pembelajaran hari ini
- Guru menyampaikan materi yang akan dibahas di pertemuan selanjutnya
- Guru mengakhiri pembelajaran

## Penilaian

Jawaban benar x 10 poin

## Attachment Meeting 2

Find the main idea of the following paragraphs

Paragraph	Main idea
<p>In the past days and weeks schools across Indonesia have been opening up their doors again to receive students entering the new school year. Naturally enough, this has been a time of many trials and tribulations as existing students join new classrooms and new students try to find their way around a new school.</p>	
<p>Such times would be difficult enough for even adults. In adult life we need time to adapt to new settings and find our footing and direction to settle in and come to terms with what lies ahead. This kind of experience, difficult enough in adulthood, can prove extremely challenging for the, as yet, still young and forming hearts and minds of school-age children.</p>	
<p>During the first days back at school great opportunities exist to try to develop a sense of community that will help students settle in and have a firm foundation on which to build their studies during the coming year.</p>	
<p>There are almost constant complaints that there is too much to study for school students and yet time is, every year, wasted on negative and useless orientation day pranks and fooling around. Surely, when time pressures are of such a concern and teachers complain that they have too much to teach from the curriculum, the first days of school would be a great time to help students prepare for the challenges ahead. Constructive teambuilding and guidance towards much needed study skills would serve these students far better than nonsense tasks and ridicule.</p>	
<p>Schools should design these days carefully and not let them be so negligently and dangerously wasted. The benefits of good early learning experiences can be considerable and the duty that schools should exercise to consider a child's psychological welfare really have to leave little room in the first days of school for such waste and ridiculousness.</p>	

Text Taken from *The Jakarta Post*, July 31, 2004

Individual Exercise

A. Find the main idea of each paragraph and decide the best arrangement of the text

Text	Main idea of paragraph	Arrangement
A fanatic fan who adores somebody in an over way must be doing something more than needed too. They search on the internet for single news from their idols, buy all products from their idols, do everything to see their idol's live concert or watch their every movie. They give all they have just to "serve" the idol without the idol even want it.		
Being fans of an idol can be bad or even dangerous when they overdo it. Therefore, monitoring and guide from adult is needed to prevent fanaticism of teenager fans.		
Fanaticism is an over-belief in something or somebody. Nowadays, fanaticism is getting popular in the teenagers' life, especially fanaticism towards idols. However, having an idol which can give a good influence for them can also be a boomerang when they overdo it. The process of sharing information through technology these days makes the process of fanaticism hard to resist.		
In addition, an article on the internet stated that fanaticism can somehow endanger the idol as well. If a fanatic fan is disappointed with their idol's act in the TV or media, they can do extreme thing. Take an example when an idol announces that he/she has a lover, a fanatic fan will feel betrayed. In this condition, they can hurt the lover or even the idol.		
Next, fanaticism is getting dangerous when a fan feels like he/she is a part of their idols' life. They may feel like they have a spiritual connection with their idol. This make them will react to whatever happen to their idol. For example when somebody criticizes their idol, they feel like they are being criticized too. They will fight for their idol even with irrational thoughts.		

B. Decide whether the following statement is True (T) or False (F)

Statement	T/F
Being a fan is not a good thing when people overdo it	
Fanatic fan is barely care about their idol	
We should be a fanatic fan for our idol	
Fanatic fans will try their best to collect their idol's product	
Author is disagree of fanaticism doing by some teenager	



## RENCANA PELAKSANAAN PEMBELAJARAN (CONTROL GROUP)

Sekolah : SMAN 1 Subang  
Mata pelajaran : B. Inggris  
Kelas/Semester : XI/2  
Alokasi waktu : 2 x 45 menit  
Nilai moral : Perhatian, Keberanian, Kejujuran

### Kompetensi Standar

11. Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

### Kompetensi Dasar

11.2 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 *narrative*, *spoof*, dan *hortatory exposition*

### Tujuan pembelajaran

Siswa mampu mengidentifikasi rekomendasi/sugesti dalam teks *hortatory exposition*

### Indikator

Diberikan teks *hortatory exposition*, siswa diharapkan dapat:

- 1) Menunjukkan rekomendasi/sugesti dalam teks *hortatory exposition*
- 2) Mengidentifikasi ekspresi untuk menyampaikan rekomendasi/sugesti dalam teks *hortatory exposition*

### Materi pembelajaran

Suggestion: it is used to suggest or recommend something. For example: "I suggest you to..., I recommend you to..., etc."

I suggest you to stop smoking if you want to stay healthy

I recommend you to go to Braga when you have nothing to do on Saturday night

I *think* the government *should* maintain the quality of our education

### Langkah pembelajaran

- 1) Kegiatan awal
  - Guru menyapa siswa
  - Guru mengecek kehadiran siswa
  - Guru menyebutkan pembelajaran yang akan dilakukan
- 2) Kegiatan utama
  - a. Pre-reading

- Siswa bermain hangman game dengan jawaban “suggestion, medication, entertainment, opinion, argument dan recommendation”
  - Siswa ditanyakan jawaban mana yang merupakan sesuatu yang mereka sampaikan saat melihat sesuatu yang dirasa tidak sesuai
  - Siswa diberikan penjelasan bahwa jawabannya merupakan ciri khas teks hortatory exposition
- b. While-reading
- Siswa ditanyakam dalam situasi apa saja mereka memberikan rekomendasi atau sugesti
  - Siswa diberikan penjelasan bahwa rekomendasi/sugesti hanya diberikan ketika pendapat mereka berbeda dengan situasi yang sedang terjadi. Itulah hal utama yang membedakan hortatory exposition dari analytical exposition
  - Guru membawa kotak aduan
  - Enam siswa dipilih untuk memberikan rekomendasi/sugesti pada aduan-aduan tersebut
  - Siswa lain diminta memberikan koreksi pada jawaban temannya (jika ada)
  - Guru menjelaskan mengenai cara membuat rekomendasi/sugesti
  - Siswa diminta mencari ungkapan rekomendasi/sugesti di dalam teks hortatory exposition dalam buku paket mereka dan menuliskannya di papan tulis
- c. Post-reading
- Siswa diberikan latihan individu
  - Siswa dibimbing guru membahas soal latihan
- 3) Kegiatan akhir
- Siswa dibimbing guru menyebutkan kembali pembelajaran hari ini
  - Siswa diminta menonton film “flipped” sebagai pekerjaan rumah. Siswa diminta mencatat tokoh, karakter, dan plot film tersebut
  - Guru menyampaikan materi yang akan dibahas di pertemuan selanjutnya
  - Guru mengakhiri pembelajaran

Penilaian

Jawaban benar x 10 poin

### Attachment Meeting 3

#### Individual exercise

Situations:

I have a homework to do tonight but I bought a ticket for a concert tonight	Because my house is far from school, I need to go to school at 5.30 a.m.
I really like playing game online but my girlfriend doesn't me playing	I need to present my sister a birthday present, but I don't have much money
I know that smoking has so much disadvantages but I can't stop smoking	I want to join extracurricular activities in school but I can't come home late

Identify suggestion in the following conversation

Mia and Resti are talking about the upcoming event: valentine day

Mia : Do you prepare something for the valentine day?

Resti : Not really. My boyfriend is going camping with his family that day.

Mia : You should do something when he is back then.

Resti : You are right. By the way, if you want to buy chocolate you shall go to Suga Rush.

Mia : That is a good place. But I prefer do make it myself.

Resti : That is even better. You must prepare it well and nicely to make your boyfriend impressed

Mia : Of course. You must buy something for your boyfriend too since your guys will celebrate it a bit late

Resti : I plan that too. Thanks.

Answer the questions below:

1) Who is involved in the conversation?

---

2) What are they talking about?

---

3) What are the suggestions given in the conversation?

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## RENCANA PELAKSANAAN PEMBELAJARAN (CONTROL GROUP)

Sekolah : SMAN 1 Subang  
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Kelas/Semester : XI/2  
Alokasi waktu : 2 x 45 menit  
Nilai moral : Perhatian, Keberanian, Kejujuran

### Kompetensi Standar

11. Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

### Kompetensi Dasar

11.2 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 *narrative*, *spoof*, dan *hortatory exposition*

### Tujuan pembelajaran

Siswa mampu memahami teks *hortatory exposition*

### Indikator

Diberikan teks *hortatory exposition*, siswa diharapkan dapat:

- 1) Mengidentifikasi informasi umum dan khusus yang terdapat dalam teks *hortatory exposition*
- 2) Mengidentifikasi jenis tenses yang digunakan dalam teks *hortatory exposition*

### Materi pembelajaran

Simple present tense is used to indicate present time, general truth, fact or to indicate a regular or habitual action.

For example: Parental guidance is necessary to assist children in leading to the correct path

Being on time creates efficiency in systems and implies respect for one another

### Langkah pembelajaran

- 1) Kegiatan awal
  - Guru menyapa siswa
  - Guru mengecek kehadiran siswa
  - Guru menyebutkan pembelajaran yang akan dilakukan
- 2) Kegiatan utama
  - a. Pre-reading
    - Siswa ditanyakan mengenai tugas mereka menonton film “flipped”
    - Siswa ditanyakan mengenai pendapat mereka tentang film tersebut beserta alasannya
  - b. While-reading
    - Beberapa siswa diminta menuliskan pendapat beserta alasannya di papan tulis

- Siswa lain diminta mengomentari pendapat teman mereka atau memberikan penambahan
  - Guru mengoreksi kesalahan grammar siswa (jika ada)
  - Guru mengecek apakah siswa mengetahui jenis tenses yang digunakan dalam menyampaikan pendapat
  - Guru menjelaskan mengenai simple tenses
  - Siswa diminta mengidentifikasi simple tense dalam sebuah teks hortatory exposition dalam buku BSE mereka
  - Siswa diberikan latihan
  - Siswa dibimbing guru membahas latihan
  - c. Konfirmasi
  - Siswa diberikan latihan individu
  - Siswa dibimbing guru membahas soal latihan
- 3) Kegiatan akhir
- Siswa dibimbing guru menyebutkan kembali pembelajaran hari ini
  - Guru menyampaikan materi yang akan dibahas di pertemuan selanjutnya
  - Guru mengakhiri pembelajaran

Penilaian: Jawaban benar x 10 poin

## Attachment Meeting 4

### A. Complete the following sentences

1. The committee members \_\_\_\_\_ examining the material now
2. The President \_\_\_\_\_ trying to contact his advisor
3. Parental guide \_\_\_\_\_ necessary to assist the children
4. Agriculture sector \_\_\_\_\_ is much more important than as the supporting tools in economic development
5. Fanaticism \_\_\_\_\_ an over-belief in something or somebody
6. Natural pesticides \_\_\_\_\_ the only way to control pests organically
7. Organic farmers \_\_\_\_\_ relying on crop rotation and integrated pest management
8. The best way parents can aid their children \_\_\_\_\_ by successfully discovering their true identity
9. Students \_\_\_\_\_ the generation of a country
10. Discipline \_\_\_\_\_ not something that must be slapped onto a child like handcuffs

### Individual exercise

- A. Identify the topic, issue, arguments and recommendation/suggestion from the text below.

#### **Helping Children Discover Their Own Identity**

Children of today's advanced world are different from those in the past. With easy access to modern technology, children of today are able to learn everything they encounter in their life, including world-class information. In terms of knowledge of the world, one must admit, they seem to surpass children brought up in the era when technological equipment was still traditional.

The rapid growth of children's cognitive, physical and social adaptations is an indication of how they can be easily shaped by the modern vicinity. This is a critical period when children are beginning to try to discover their own true identity.

Parental guidance is necessary to assist **them** in leading to the correct path. To do this, intervention, however, is not always mandatory if parents are upbeat that their offspring can handle the conundrum they are facing on their own. Self-reliance, in any occasion, needs to be stressed.

In guiding children in search of true identity, it is important for today's parents to listen and accommodate all feedback from their children. Though it seems too difficult for some conservative parents to implement this, it is essential to a child's development into an emotionally mature adult.

The best way parents can aid their children is by successfully discovering their true identity and growing up to be an emotionally mature adult is to take a flexible approach. Parents need not always rigidly follow and impose certain norms and values, which are imbued with their family tradition during their childhood, on their children. Understanding children from the way they see the reality is surely a far more rewarding experience.

*Adapted from The Jakarta Post, March 9, 2008*

From the previous text, answer the following questions

1. What is the text about?
  - a. How parents should guide their children
  - b. Students' need of identity
  - c. Rapid growth of children's adaptation
  - d. Giving children guidance to find their identity
  - e. Discovering children's identity
2. What is the writer concern about the issue?
  - a. Child's need of guidance
  - b. Child's need of moral value
  - c. Child's rapid growth
  - d. Child's important growth
  - e. Child's important identity
3. What is the main idea of the first paragraph?
  - a. The circumstances of today's children
  - b. The difference of today's and past day's children
  - c. The information of children
  - d. The information about the children's era
  - e. The different era when the children live
4. Which paragraph contains the importance of communication between parents-children?
  - a. Paragraph 1
  - b. Paragraph 2
  - c. Paragraph 3
  - d. Paragraph 4
  - e. Paragraph 5
5. Which one is not the indication of children easily shaped by modern vicinity?
  - a. Children's cognitive adaptation
  - b. Children's social adaptation
  - c. Children's affective adaptation
  - d. Children's facial adaptation
  - e. Children's physical adaptation
6. Why is parental guide important to children?
  - a. To limit the children's freedom
  - b. To keep the children on track
  - c. To live the students' life
  - d. To impose certain norms
  - e. To shape the children's characteristics
7. "Parental guidance is necessary to assist **them** in leading to the correct path"  
The bold word refers to.....
  - a. Parents
  - b. Children
  - c. People
  - d. Readers
  - e. Governor
8. "Helping Children Discover Their Own Identity"  
Synonym of underlined word is, except.....
  - a. Find out
  - b. Ascertain
  - c. Assure
  - d. Discern
  - e. Realize
9. Which of the following statement is not true?
  - a. Children nowadays is more adaptable to the situation
  - b. Children need parental guide to find out their character
  - c. Adults need to dictate their children's path of life
  - d. The author disagrees with a rigid norm imposed to children
  - e. Children are still labile with their identity
10. What is the writer's recommendation about the issue?
  - a. Parents should follow what their children wants
  - b. Parents should give acceptable rules for their children
  - c. Parents should follow their children's progress
  - d. Parents should guide the students to follow the rule
  - e. Parents should guide and monitor the children's growing

## RENCANA PELAKSANAAN PEMBELAJARAN (CONTROL GROUP)

Sekolah : SMAN 1 Subang  
Mata pelajaran : B. Inggris  
Kelas/Semester : XI/2  
Alokasi waktu : 2 x 45 menit  
Nilai moral : Perhatian, Keberanian, Kejujuran

### Kompetensi Standar

11. Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

### Kompetensi Dasar

11.2 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 *narrative*, *spoof*, dan *hortatory exposition*

### Tujuan pembelajaran

Siswa mampu memahami teks *hortatory exposition*

### Indikator

Diberikan teks *hortatory exposition*, siswa diharapkan dapat:

- 1) Menunjukkan kata sambung dalam teks *hortatory exposition*
- 2) Memahami fungsi *conjunction* dalam teks *hortatory exposition*

### Materi pembelajaran

**Conjunction** is used to connect ideas. Conjunction which is used in the *hortatory exposition* text is explained below.

1. Temporal conjunction: first, second, third, finally, etc.
2. Comparative conjunction: however, on the other hand, etc.
3. Conclusive conjunction: consequently, as a conclusion, therefore, thus, etc.

For example:

- a. *However*, no matter what school a parent chooses to send his or her children to, care needs to be taken to access the type and the quality of education that is being offered.
- b. *As a result*, Dino is now a very busy student.
- c. *Consequently*, children cannot digest the materials properly.

The words in italics are *adverbs (conjunctives)*. Those conjunctives join ideas within the sentences or with ideas in other sentences or paragraphs.

Other adverbs (conjunctives):



## Langkah pembelajaran

- 1) Kegiatan awal
  - Guru menyapa siswa
  - Guru mengecek kehadiran siswa
  - Guru menyebutkan pembelajaran yang akan dilakukan
- 2) Kegiatan utama
  - a. Pre-reading
    - Siswa membuat boneka kertas dalam bentuk lima orang berpegangan tangan
    - Siswa diminta memikirkan pendapat mereka mengikuti kegiatan eks-kul di sekolah dan menuliskannya di kertas orang pertama
    - Siswa diminta menuliskan alasan mereka di kertas orang kedua, ketiga dan keempat
    - Siswa diminta menuliskan rekomendasi/sugesti mereka di kertas orang kelima
  - b. While-reading
    - Siswa dijelaskan untuk menyatukan pendapat-pendapat mereka menjadi teks yang bagus, mereka membutuhkan kata penghubung
    - Guru menjelaskan mengenai kata penghubung
    - Siswa diminta menuliskan kata penghubung di kertas orang mereka menggunakan kata penghubung
    - Siswa diberikan teks rancu dan diminta menyusun teks tersebut ke dalam urutan yang benar
    - Siswa diminta menuliskan kata penghubung yang mereka temukan dari teks tersebut
    - Siswa dibimbing guru membahas jawaban
  - c. Post-reading
    - Siswa diberikan latihan individu
    - Siswa dibimbing guru membahas soal latihan
- 3) Kegiatan akhir
  - Siswa dibimbing guru menyebutkan kembali pembelajaran hari ini
  - Siswa diberi tugas membawa sebuah teks hortatory exposition dan sebuah teks analytical exposition untuk pertemuan selanjutnya
  - Guru menyampaikan materi yang akan dibahas di pertemuan selanjutnya
  - Guru mengakhiri pembelajaran

Penilaian: Jawaban benar x 10 poin

Attachment Meeting 5

Arrange the paragraph below into a good text. Find the conjunction in the text.

<b>Agriculture</b>	
Paragraph	Arrangement
Second, agriculture sector is expected to fulfill the need of food in a country. As the number of population increase in an alarming rate each year, food supply must also increase. But in developing countries, food production and agricultural production per capita never increase more than one percent each year, and in some extreme case, it even stagnant.	
Based on the above discussion, it is obvious that the government should put agriculture as the priority of national development.	
Nowadays, many people have realized that agriculture is much more important than as the supporting tools in economic development. In Indonesia, agriculture should be the priority of development because of some good reasons.	
Last but not least, without agricultural development, the growth of industrial sector will be hampered because the growth that comes from industry will bring a wider gap into the internal economy in that country. In turn, this gap will create serious poverty problem, wider inequality of income distribution, and increase unemployment.	
First of all, the agriculture's contribution in the beginning of the development is highest among the other sectors. At present, almost half of total Indonesian labors are working in agriculture sector, but the contribution of agriculture sector does not reach 30 percent.	
Conjunction:	

*Adapted from: [www.nodai.ac.jp](http://www.nodai.ac.jp)*

A. Give a title and complete the following text with the suitable conjunction.

\_\_\_\_\_

There are many reasons why I like wearing a uniform to school. \_\_\_\_\_, it saves time. I don't have to spend time picking out my clothes every morning. Wearing a uniform also saves money. It is cheaper to purchase a few uniforms than to go out and buy lots of school clothes. \_\_\_\_\_, wearing a school uniform gives me a sense that I belong. I really think it adds to the feeling of school spirit and community. \_\_\_\_\_, I don't have the pressure of keeping up with the latest styles. \_\_\_\_\_, I suggest all students to like wearing uniform like me.

B. Choose the correct answer to the following questions.

1. Conjunctive word to shows recommendation is...
  - a. First
  - b. Next
  - c. Moreover
  - d. Therefore
  - e. However
2. What is a conjunctive word that is used to combine a contra idea?
  - a. Thus
  - b. However
  - c. Moreover
  - d. Then
  - e. Thus
3. Conjunction to arrange some arguments are, except...
  - a. First
  - b. In addition
  - c. Finally
  - d. Maybe
  - e. Lastly
4. She dances very well, ... she is accepted to join JKT48
  - a. Also
  - b. Too
  - c. However
  - d. Secondly
  - e. Therefore
5. Dino should do his homework. He also needs to take care of his little sister tonight. ..., Dino is now very busy.
  - a. As well
  - b. Besides
  - c. However
  - d. As a result
  - e. Too

## RENCANA PELAKSANAAN PEMBELAJARAN (CONTROL GROUP)

Sekolah : SMAN 1 Subang  
Mata pelajaran : B. Inggris  
Kelas/Semester : XI/2  
Alokasi waktu : 2 x 45 menit  
Nilai moral : Perhatian, Keberanian, Kejujuran

### Kompetensi Standar

11. Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

### Kompetensi Dasar

11.2 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 *narrative*, *spoof*, dan *hortatory exposition*

### Tujuan pembelajaran

Siswa mampu memahami teks *hortatory exposition*

### Indikator

Siswa diharapkan dapat:

- 1) Memahami karakteristik teks *hortatory exposition*
- 2) Menuliskan perbedaan teks *hortatory exposition* dan teks *analytical exposition*

### Langkah pembelajaran

- 1) Kegiatan awal
  - Guru menyapa siswa
  - Guru mengecek kehadiran siswa
  - Guru menyebutkan pembelajaran yang akan dilakukan
- 2) Kegiatan utama
  - a. Pre-reading
    - Siswa keluar dari kolom tempat duduk mereka dan berdiri saling berhadapan dengan siswa dari kolom yang berbeda
    - Siswa diminta menjelaskan mengenai tujuan teks *hortatory exposition* kepada teman di depannya. Siswa yang menjelaskan selanjutnya mendengar penjelasan temannya mengenai *generic structure* teks *hortatory exposition* text
    - Siswa pada satu kolom bergeser sehingga semua siswa mendapat pasangan yang berbeda. Siswa diminta menjelaskan pada pasangan barunya mengenai *language feature* teks *hortatory exposition*.
  - b. While-reading
    - Siswa diminta mengeluarkan sebuah teks *hortatory exposition* yang ditugaskan di pertemuan sebelumnya
    - Siswa diminta untuk mengidentifikasi mengenai apa teks tersebut
    - Siswa diminta mengidentifikasi *thesis*, *arguments* dan *recommendation* dalam teks tersebut
    - Siswa diminta mengidentifikasi *conjunction*, *expression to state recommendation* dan *simple present tense* dalam teks tersebut

- Beberapa siswa dipilih untuk mengemukakan hasil pekerjaannya
  - Siswa diminta mengeluarkan sebuah teks analytical exposition yang ditugaskan di pertemuan sebelumnya
  - Siswa diminta melakukan hal yang sama seperti pada teks hortatory exposition
  - Siswa diberikan worksheet untuk dikerjakan berpasangan. Setiap siswa harus memiliki salinan kerja di buku mereka
- c. Post-reading
- Secara individual, siswa berikan latihan
- 3) Kegiatan akhir
- Siswa dibimbing guru menyebutkan kembali pembelajaran hari ini
  - Guru mengakhiri pembelajaran

Penilaian: Jawaban benar x 10 poin

Attachment Meeting 6

A. According to the texts you brought, identify the difference of hortatory exposition text and analytical exposition text

Categories	Hortatory	Analytical
Background motive		
Purpose		
Generic structure		
The use of modality	1. 2.	1. 2.
Conjunctive word	1. 2. 3.	1. 2. 3.
Suggestion		
Tenses		

B. Complete the following paragraph

What differs hortatory exposition and analytical exposition is the \_\_\_\_\_. This is because hortatory exposition text aims to deliver different \_\_\_\_\_ of the current situation using persuasive \_\_\_\_\_ so that \_\_\_\_\_ will think or do as the writer wish.

Topic of a text can be found by reading the \_\_\_\_\_ part of the text. We can find the \_\_\_\_\_ in the beginning of the text because it is the writer's \_\_\_\_\_ about the topic. Writer provides \_\_\_\_\_ to support his/her idea in the \_\_\_\_\_ that leads to a recommendation.

Individual exercise

C. Answer the following questions with the correct answer

**Organic Farming, A Solution for Harmless Food**

Organic farming is a form of agriculture which excludes the use of synthetic fertilizers and pesticides, plant growth regulators, livestock feed additives, and genetically modified organisms. It is believed that organic farming should replace conventional one for some reasons.

Firstly, as far as possible, organic farmers rely on crop rotation, integrated pest management, crop residue, compost and mechanical cultivation to maintain soil productivity and control pests.

\_\_\_\_\_, studies have shown that people who work with pesticides have an increased risk of developing Parkinson's disease. The pesticides examined in these two long-term studies, paraquat and dieldrin, are not allowed on organic farms. The herbicide paraquat and fungicide mancozeb, but not alone, have been shown to cause brain damage in mice.

Some organic farming standards do allow the use of natural methods of protection from pests such as those derived from plants. Organic activists state that natural pesticides are a last alternative, while growing healthier, disease resistant plants, using cover crops and crop rotation, and encouraging beneficial insects and birds are the primary methods of pest control.

Finally, a 2001 study demonstrated that children who are fed organic diets experienced significantly lower organophosphorus pesticide exposure than children fed conventional diets. A similar study in 2006 measured the levels of organophosphorus pesticide exposure in 23 preschool children before and after replacing their diet with organic food: levels of organophosphorus pesticide exposure dropped dramatically and immediately when the children switched to an organic diet. Although the researchers did not collect health outcome data in this study, they concluded "it assumes that children whose diets consist of organic food items would have a lower probability of neurologic health risks."

\_\_\_\_\_, organic farming should replace conventional one to reduce the using of pesticides which usually remain in farm production such as fruits and vegetables since there are a lot of research which prove that pesticides may be harmful for the consumers if people use pesticides improperly.

*Adapted from: <http://www.wikipedia.com>*

1. \_\_\_\_\_, studies have shown that people who work with pesticides have an increased risk of developing Parkinson's disease (paragraph 3)
  - a. Firstly
  - b. Secondly
  - c. Thirdly
  - d. Finally
  - e. Next
2. \_\_\_\_\_, organic farming should replace conventional one (paragraph 6)
  - a. Next
  - b. Later on
  - c. However
3. **they** concluded... (paragraph 5)  
The bold word refers to...
  - a. Farmer
  - b. Children
  - c. Researcher
  - d. Parkinsons
  - e. Organism
4. What is the author's recommendation towards the issue?
  - a. Stick to conventional farming

- b. Change conventional farming to organic farming
  - c. Stop using pesticides in farming
  - d. Governor should allow using natural method of farming
  - e. Researchers should do more research in farming field
5. Difference between conventional and organic farming is that conventional farming uses this, except...
- a. Synthetic fertilizers
  - b. Pesticides
  - c. Plant growth regulators
  - d. Good ground
  - e. Livestock feed additive



## TEXT ANALYSIS

Text 1 (Adapted from: <http://www.sixwise.com>)

The Use of Diazinon and Dursband <b>should be Banned</b>	Title
Diazinon and dursban <i>are</i> chemicals used on lawns, gardens, agricultural crops and livestock as an insecticide or nematocide (for worms). They <i>are</i> banned for several good reasons.	Thesis
<u>Firstly</u> , they <i>cause</i> nausea, dizziness, burning sensations, headaches, blurred visions, stomach and muscle cramps, twitching, diarrhea, aching joints, disorientation and an inability to concentrate.	Argument
<u>Secondly</u> , these chemicals <i>cause</i> human and animal birth defects in many areas of the human body including the brain, nervous system, teeth, eyes, ears, nipples and genitals. They <b>can</b> also cause profound growth and mental retardation when pregnant mothers are exposed. This <b>may</b> affect on lower birth weights of infants if mothers are exposed before and during pregnancy, and this is associated with lower IQs.	Argument
<u>Finally</u> , residues, of course, <i>are</i> on some foods--up to 14 days on lettuce, for example--and the chemical also seeps into the nearby water.	Argument
<u>Therefore</u> , the government <b>must</b> be urged to keep the safety factor of pesticides paramount in their thinking. Children <i>are</i> so much more sensitive than adults to the toxic effects of chemicals.	Recommendation

Text 2 (BSE Textbook, originally taken from *The Jakarta Post*, October 30, 2003)

On School Discipline	Title
Being on time <i>is</i> a beautiful social ethic and one of great importance, as it <i>creates</i> efficiency in systems and <i>implies</i> respect for one another. However, it <i>is</i> one of the many values that a school <b>must</b> inculcate into its students over time.	Thesis
Discipline <i>is</i> not something that must be slapped onto a child like handcuffs. Inner discipline, one that <i>comes</i> from within due to an understanding of the set rules and regulations, is the highest form of behavior. Most excellent schools try to instill this with a loving environment.	Argument
Why, even adults <i>arrive</i> late to meetings, work, etc--admittedly shamefaced. Here, we <i>are</i> talking about children. Latecomers <b>should</b> not be shut out. They <b>can</b> be given warnings, most of which <i>are</i> enough to make them <i>want</i> to reach school on time. If this fails, talk to the parents. By closing its gates, the school <i>is</i> behaving cruelly and coldly--treatment to which we prefer not to expose our children.	Argument
Every school <i>has</i> a responsibility to implement educational concepts in the appropriate context, not just those schools that follow international standards and <i>are</i> generally unaffordable for the majority.	Argument
Good schools <i>create</i> competitive students who can organize themselves effectively in society so that everyone gets a quality life as a result of ethics and values imbibed into students for as long as 12 years. Children are precious, and are dependent on adults for guidance and we <b>must</b> not take advantage of this. Understanding them <i>is</i> the key, and to this end, both parents and schools must work hand in hand without playing the blame game.	Recommendation

Text 3 (Adapted from: *najmimaulana.wordpress.com*)

Space Travel	Title
These days, space travel <i>becomes</i> more popular recently. People are trying to discover new worlds above the earth. It can be seen by one way ticket of living in Mars promoted recently.	Thesis
<u>However</u> , space travel can be totally unsafe. For example <i>is</i> a disaster of Colombia Space Shuttle. Thousand people died in accidents.	Argument
If we take a look at the cost, space travel certainly <i>costs</i> much money. Billions and billions dollars is spent every day just for the fuel. Professor Smith from the Spend Money on People Space Association <i>agrees</i> that space travel is a waste of time and money.	Argument
<u>Further</u> , space travel <i>alters</i> the world's weather pattern. As proven by the record of high temperatures this summer in Cobar. Temperature in earth has been unstable nowadays. It is unwise to make it worse by this space travel problem.	Argument
That is why I suggest people to stop space travel before we get much more disadvantages later. There <i>are</i> still lots of beautiful places in this earth to travel. There <i>is</i> no need to put space as commercial travel destination.	Recommendation

Text 4 (BSE Textbook, originally taken from *The Jakarta Post*, July 31, 2004)

Students' First Days in School Need to Be Made Constructive	Title
In the past days and weeks schools across Indonesia have been opening up their doors again to receive students entering the new school year. Naturally enough, this has been a time of many trials and tribulations as existing students join new classrooms and new students try to find their way around a new school.	Thesis
Such times <b>would</b> be difficult enough for even adults. In adult life we <i>need</i> time to adapt to new settings and find our footing and direction to settle in and come to terms with what lies ahead. This kind of experience, difficult enough in adulthood, can prove extremely challenging for the, as yet, still young and forming hearts and minds of school-age children.	Argument
During the first days back at school great opportunities exist to try to develop a sense of community that <b>will</b> help students settle in and have a firm foundation on which to build their studies during the coming year.	Argument
There <i>are</i> almost constant complaints that there <i>is</i> too much to study for school students and yet time is, every year, wasted on negative and useless orientation day pranks and fooling around. Surely, when time pressures <i>are</i> of such a concern and teachers complain that they have too much to teach from the curriculum, the first days of school would be a great time to help students prepare for the challenges ahead. Constructive teambuilding and guidance towards much needed study skills would serve these students far better than nonsense tasks and ridicule.	Argument
Schools <b>should</b> design these days carefully and not let them be so negligently and dangerously wasted. The benefits of good early learning experiences can be considerable and the duty that schools should exercise to consider a child's psychological welfare really have to leave little room in the first days of school for such waste and ridiculousness.	Recommendation

Text 5 (Adapted from *The Jakarta Post*, March 9, 2008)

Helping Children <i>Discover</i> Their Own Identity	Title
Children of today's advanced world <i>are</i> different from those in the past. With easy access to modern technology, children of today <i>are</i> able to learn everything they encounter in their life, including world-class information. In terms of knowledge of the world, one must admit, they <i>seem</i> to surpass children brought up in the era when technological equipment was still traditional.	Thesis
The rapid growth of children's cognitive, physical and social adaptations <i>is</i> an indication of how they can be easily shaped by the modern vicinity. This <i>is</i> a critical period when children are beginning to try to discover their own true identity.	Argument
Parental guidance <i>is</i> necessary to assist them in leading to the correct path. To do this, intervention, however, <i>is</i> not always mandatory if parents <i>are</i> upbeat that their offspring can handle the conundrum they are facing on their own. Self-reliance, in any occasion, <i>needs</i> to be stressed.	Argument
In guiding children in search of true identity, it <i>is</i> important for today's parents to listen and accommodate all feedback from their children. Though it <i>seems</i> too difficult for some conservative parents to implement this, it <i>is</i> essential to a child's development into an emotionally mature adult.	Argument
The best way parents <b>can</b> aid their children <i>is</i> by successfully discovering their true identity and growing up to be an emotionally mature adult is to take a flexible approach. Parents <i>need</i> not always rigidly follow and impose certain norms and values, which are imbued with their family tradition during their childhood, on their children. Understanding children from the way they see the reality <i>is</i> surely a far more rewarding experience.	Recommendation

Text 6 (Adapted from: [www.nodai.ac.jp](http://www.nodai.ac.jp))

Agriculture	Title
Nowadays, many people have realized that agriculture <i>is</i> much more important than as the supporting tools in economic development. In Indonesia, agriculture <b>should</b> be the priority of development because of some good reasons	Thesis
<u>First</u> of all, the agriculture's contribution in the beginning of the development <i>is</i> highest among the other sectors. At present, almost half of total Indonesian labors <i>are</i> working in agriculture sector, but the contribution of agriculture sector <i>does</i> not reach 30 percent.	Argument
<u>Second</u> , agriculture sector <i>is</i> expected to fulfill the need of food in a country. As the number of population <i>increase</i> in an alarming rate each year, food supply must also increase. But in developing countries, food production and agricultural production per capita never <i>increase</i> more than one percent each year, and in some extreme case, it even stagnant.	Argument
<u>Last</u> but not least, without agricultural development, the growth of industrial sector <b>will</b> be hampered because the growth that comes from industry will bring a wider gap into the internal economy in that country. In turn, this gap <b>will</b> create serious poverty problem, wider inequality of income distribution, and increase unemployment.	Argument
Based on the above discussion, it <i>is</i> obvious that the government <b>should</b> put agriculture as the priority of national development.	Recommendation

Text 7 (BSE Textbook, originally adapted from: <http://www.wikipedia.com>)

Organic Farming, A Solution for Harmless Food	Title
Organic farming <i>is</i> a form of agriculture which excludes the use of synthetic fertilizers and pesticides, plant growth regulators, livestock feed additives, and genetically modified organisms. It <i>is</i> believed that organic farming should replace conventional one for some reasons.	Thesis
<u>Firstly</u> , as far as possible, organic farmers rely on crop rotation, integrated pest management, crop residue, compost and mechanical cultivation to maintain soil productivity and control pests.	Argument
<u>Secondly</u> , studies have shown that people who work with pesticides <i>have</i> an increased risk of developing Parkinson's disease. The pesticides examined in these two long-term studies, paraquat and dieldrin, <i>are</i> not allowed on organic farms. The herbicide paraquat and fungicide mane together, but not alone, have been shown to cause brain damage in mice.	Argument
Some organic farming standards <i>do</i> allow the use of natural methods of protection from pests such as those derived from plants. Organic activists <i>state</i> that natural pesticides are a last alternative, while growing healthier, disease resistant plants, using cover crops and crop rotation, and encouraging beneficial insects and birds <i>are</i> the primary methods of pest control.	Argument
<u>Finally</u> , a 2001 study demonstrated that children who <i>are</i> fed organic diets experienced significantly lower organophosphorus pesticide exposure than children fed conventional diets. A similar study in 2006 measured the levels of organophosphorus pesticide exposure in 23 preschool children before and after replacing their diet with organic food: levels of organophosphorus pesticide exposure dropped dramatically and immediately when the children switched to an organic diet. Although the researchers did not collect health outcome data in this study, they concluded "it assumes that children whose diets consist of organic food items would have a lower probability of neurologic health risks."	Argument
Thus, organic farming <b>should</b> replace conventional one to reduce the using of pesticides which usually remain in farm production such as fruits and vegetables since there <i>are</i> a lot of research which prove that pesticides <b>may</b> be harmful for the consumers if people use pesticides improperly.	Recommendation

Text 8 (Adapted from: <http://www.idebate.org>)

Home Schooling	Title
Home schooling <i>is</i> an education system which <i>provides</i> child's main education program at home. Home schooling <i>takes</i> the place of full-time school attendance and, in the United States and Canada, it usually <i>meets</i> state requirements for compulsory education. Although home schooling could achieve the objectives of compulsory education, there <i>are</i> some points that should be noticed from the home schooling.	Thesis
<u>First</u> , the idea of taking our children's education on home schooling <b>can</b> be a bit intimidating. Since our country <i>is</i> so large and the people <i>are</i> from so many different kinds of backgrounds, students <i>need</i> some kind of social glue to make them stick together and to <i>give</i> them a sense of unity in spite of all the differences. They <b>will</b> not get such a unity when they are in home schooling. They <b>will</b> get the sense of unity when they are in the compulsory public schools since it <i>is</i> the easiest and best places to make this glue.	Argument
<u>Then</u> , the home schooling <b>may</b> not be able to prepare children to fit into the mass society, which means, among other things, believing what most people believe and liking what most people like. Or it <b>may</b> not be able to <i>help</i> children to find a set of values with which they could resist and reject at least many of the values of the mass society.	Argument
Recognizing the lack of home schooling in the case of children's socialization opportunity, we <b>should</b> afford them abundant social opportunities. We <b>can</b> have active home school support groups. We can hold ongoing park days, meetings at the zoo, the science museum, book clubs, history clubs, language clubs, home school scouting troops and many more options to provide them opportunities to socialize with others.	Recommendation

Text 9 (Made by the teacher)

Adult should not Mock Teenager Fans	Title
Nowadays, being a fan of an idol <i>seems</i> to be a trend in teenagers' life. Everybody <i>has</i> a charming idol that can be a movie star, a singer, an athlete or a public figure. However, adult sometimes <i>do</i> not understand a fan's heart and mock teenage fans with big admiration to their idol. They <i>forget</i> that once they were like that too. They <i>forget</i> how it feels to have an idol.	Thesis
<u>First</u> , having an idol <i>means</i> that you have somebody you look to or a role-model. What an idol does including the achievement he/she gets <i>give</i> positive influence to the fans. This motivates the teenager fans to do positive things as well.	Argument
<u>Second</u> , having an idol <i>gives</i> you as a teenager who is still looking for identity inspiration. Inspiration and emotional touch that reinforces from an idol matches the teenager's needs of recognition, acceptance and support without hold on their rein.	Argument
<u>Third</u> , having an idol leads fans' life path. An idol influences his/her fans by giving strong emotion that makes the fans doing what he/she does. An idol also <i>is</i> responsible in sharing experiences and giving support for the fans so that will not lost their way.	Argument
<u>Thus</u> , instead of mocking, adult <b>must</b> guide and monitor teenager fans to keep them on track and not over-adoring their idol. Having an idol <b>can</b> also <i>give</i> positive effect to the teenagers.	Recommendation

Text 10 (Made by the teacher)

Teenager fans <b>should</b> be protected from being fanatic	Title
Fanaticism <i>is</i> an over-belief in something or somebody. Nowadays, fanaticism is getting popular in the teenagers' life, especially fanaticism towards idols. <u>However</u> , having an idol which can give a good influence for them can <b>also</b> be a boomerang when they overdo it. The process of sharing information through technology these days <i>makes</i> the process of fanaticism hard to resist.	Thesis
A fanatic fan who <i>adores</i> somebody in an over way must be doing something more than needed too. They <i>search</i> on the internet for single news from their idols, buy all products from their idols, do everything to see their idol's live concert or watch their every movie. They <i>give</i> all they have just to "serve" the idol without the idol even want it.	Argument
<u>Next</u> , fanaticism <i>is</i> getting dangerous when a fan feels like he/she <i>is</i> a part of their idols' life. They <b>may</b> feel like they have a spiritual connection with their idol. This <i>makes</i> them react to whatever happens to their idol. For example when somebody criticizes their idol, they <i>feel</i> like they <i>are</i> being criticized too. They <b>will</b> fight for their idol even with irrational thoughts.	Argument
<u>In addition</u> , an article on the internet stated that fanaticism <b>can</b> somehow endanger the idol as well. If a fanatic fan <i>is</i> disappointed with their idol's act in the TV or media, they can do extreme thing. Take an example when an idol announces that he/she <i>has</i> a lover, a fanatic fan <b>will</b> feel betrayed. In this condition, they <b>can</b> hurt the lover or even the idol.	Argument
Being fans of an idol <b>can</b> be bad or even dangerous when they overdo it. <u>Therefore</u> , monitoring and guide from adult is needed to prevent fanaticism of teenager fans.	Recommendation

## **APPENDIX B**

### **INSTRUMENTS:**

➤ **PRE-TEST AND POST-TEST**

➤ **QUESTIONNAIRE**

➤ **INTERVIEW**



Read the following texts then answer the questions below.

The following text is for questions no 1 – 7

#### Space Travel

These days, space travel becomes more popular recently. People are trying to discover new worlds above the earth. It can be seen by one way ticket of living in Mars promoted recently.

However, space travel can be totally unsafe. For example is a disaster of Colombia Space Shuttle. Thousand people died in accidents.

If we take a look at the cost, space travel certainly costs much money. Billions and billions dollars is spent every day just for the fuel. Professor Smith from the Spend Money on People Space Association agrees that space travel is a waste of time and money.

Further, space travel alters the world's weather pattern. As proven by the record of high temperatures this summer in Cobar. Temperature in earth has been unstable nowadays. It is unwise to make it worse by this space travel problem.

That is why I suggest people to stop space travel before we get much more disadvantages later. There are still lots of beautiful places in this earth to travel. There is no need to put space as commercial travel destination.

*Adapted from: najmimaulana.wordpress.com*

1. What does the text tell about?
  - a. Information about space travelling
  - b. Benefits of space travelling
  - c. The story of space travelling
  - d. The damage of space travelling
  - e. The waste of space travelling
2. How many reasons are stated in the text dealing with the point that Space travel should be stopped?
  - a. One
  - b. Two
  - c. Three
  - d. Four
  - e. Five
3. Which statement is not true based on the text above...
  - a. Space travel offer benefits to the earth
  - b. Space travel destroys the earth
  - c. Space travel is unsafe
  - d. Space travel should be stopped
  - e. Space travel costs billions and billions of dollars everyday
4. What does the author suggest about space travelling?
  - a. It should be stopped
  - b. It must cost lots of money
  - c. It need to be safe
  - d. It should be continued
  - e. It must be changed
5. This type of text functions to...
  - a. Amuse the reader with actual or vicarious experience in different way
  - b. Present points of view about an issue
  - c. Describe a particular thing
  - d. Persuade the reader that something should/should not be the case
  - e. Persuade the reader that something is the case
6. "I suggest stopping space travel before we get much more disadvantages later."  
This part of paragraph indicates the...
  - a. Recommendation
  - b. Reinforcement
  - c. Argument
  - d. Thesis
  - e. Elaboration
7. "It is unwise to make it worse by this space travel problem"  
What does the word **it** refers to?
  - a. The earth temperature
  - b. Travel
  - c. Space traveling
  - d. Space
  - e. The earth

The following text is for questions no 8 - 15

Cheating Students

Students' cheating is one of the biggest problems faced by teachers nowadays. Despite the fact that teachers advise their students to put **honesty** during tests, some students still do cheating. There are many ways of cheating that students do during the test or examination, such as look at other students' work, hide notes in their clothes, write notes or formulas on their desks, make body language or go to rest rooms to get the answers from their friends.

In my view, students who do cheating are like commit a crime. It is a sort of fabricating their work. This crime causes negative impacts to the students. Students who always cheat deteriorate their own mental capacity. Cheating also makes the students dependent. They decrease their self confidence unintentionally. Instead of preparing for the coming test, they are busy making notes on a piece of paper. If this awful habit continues, the students will lose their opportunity to develop their learning skills.

Therefore, I suggest that students who cheat should be punished for the future of the students themselves. People who are used to cheating since their school age tend to corrupt their power later.

*Adapted from: najmimaulana.wordpress.com*

8. What is the text about?
  - a. Different ways of cheating
  - b. Why the students cheat
  - c. Why cannot the students cheat
  - d. Why cheating students must not be punished
  - e. Why cheating students must be left behind
9. According to the text, what should be done to the students who cheat?
  - a. Create a good vision
  - b. Give them reward
  - c. Punish them
  - d. Make them confident
  - e. Administer the school affair
10. What does the first paragraph mainly talk about?
  - a. The author's concern about the issue
  - b. The author's arguments to support author's position
  - c. The author's recommendation
  - d. The author's orientation
  - e. The author's elaboration
11. From the text above, the students usually do this when they cheat, except...
  - a. Hide notes on their clothes
  - b. Write notes on their tables
  - c. Use body language
  - d. Excuse themselves from the class
  - e. Browse information with their phone
12. Why does the author say that cheating is a crime?
  - a. Because it forces somebody to lie
  - b. Because it violate human's right
  - c. Because it steal someone's work
  - d. Because it fabricates someone's work
  - e. Because it is depressing
13. "If this awful habit continues, the students will lose their opportunity to develop their learning skills."  
The underlined words refer to...
  - a. Students
  - b. Test
  - c. Teachers
  - d. Punishment
  - e. Cheating
14. "teachers advise their students to put **honesty** during tests"  
Antonym of the bold word is...
  - a. Sincerity
  - b. Truthfulness
  - c. Disincerity
  - d. Candor
  - e. Deceitful
15. "Students who always cheat deteriorate their own mental capacity." (Paragraph 3)  
The underlined word means...
  - a. Support
  - b. Worsen
  - c. Cause
  - d. Create
  - e. Find

The following text is for questions no 16 - 21

Beauty Surgery

Beauty surgery, by some people with confidence problem, is considered as a way out. Most of them take beauty surgery to look prettier or more handsome so they can be more confident. They hardly think about negative impacts they may have after the surgery.

Related to the result of the surgery, successful or fail, it impacts the patients. The successful **one** will face the addiction to have another surgery, while the fail one will face the need to have another surgery to fix the fail part. This will cost another lots of money. Those who have not enough money may live with regrets that influence their psychology.

In addition, the implant used in the surgery impacts of to the patient's body. The side effects generally dissipate over time, but it can be bad at the beginning. This varies depend on the exact operation. The common effects are headaches, nausea and prolonged pain.

Thus, before doing a certain beauty surgery, people should think about the negative effects they may have later first and consult the doctor.

16. What does the text tell us?
- How to do beauty surgery
  - What beauty surgery is
  - The impact of beauty surgery
  - The amusement of beauty surgery
  - Why people do beauty surgery
17. According to the text, why do most people do beauty surgery?
- To look handsome
  - To look beautiful
  - To gain confidence
  - To waste their money
  - To recover headache
18. What does the third paragraph tell us about?
- Reason of doing beauty surgery
  - Impact on human's psychology
  - Impact on human's emotional
  - Impacts on human's health
  - Reason to waste money
19. What is the author's suggestion about beauty surgery?
- People should do beauty surgery
  - People should not do beauty surgery
  - People should have much money to do beauty surgery
  - People should consider their health condition to do beauty surgery
  - People should consider the impacts of beauty surgery first
20. "The successful **one** will face the addiction to have another surgery"  
The bold word refers to...
- Surgery
  - Patient
  - Money
  - Doctor
  - Beauty
21. "Thus, before doing a certain beauty surgery, people should think about the negative effects they may have later first and consult the doctor"  
The underlined word shows.....
- Suggestion
  - Addition
  - Logical relationship
  - Conclusion
  - Example

☺ Good Job ☺

-Thank you-

Read the following texts then answer the questions below.

The following text is for questions no 1 – 7

#### Higher Education for Women

In this modern era still some parents who are reluctant about sending their daughters to college. The narrow attitude shown to women's education is largely due to the traditional role of women in society. A woman is expected to be a wife and a mother. Most parents believe that if their daughter gets married and chooses to be a housewife, then the higher education will be a waste. However, an educated woman not only makes a better wife but also contributes something to the society.

Nowadays, more and more women are successfully combining their career and marriage. Educated women are richer both emotionally and financially. They are able to find an outlet for their monotonous drudgery of their housekeeping. They bring more satisfaction and contentment to their lives.

Depriving girls of higher education is crass discrimination. Times have changed; modern society needs the talents of its people regardless of gender. Today, women work alongside men. In fact, in the last few decades, women have made outstanding contributions to society.

Women need freedom to decide whether they want to get married or go to work after finishing their education, because it is only through education that a woman will find herself useful and discover what she wants in life. A woman who works is not an insult to her husband. Conversely, her husband should feel proud of her achievements since marriage is actually an equal partnership.

Therefore, parents should not think that girls should receive less education just because they will get married one day.

*Adapted from: www.idebate.org*

1. What is the text about?
  - a. The career of modern women
  - b. The fate of women nowadays
  - c. The neglect of women's education
  - d. The misconception of women's career
  - e. The importance of modern women
2. What makes parents reluctant to send their daughter to college?
  - a. More women are successful in their career
  - b. It is a waste for women to go to college
  - c. Traditional roles of women in society do not need high education
  - d. They have to contribute something to the society
  - e. Women are more needed by their family
3. Based on the text, what is a woman expected to be?
  - a. An educator
  - b. A housewife
  - c. A shop keeper
  - d. A discriminator
  - e. A career woman
4. What happen to the most women who chose to be career women?
  - a. They get poorer
  - b. They are depressed
  - c. They get richer
  - d. They are happy
  - e. They are discriminative
5. What is the main idea of paragraph 4?
  - a. Husbands should be proud of their wives
  - b. Husband should insult their wives
  - c. Women should be given freedom to decide their life
  - d. Women should get married
  - e. Women should discover what they want
6. In which paragraph did the author give recommendation to the reader?
  - a. Paragraph 1
  - b. Paragraph 2
  - c. Paragraph 3
  - d. Paragraph 4
  - e. Paragraph 5
7. **They** are able to find an outlet for their monotonous drudgery of their housekeeping.  
The word "they" refers to ...
  - a. Parents
  - b. Career women
  - c. Housewives
  - d. Women in common
  - e. Educated women

**The following text is for questions no 8 -15**

**Boarding School**

There are many arguments in favor of a boarding school education. Somehow, they show that boarding school is a good solution for students. But some parents are afraid sending their son/daughter to boarding schools. It is because they cannot monitor children 24/7. They lack of idea what the school administrators do to their children.

At the early age interacting and communicating with people is very important for a children's personal life and can be especially helpful for his/her future. Through boarding school, shy children can take advantage of interaction through communal activities. Living in a boarding school will give students more time to develop their skills. They can do sport, acting, music and another thing with the other students after the school time.

Furthermore, the structured way of life and strict rules at the boarding school may helps students to get used to a well ordered way of life. The **manners** and social skills they learn in boarding school will help them to become more responsible and confident, and to develop their talents in leadership. Professionally trained teachers and educators in the boarding school can offer excellent education even without the parents' constant supervision.

In addition, students who live in boarding school will never be late to school. It helps especially those whose houses are far from the school.

Boarding school is beneficial to build students' characters. Therefore, parents must not feel afraid to send their children to boarding schools.

*Adapted from: najmimaulana.wordpress.com*

8. What is the topic of the text?
  - a. Boarding school education
  - b. Communicating people
  - c. Rules in boarding school
  - d. Independent habit
  - e. Good education
9. According to the text, children in a boarding school will have time to develop their skills, except...
  - a. Communicativeness
  - b. Entrepreneurship
  - c. Sport
  - d. Acting
  - e. Music
10. Why are parents afraid to send their children to boarding school?
  - a. Because they have limited access to meet their children
  - b. Because boarding school provides bad education
  - c. Because it is expensive
  - d. Because another parent are like that too
  - e. Because their son/daughter can't act well
11. What is the author recommendation?
  - a. Boarding school should be expensive
  - b. Boarding school should be banned
  - c. Parents must not afraid sending children to boarding school
  - d. Parents must have much money
  - e. Boarding school forces the students to live well
12. In which paragraph the author tells about the important of communication?
  - a. Paragraph 1
  - b. Paragraph 2
  - c. Paragraph 3
  - d. Paragraph 4
  - e. Paragraph 5
13. "The **manners** and social skills they learn in boarding school will help them to become more responsible and confident" The synonym of the bold word is, except...
  - a. Attitude
  - b. Etiquette
  - c. Behavior
  - d. Action
  - e. Leadership
14. "In addition, students who live in boarding school will never be late to school" The underlined word shows...
  - a. Time
  - b. Conjunction
  - c. Logical relationship
  - d. Conclusion
  - e. Example
15. In which paragraph does the author state his recommendation?
  - a. Paragraph 1
  - b. Paragraph 2
  - c. Paragraph 3
  - d. Paragraph 4
  - e. Paragraph 5

The following text is for questions no 16 -21

Wearing School Uniform

Almost all Indonesian students of Senior high School have on uniforms when they go to schools. Wearing uniform is very necessary for senior high school students. However, some schools plan to free their students from wearing uniform.

Wearing school uniforms is important to break a gap between the poor and the wealth. It can minimize the social jealousy among the students. By wearing uniforms, students will feel equal one to another and they will respect each other.

Students who wear uniform also look neat and polite. Not wearing uniform has probability to make the students put any clothes they want to wear. We can probably see some female students wearing mini-skirts showing off their body, or **some** in dress during class. Boys are free to wear sandals and jeans or T-shirts without sleeves to school. It's not really good to see such a condition.

Uniform also doesn't cost too much money because we can wear it for 3 years. I mean students use the same uniform until they graduate from school. It's so different when they don't wear uniforms. They have to spend much money for different clothes they wear everyday and I believe they will be expensive. Wearing uniforms will lessen their parents' financial burden.

Because of the reasons listed above, I recommend that students must always wear uniform. There is no harm in wearing uniform, just benefits which is important for students.

*Adapted from: www.idebate.org*

16. The text above mainly talks about...

- a. The disadvantages of uniform
- b. The importance of wearing uniform
- c. The reason of gap and wealth
- d. The use of uniform
- e. The cost of wearing uniform

17. Wearing uniform is necessary because of some reasons, except...

- a. It supports equality between students
- b. It is affordable
- c. It makes students look neat
- d. It is more stylish
- e. It makes students look polite

18. What will happen if the students do not use uniform?

- a. Gap between students will be shown
- b. Students will not able to go to school
- c. School will respect each other well
- d. No jealousy will be found
- e. Students will get school jacket

19. "Almost all Indonesian students of Senior high School have on uniforms when they go to schools."

The underlined word has the same meaning with...

- a. Purchase
- b. Buy
- c. Wear
- d. Wash
- e. Knit

20. Which statement is not true based on the text above?

- a. Senior high school students wear uniform
- b. Equality between students is important
- c. School uniform is expensive
- d. Wearing uniform is important
- e. Students may wear inappropriate clothes if there is no uniform

21. "**some** in dress during class"

The bold word refers to...

- a. Teacher
- b. Students
- c. Uniform
- d. Clothes
- e. Expense

☺ Good Job ☺

-Thank you-

## KUESIONER

Angket ini bertujuan untuk mengetahui respon siswa terhadap implementasi TGT dalam pengajaran pemahaman membaca teks hortatory exposition.

Petunjuk!

1. Angket ini bersifat rahasia
2. Jawablah pertanyaan di bawah ini dengan sejujur-jujurnya
3. Tidak ada jawaban benar atau salah.
4. Bubuhkan tanda ceklis (√) untuk kolom yang telah disediakan (pilih salah satu).

Keterangan:

- SS = Sangat Setuju
- S = Setuju
- TS = Tidak Setuju
- STS = Sangat Tidak Setuju

No.	Pernyataan	SS	S	TS	STS
1.	Saya menyukai belajar secara individual				
2.	Saya lebih menyukai pembelajaran menggunakan teknik TGT dalam mempelajari teks hortatory exposition				
3.	Teknik TGT membantu saya lebih memahami teks hortatory exposition				
4.	Aktivitas tim membantu saya lebih memahami materi pembelajaran				
5.	Melakukan turnamen melatih kemampuan saya dalam mengerjakan soal				
6.	Saya termotivasi untuk lebih memperhatikan penjelasan guru				
7.	Saya termotivasi untuk berbagi pengetahuan dengan rekan satu tim				
8.	Saya lebih termotivasi untuk membantu rekan satu tim yang mengalami kesulitan demi kesuksesan tim				
9.	Saya merasa lebih termotivasi untuk belajar karena saya memiliki peranan dalam kesuksesan tim saya				
10.	Semua anggota tim berpartisipasi secara aktif saat bekerja tim				
11.	Saya tidak dapat membangun hubungan positif dengan anggota kelompok				
12.	Saya merasa lebih dekat dengan teman sekelas terutama rekan satu tim				
13.	Saya masih merasa enggan membagi pengetahuan saya pada rekan satu tim				
14.	Saya sulit berkonsentrasi saat belajar dalam tim karena kelas menjadi ribut				
15.	Saya bosan dengan kelompok yang itu-itu saja				

## INTERVIEW QUESTIONS

1. What is your opinion about the implementation of TGT technique to teach reading comprehension of hortatory exposition text?
2. What is the benefit of the implementation of TGT technique to teach reading comprehension of hortatory exposition text?
3. What is the weakness of the implementation of TGT technique to teach reading comprehension of hortatory exposition text?



## **APPENDIX C**

- **VALIDITY TEST OF THE PILOT TEST**
- **VALIDITY TEST OF THE QUESTIONNAIRE**
  - **STUDENTS' PRE-TEST SCORE**
  - **STUDENTS' POST-TEST SCORE**
- **DATA ANALYSIS OF THE PRE-TEST SCORE**
- **DATA ANALYSIS OF THE POST-TEST SCORE**
  - **DATA ANALYSIS OF THE INTERVIEW**

Reliability Test and Validity Test of the Pilot Test

**Reliabilitas Tes : 0.805**

No.	No. Item	Statistics Item			Tafsiran			
		Prop. Correct	Biser	Point Biser	Daya Beda	Tingkat Kesukaran	Efektifitas Option	Status Soal
1	1	0.750	0.521	0.335	Dapat Membeda-kan	Mudah	Baik	Dapat diterima
2	2	0.813	0.449	0.311	Dapat Membeda-kan	Mudah	Baik	Dapat diterima
3	3	0.719	0.756	0.476	Dapat Membeda-kan	Mudah	Baik	Dapat diterima
4	4	0.906	0.493	0.436	Dapat Membeda-kan	Mudah	Baik	Dapat diterima
5	5	0.719	0.616	0.388	Dapat Membeda-kan	Mudah	Baik	Dapat diterima
6	6	0.438	0.572	0.376	Dapat Membeda-kan	Sedang	Baik	Dapat diterima
7	7	0.781	0.549	0.364	Dapat Membeda-kan	Mudah	Baik	Dapat diterima
8	8	0.594	0.199	0.122	Tidak dapat membeda-kan	Sedang	Baik	Ditolak/ Jangan Diguna-kan
9	9	0.688	0.948	0.588	Dapat Membeda-kan	Sedang	Baik	Dapat diterima
10	10	0.594	0.363	0.222	Dapat Membeda-kan	Sedang	Baik	Dapat diterima
11	11	0.656	1.185	0.729	Dapat Membeda-kan	Sulit	Baik	Dapat diterima
12	12	0.719	0.599	0.377	Dapat Membeda-kan	Mudah	Baik	Dapat diterima
13	13	0.594	0.412	0.252	Dapat Membeda-kan	Sedang	Baik	Dapat diterima
14	14	0.594	0.281	0.172	Dapat Membeda-kan	Sedang	Baik	Dapat diterima
15	15	0.688	0.298	0.185	Dapat Membeda-kan	Sedang	Baik	Dapat diterima
16	16	0.750	0.256	0.365	Dapat Membeda-kan	Sulit	Baik	Dapat diterima
17	17	0.563	0.308	0.190	Dapat Membeda-kan	Sedang	Baik	Dapat diterima
18	18	0.906	0.570	0.503	Dapat Membeda-kan	Sulit	Baik	Dapat diterima
19	19	0.813	0.376	0.260	Dapat Membeda-kan	Mudah	Baik	Dapat diterima
20	20	0.938	0.308	0.323	Dapat Membeda-kan	Mudah	Baik	Dapat diterima
21	21	0.906	0.493	0.436	Dapat Membeda-kan	Sulit	Baik	Dapat diterima

22	22	0.813	0.577	0.399	Dapat Membeda- kan	Mudah	Baik	Dapat diterima
23	23	0.750	0.239	0.153	Tidak dapat membeda- kan	Mudah	Baik	Ditolak/ Jangan Diguna-kan
24	24	0.750	0.627	0.404	Dapat Membeda- kan	Sulit	Baik	Dapat diterima
25	25	0.719	0.251	0.158	Dapat Membeda- kan	Mudah	Baik	Dapat diterima
26	26	0.594	1.196	0.733	Dapat Membeda- kan	Sedang	Baik	Dapat diterima
27	27	0.625	0.037	0.023	Tidak dapat membeda- kan	Sedang	Baik	Ditolak/ Jangan Diguna-kan
28	28	0.719	0.529	0.333	Dapat Membeda- kan	Mudah	Baik	Dapat diterima
29	29	0.750	0.716	0.460	Dapat Membeda- kan	Mudah	Baik	Dapat diterima
30	30	0.938	0.172	0.180	Tidak dapat membeda- kan	Mudah	Baik	Ditolak/ Jangan Diguna-kan
31	31	0.563	0.533	0.329	Dapat Membeda- kan	Sedang	Baik	Dapat diterima
32	32	0.875	0.484	0.383	Dapat Membeda- kan	Mudah	Baik	Dapat diterima
33	33	0.969	0.255	0.366	Dapat Membeda- kan	Mudah	Baik	Dapat diterima
34	34	0.875	0.729	0.577	Dapat Membeda- kan	Mudah	Baik	Dapat diterima
35	35	0.844	0.568	0.416	Dapat Membeda- kan	Mudah	Baik	Dapat diterima
36	36	0.906	0.379	0.335	Dapat Membeda- kan	Mudah	Baik	Dapat diterima
37	37	0.875	0.484	0.383	Dapat Membeda- kan	Mudah	Baik	Dapat diterima
38	38	0.344	0.356	0.256	Dapat Membeda- kan	Sedang	Baik	Dapat diterima
39	39	0.344	0.241	0.173	Dapat Membeda- kan	Sedang	Baik	Dapat diterima
40	40	0.875	0.616	0.487	Dapat Membeda- kan	Mudah	Baik	Dapat diterima
41	41	0.875	0.597	0.473	Dapat Membeda- kan	Mudah	Baik	Dapat diterima
42	42	0.719	0.408	0.257	Dapat Membeda- kan	Mudah	Baik	Dapat diterima
43	43	0.625	0.834	0.511	Dapat Membeda- kan	Sedang	Baik	Dapat diterima
44	44	0.125	0.029	0.033	Tidak dapat membeda- kan	Sulit	Ganti	Ditolak/ Jangan Diguna-kan
45	45	0.594	0.526	0.323	Dapat Membeda- kan	Sedang	Baik	Dapat diterima





## Students' Pre-test Score

### Experimental Group

NO	NAME	PRE-TEST
1	ARIEF FATZAL EZA YUARA	48
2	ARNOL HENDRA MANYU	62
3	AZMI MAHDI	81
4	BELLA RIYANTI	71
5	DANAR YUDHISTIRA	86
6	DELLA ILONA SP	67
7	ESTER THEODORA T.	81
8	FADILLA FATHAN A N	81
9	FAJAR BAHARI	48
10	FANNY NUROCTAVIANI	71
11	FATWA HALIMAH RISANDI	48
12	INTAN FITRI PRADINI	52
13	IYAKA ALIFA AHDI	81
14	M. LUTHFI ALIF PUTERA	52
15	META SUNDARI	76
16	MITA MARDIANI CAPAH	71
17	MOUDYNITAZYA DP	52
18	MUHAMMAD MASYHUDUL HAQ	48
19	MUKHLISINUR RIZAL	67
20	NABILA MUTHIA HIDAYAT	86
21	NINDA DWI LARAS	67
22	NISA NAFISA NURFITRI	67
23	NOPIYA MASNA AINUN	76
24	NUR AIDA FAUZIAH	81
25	PRISCILLA YULIA AGUSTINE	76
26	SAFERI DIAN SURYANA	71
27	VICKA BERLISEPTIANY	90
28	VINA LINCHIA LAEVIKATA	86
29	WINDA KOMALA	86
30	WINI FITRIYANI	67

### Control Group

NO	NAME	PRE-TEST
1	ADE M RIDWAN	62
2	AGUNG MULYADIN	38
3	AJI INSAN KAMIL	86
4	ANGGRAENI	81
5	CUCU BAYU	76
6	DELLA FAUZIA	67
7	ELITA FATHARANI	71
8	FIKA FITRIANDA	81
9	FUTRI HANDAYANI	71
10	GABY SHAHNAZTIRA	71
11	HARI ISWANTO	57
12	HUTAMI MAULIDA	81
13	LARAS AYUNINGTYAS	86
14	LITA MARLIANI	67
15	M. ZEIN	71
16	M. ARIK	67
17	M. ISMAIL	57
18	NISA RIZKIANA	62
19	NOPI YUNIATI	57
20	NURINA FAUZIA	71
21	NURWINASARI	71
22	OGES GUMILANG	62
23	OGI SUGIANTO	62
24	RIVA FARHA	67
25	RIVALDI PRADIPTA	48
26	SALSABILA	52
27	SYIFA SYAFIRA	86
28	VIOLANDA	48
29	WININGSIH	71
30	YAYU LISTIANA	62

No. \_\_\_\_\_  
 Date: \_\_\_\_\_

	Arif Fazzal F.Y.				
	XI A 4.				
1	E	6 C	11 E	16 C	21 C.
2	E	7 C	12 D	17 C	
3	B	8 E	13 B	18 B	
4	A	9 C	14 B	19 E	
5	D	10 C	15 C	20 B	

No. \_\_\_\_\_  
 Date: \_\_\_\_\_

	Name : Mouby Nietya Dwi Putri				
	Class : XI Science A				
1.	A		11. B		21. A
2.	C		12. D		
3.	A		13. E		
4.	A		14. B		
5.	D		15. D		
6.	A		16. C		
7.	C		17. A		
8.	B		18. A		
9.	D		19. D		
10.	A		20. C		

No. \_\_\_\_\_

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

<input type="checkbox"/>	Name: mita Mardianti Capah			
<input type="checkbox"/>	Class: XI Alum 4			
<input type="checkbox"/>	OS - April - 2014			
<input type="checkbox"/>				
<input type="checkbox"/>	1. D ✓	6. A	11. D	16. C
<input type="checkbox"/>	2. C	7. A	12. D	17. C
<input type="checkbox"/>	3. A ✓	8. C	13. E	18. B
<input type="checkbox"/>	4. A	9. C	14. B	19. E
<input type="checkbox"/>	5. D ✓	10. A	15. D	20. B ✓
<input type="checkbox"/>				21. D
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				

Bella Riyanti  
XI IPA 4

No. \_\_\_\_\_

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

1. D	6. A	11. E	16. D	21. A
2. B	7. E	12. D	17. C	
3. A	8. B	13. E	18. D	
4. A	9. C	14. D	19. E	
5. D	10. D	15. B	20. B	



Nabila Muthra Hidayat XI A4

5 April 2019

- |       |       |       |
|-------|-------|-------|
| 1. E  | 11. E | 21. A |
| 2. C  | 12. D |       |
| 3. A  | 13. E |       |
| 4. A  | 14. C |       |
| 5. D  | 15. B |       |
| 6. A  | 16. C |       |
| 7. A  | 17. C |       |
| 8. E  | 18. D |       |
| 9. C  | 19. E |       |
| 10. A | 20. B |       |

Vicka Berli S.  
XI A4

No.

Date.

- |                   |                   |       |       |       |
|-------------------|-------------------|-------|-------|-------|
| 1. <del>E</del> D | 6. A              | 11. E | 16. C | 21. A |
| 2. C              | 7. <del>E</del> A | 12. D | 17. C |       |
| 3. A              | 8. A              | 13. E | 18. D |       |
| 4. A              | 9. C              | 14. C | 19. E |       |
| 5. D              | 10. A             | 15. B | 20. B |       |

Name :  
Date :

English

- |        |                    |         |       |
|--------|--------------------|---------|-------|
| 1. D ✓ | 7. A               | 13. A   | 19. D |
| 2. A   | 8. E               | 14. B   | 20. D |
| 3. A ✓ | 9. C ✓             | 15. C   | 21. B |
| 4. A ✓ | 10. E              | 16. D   |       |
| 5. D ✓ | 11. E ✓            | 17. B   |       |
| 6. B   | 12. <del>D</del> ✓ | 18. D ✓ |       |

Name : Salsabila Fitria - H.  
Class : XI A.5

3.04.2014

- |        |         |         |         |
|--------|---------|---------|---------|
| 1. A   | 6. A ✓  | 11. B   | 16. B   |
| 2. C ✓ | 7. A    | 12. D ✓ | 17. C ✓ |
| 3. A ✓ | 8. A    | 13. E ✓ | 18. D ✓ |
| 4. B ✓ | 9. C ✓  | 14. B   | 19. E ✓ |
| 5. E   | 10. A ✓ | 15. A   | 20. A   |
|        |         |         | 21. A ✓ |

No  
Date :

Name : Gaby Shahnaztra Rikers  
class : XI Alam 5

1. A	6. A	11. E	16. C	21. D
2. C	7. A	12. D	17. C	
3. A	8. E	13. E	18. D	
4. A	9. C	14. C	19. E	
5. B	10. A	15. B	20. A	

Amu Bayu B-A  
XI-A 5

1. D	6. A	11. E	16. C	21. D
2. B C	7. A	12. A	17. C	
3. A	8. E	13. E	18. D	
4. A	9. C	14. C	19. E	
5. D	10. D	15. B	20. A	

English  
 Uji Insan Kamil  
 XI A5

- |                     |                      |         |
|---------------------|----------------------|---------|
| 1. A ✓              | 11. E ✓              | 21. A ✓ |
| 2. C ✓              | 12. D ✓              |         |
| 3. A ✓              | 13. E ✓              |         |
| 4. A ✓              | 14. <del>C</del> E ✓ |         |
| 5. D ✓              | 15. B ✓              |         |
| 6. A ✓              | 16. C ✓              |         |
| 7. <del>A</del> C ✓ | 17. C ✓              |         |
| 8. E ✓              | 18. D ✓              |         |
| 9. C ✓              | 19. E ✓              |         |
| 10. A ✓             | 20. <del>C</del> B ✓ |         |

XI Alams

no. Laras A English

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

<input type="checkbox"/>	1 <del>E</del>	2 A	11 E	16 C	21 A
<input type="checkbox"/>	2 C	7 A	12 D	17 C	
<input type="checkbox"/>	3 A	8 <del>C</del>	13 E	18 D	
<input type="checkbox"/>	4 A	9 C	14 <del>C</del>	19 E	
<input type="checkbox"/>	5 <del>E</del>	10 A	15 B	20 B	
<input type="checkbox"/>					

Students' Post-test Score

Experimental Group

NO	NAME	POST-TEST
1	ARIEF FATZAL EZA YUARA	86
2	ARNOL HENDRA MANYU	90
3	AZMI MAHDI	90
4	BELLA RIYANTI	95
5	DANAR YUDHISTIRA	90
6	DELLA ILONA SP	86
7	ESTER THEODORA T.	76
8	FADILLA FATHAN A N	81
9	FAJAR BAHARI	90
10	FANNY NUROCTAVIANI	76
11	FATWA HALIMAH RISANDI	76
12	INTAN FITRI PRADINI	67
13	IYAKA ALIFA AHDI	76
14	M. LUTHFI ALIF PUTERA	76
15	META SUNDARI	76
16	MITA MARDIANTI CAPAH	81
17	MOUDYNITAZYA DP	86
18	MUHAMMAD MASYHUDUL HAQ	67
19	MUKHLISINUR RIZAL	81
20	NABILA MUTHIA HIDAYAT	90
21	NINDA DWI LARAS	81
22	NISA NAFISA NURFITRI	67
23	NOPIYA MASNA AINUN	67
24	NUR AIDA FAUZIAH	86
25	PRISCILLA YULIA AGUSTINE	81
26	SAFERI DIAN SURYANA	76
27	VICKA BERLISEPTIANY	95
28	VINA LINCCHIA LAEVIKATA	81
29	WINDA KOMALA	71
30	WINI FITRIYANI	76

Control Group

NO	NAME	POST-TEST
1	ADE M RIDWAN	62
2	AGUNG MULYADIN	62
3	AJI INSAN KAMIL	90
4	ANGGRAENI	57
5	CUCU BAYU	81
6	DELLA FAUZIA	76
7	ELITA FATHARANI	71
8	FIKA FITRIANDA	86
9	FUTRI HANDAYANI	67
10	GABY SHAHNAZTIRA	76
11	HARI ISWANTO	67
12	HUTAMI MAULIDA	62
13	LARAS AYUNINGTYAS	95
14	LITA MARLIANI	81
15	M. ZEIN	81
16	M. ARIK	81
17	M. ISMAIL	71
18	NISA RIZKIANA	71
19	NOPI YUNIATI	81
20	NURINA FAUZIA	76
21	NURWINASARI	76
22	OGES GUMILANG	90
23	OGI SUGIANTO	57
24	RIVA FARHA	90
25	RIVALDI PRADIPTA	62
26	SALSABILA	67
27	SYIFA SYAFIRA	76
28	VIOLANDA	71
29	WININGSIH	86
30	YAYU LISTIANA	86

Arief f... EY

XI A 4

1. C ✓	6. E ✓	11. C ✓	16. B ✓	21. B ✓
2. C ✓	7. E ✓	12. B ✓	17. D ✓	
3. B ✓	8. A ✓	13. E ✓	18. A ✓	
4. C ✓	9. B ✓	14. B ✓	19. C ✓	
5. C ✓	10. A ✓	15. D ✓	20. D ✓	

26

Masy Nitasya

XI A 4

1. C ✓	11. C ✓	21. B ✓
2. C ✓	12. B ✓	
3. B ✓	13. E ✓	
4. C ✓	14. B ✓	
5. C ✓	15. D ✓	
6. E ✓	16. B ✓	
7. B ✓	17. D ✓	
8. A ✓	18. A ✓	
9. B ✓	19. C ✓	
10. A ✓	20. D ✓	

No:

Date:

Name: Nur Muliawati Cahya

Class: XI Alam 4

1. C	2. E	3. C	4. D
5. C	6. C	7. B	8. C
9. B	10. A	11. E	12. D
13. C	14. B	15. C	16. C
17. A	18. A	19. C	20. C
			21. B

31

No:

Date:

Bella Riyanti

XI IPA 4

1. C	6. E	11. C	16. D	21. B
2. C	7. E	12. B	17. D	
3. B	8. A	13. E	18. A	
4. C	9. B	14. B	19. C	
5. C	10. A	15. E	20. C	

Nabila Muthia

XI A 9

- |   |     |        |         |         |        |
|---|-----|--------|---------|---------|--------|
| 1 | C ✓ | 6 E ✓  | 11. C ✓ | 16. B ✓ | 21 B ✓ |
| 2 | A ✓ | 7. E ✓ | 12. B ✓ | 17. D ✓ |        |
| 3 | B ✓ | 8. A ✓ | 13 E ✓  | 18 E ✓  |        |
| 4 | C ✓ | 9. B ✓ | 14 B ✓  | 19. C ✓ |        |
| 5 | C ✓ | 10 A ✓ | 15. E ✓ | 20. C ✓ |        |

90  
20

Virka Berli S

XI A 4

- |   |     |         |                      |         |        |
|---|-----|---------|----------------------|---------|--------|
| 1 | C ✓ | 6 E ✓   | 11. C ✓              | 16. B ✓ | 21 B ✓ |
| 2 | C ✓ | 7. E ✓  | 12. <del>B</del> ✓   | 17. D ✓ |        |
| 3 | B ✓ | 8. A ✓  | 13. <del>B</del> E ✓ | 18. A ✓ |        |
| 4 | C ✓ | 9 B ✓   | 14. B ✓              | 19. C ✓ |        |
| 5 | C ✓ | 10. A ✓ | 15. E ✓              | 20. B ✓ |        |

95  
20



No. \_\_\_\_\_  
Date 25-4-2019

A

Agung. Nulyadin

XI A 5

- |      |       |       |       |       |
|------|-------|-------|-------|-------|
| 1. C | 6. E  | 11. E | 16. B | 21. B |
| 2. B | 7. E  | 12. B | 17. B |       |
| 3. B | 8. A  | 13. D | 18. B |       |
| 4. E | 9. B  | 14. D | 19. C |       |
| 5. C | 10. E | 15. E | 20. C |       |

62

Name : Salsabila Fitria. H.

Class : XI A. 5

- |      |       |       |       |
|------|-------|-------|-------|
| 1. A | 6. E  | 11. C | 16. B |
| 2. C | 7. D  | 12. B | 17. A |
| 3. B | 8. A  | 13. A | 18. A |
| 4. E | 9. B  | 14. B | 19. C |
| 5. A | 10. A | 15. E | 20. C |
|      |       |       | 21. D |

62

Nama : Gabby Shahnastira R  
XI Alam 5

- |                 |       |                  |       |       |
|-----------------|-------|------------------|-------|-------|
| 1. D            | 6. E  | 11. C            | 16. B | 21. B |
| 2. <del>D</del> | 7. B  | 12. B            | 17. D |       |
| 3. <del>E</del> | 8. A  | 13. A            | 18. A |       |
| 4. C            | 9. B  | 14. B            | 19. C |       |
| 5. C            | 10. A | 15. <del>E</del> | 20. C |       |

cuaca Bayu B.A  
XI-AS

- |      |                 |                    |       |       |
|------|-----------------|--------------------|-------|-------|
| 1. c | 6. E            | 11. C <del>E</del> | 16. B | 21. C |
| 2. C | 7. B            | 12. B              | 17. D |       |
| 3. B | 8. A            | 13. A              | 18. A |       |
| 4. C | 9. <del>B</del> | 14. B              | 19. C |       |
| 5. C | 10. A           | 15. D              | 20. C |       |

1	A) Insani Nabil	11	C
2	XI A 5	12	B
3	<del>B</del> <del>D</del>	13	E
4	<del>B</del> B	14	B
5	C	15	E
6	E	16	B
7	E	17	D
8	A	18	A
9	B	19	C
10	A	20	C
		21	B

Posttest

Lain A

XI A 5

English

1	C	6	E	11	C	16	B
2	B	7	E	12	B	17	D
3	B	8	A	13	E	18	A
4	C	9	B	14	B	19	C
5	C	10	A	15	E	20	C

Pre-test Score Analysis

Case Processing Summary

group	Cases						
	Valid		Missing		Total		
	N	Percent	N	Percent	N	Percent	
pretest	experimental	30	100.0%	0	0.0%	30	100.0%
	control	30	100.0%	0	0.0%	30	100.0%

Descriptives

group		Statistic	Std. Error		
pretest	experimental	Mean	69.87	2.435	
		95% Confidence Interval for Mean	Lower Bound	64.89	
			Upper Bound	74.85	
		5% Trimmed Mean		70.04	
		Median		71.00	
		Variance		177.844	
		Std. Deviation		13.336	
		Minimum		48	
		Maximum		90	
		Range		42	
		Interquartile Range		22	
		Skewness		-.420	.427
		Kurtosis		-1.003	.833
		pretest	control	Mean	66.97
95% Confidence Interval for Mean	Lower Bound			62.54	
	Upper Bound			71.39	
5% Trimmed Mean				67.33	
Median				67.00	
Variance				140.585	
Std. Deviation				11.857	
Minimum				38	
Maximum				86	
Range				48	
Interquartile Range				12	
Skewness				-.326	.427
Kurtosis				.020	.833

**Tests of Normality**

group	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk			
	Statistic	df	Sig.	Statistic	df	Sig.	
pretest	experimental	.148	30	.091	.909	30	.014
	control	.134	30	.182	.961	30	.328

a. Lilliefors Significance Correction

**Test of Homogeneity of Variances**

pretest

Levene Statistic	df1	df2	Sig.
.861	1	58	.357

**ANOVA**

pretest

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	126.150	1	126.150	.792	.377
Within Groups	9234.433	58	159.214		
Total	9360.583	59			

**Group Statistics**

group	N	Mean	Std. Deviation	Std. Error Mean	
pretest	experimental	30	69.87	13.336	2.435
	control	30	66.97	11.857	2.165

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
pretest	Equal variances assumed	.861	.357	.890	58
	Equal variances not assumed			.890	57.217

**Independent Samples Test**

		t-test for Equality of Means			
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
					Lower
pretest	Equal variances assumed	.377	2.900	3.258	-3.622
	Equal variances not assumed	.377	2.900	3.258	-3.623

**Independent Samples Test**

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Upper	
pretest	Equal variances assumed	9.422	
	Equal variances not assumed	9.423	

Post-test Score Analysis

**Case Processing Summary**

group		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
posttest	experimental	30	100.0%	0	0.0%	30	100.0%
	control	30	100.0%	0	0.0%	30	100.0%

**Descriptives**

group		Statistic	Std. Error		
posttest	experimental	Mean	80.57	1.507	
		95% Confidence Interval for Mean	77.48		
		5% Trimmed Mean	80.52		
		Median	81.00		
		Variance	68.116		
		Std. Deviation	8.253		
		Minimum	67		
		Maximum	95		
		Range	28		
		Interquartile Range	11		
		Skewness	-.051	.427	
		Kurtosis	-.803	.833	
		control	Mean	75.17	1.919
			95% Confidence Interval for Mean	71.24	
		5% Trimmed Mean	75.17		
		Median	76.00		
		Variance	110.420		
		Std. Deviation	10.508		
		Minimum	57		
		Maximum	95		
		Range	38		
		Interquartile Range	15		
		Skewness	-.020	.427	
		Kurtosis	-.903	.833	

**Tests of Normality**

group		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
posttest	experimental	.143	30	.118	.937	30	.074
	control	.111	30	.200*	.962	30	.346

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

a. Lilliefors Significance Correction

**Test of Homogeneity of Variances**

posttest

Levene Statistic	df1	df2	Sig.
2.180	1	58	.145

**ANOVA**

posttest

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	437.400	1	437.400	4.900	.031
Within Groups	5177.533	58	89.268		
Total	5614.933	59			

**Group Statistics**

group	N	Mean	Std. Deviation	Std. Error Mean
posttest experimental	30	80.57	8.253	1.507
posttest control	30	75.17	10.508	1.919



**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
posttest	Equal variances assumed	2.180	.145	2.214	58
	Equal variances not assumed			2.214	54.917

**Independent Samples Test**

		t-test for Equality of Means			
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
					Lower
posttest	Equal variances assumed	.031	5.400	2.440	.517
	Equal variances not assumed	.031	5.400	2.440	.511

**Independent Samples Test**

		t-test for Equality of Means
		95% Confidence Interval of the Difference
		Upper
posttest	Equal variances assumed	10.283
	Equal variances not assumed	10.289

## TRANSCRIPTION OF THE INTERVIEW

Pertanyaan:

1. Apa pendapat anda mengenai pengaplikasian teknik TGT dalam mempelajari teks hortatory exposition?
2. Apa saja kelebihan teknik ini?
3. Apa ada kekurangan dalam teknik ini?

Jawaban:

- Siswa 1

(Jawaban pertanyaan nomor 1)

Guru : “Menurut kamu, belajar teks hortatory exposition menggunakan teknik TGT itu bagaimana?”

Siswa 1: “Cape Bu. Kerasa banget belajarnya. ga ada *refreshing*-nya istilahnya mah gitu. Cuma enak nya sih lebih banyak bahas teksnya jadi sampai nempel gitu istilahnya teks *hortatory* itu.”

Guru : “Loh bukannya asik? Kan ga ada kuis?”

Siswa 1 : “Ya meskipun ga ada kuisnya tapi kan ada turnamen. Sama aja Bu. Tapi asiknya ada hadiahnya. Hehe...”

(Jawaban pertanyaan nomor 2)

Guru : “oh gitu. Apa aja sih keuntungannya belajar hortatory pake teknik TGT?”

Siswa 1: “Kalau menurut saya, ya tadi itu Bu. Kita jadi lebih banyak ngebahas soal, banyak teksnya, jadi ga bingung lagi bedanya sama analytical.”

(*pause*)

“Terus, rame gitu Bu belajarnya sama kelompok. Jadi ga *boring*.”

Guru : “Ga *boring* gimana?”

Siswa 1: “Kalau biasanya kan Pak Yayan tuh ngejelasin terus kita di suruh ngerjain soal sendiri-sendiri. Kalau sama Ibu kan disuruhnya ngerjain soalnya di kelompok, jadi mau salah juga ada temen-temen yang bantuin. Jadi tau yang benarnya.”

Guru : “Jadi ramenya ga usah takut salah?”

Aiawa 1: “Ramenya bareng-barengnya Bu. Ga *nervous*. Lebih santai jadi ga takut meskipun ga bisa. Da temen-temennya bantuin Bu. Ntar saya di marahin kalau di turnamennya kalah.”

Guru : “Jadi kamu termotivasi buat belajar gitu?”

Siswa 1: “Bisa dibilang gitu Bu. Kelompok saya perempuan semua sih, jadi pada cerewet.”

Guru : “terus kamu belajarnya gimana jadinya?”

Siswa 1: “Iya kalau pas belajar kelompok itu masih banyak soal yang gabisa di jawab, malem sebelum turnamennya di sms-in suruh ngerjain ulang soal yang dibahas di kelompok.”

Guru : “Kamu jadi lebih paham materi belajarnya ga?”

Siswa 1: “Materi yang... oh *hortatory text* nya ya Bu?

Ya diulang-ulang terus gimana ga nempel? Hahaha...”

Guru : “Kalau prestasi di tournament gimana?”

Siswa 1: "Oh saya menang terus dong Bu. Hehe... "

Guru : "Pertanyaannya gampang?"

Siswa 1: "Lumayan sih Bu. Tapi yang susahya juga banyak. Untung saya jarang kebagian yang susah. Sebenarnya soalnya gitu-gitu aja sih Bu. Cuma karena teksnya beda-beda jadi harus mikir lagi jawabnya biar poinnya ga ilang."

(Jawaban pertanyaan nomor 3)

Guru : "Baiklah. Terus ada kekurangannya tidak?"

Siswa 1: "Ngga ada sih Bu kayaknya. Cuma kalau lagi harus kerja kelompok terus ada anggota yang absen agak kerepotan juga. Soalnya dia kan ga ikut belajar tapi dia harus ikut turnamen. Jadinya ya harus di suruh belajar dulu. Sisanya mah bagus sih Bu."

Guru : "Terganggu dengan kelas yang ribut ga?"

Siswa 1: "Ah biasa aja Bu. Biasanya belajar juga pada ribut."

- Siswa 2

(Jawaban pertanyaan nomor 1)

Guru : "Apa pendapat kamu mengenai penggunaan teknik TGT selama mempelajari teks hortatory exposition?"

Siswa 2: "Biasa aja sih Bu. Sama aja kayak belajar biasanya."

Guru : "sama aja gimana?"

Siswa 2: "Ya sama aja gitu Bu. Belajar-belajar juga."

(Jawaban pertanyaan nomor 2)

Guru : "Baiklah. Apa kamu merasakan keuntungan menggunakan TGT dalam mempelajari teks *hortatory exposition*?"

Siswa 2: "Ada hadiahnya. Hehehe"

Guru : "oh tim kamu menang terus ya?"

Siswa 2: "Iya ga nyangka banget Bu. Apalagi di turnamen yang kedua. Kalau dibandingin sama tim yang lain mah ngerasa persiapannya itu kurang banget. Tapi ternyata menang juga. Ga nyangka. Ternyata temen-temen saya hebat juga."

Guru : "Memangnya ga kelihatan mereka bakal bisa menang?"

Siswa 2 "Ngga. Soalnya di tim yang lain juga pinter-pinter. Terus pas turnamen mereka lawannya yang emang udah kelihatan pinter. Jadi rada was-was."

Guru : "Sekarang percaya sama kemampuan temennya?"

Siswa 2: "Percaya Bu. Hehe."

Guru : "Apa kamu jadi lebih termotivasi buat belajar?"

Siswa 2 : "Euh...karena saya kebagian harus jelasin sama temen satu tim, ya saya harus bisa duluan dong Bu. Cuma anehnya kadang saya malah lebih ngerti pas saya lagi jelasin itu. Yang asalnya Cuma tau jadi apa itu jadi ya ngerti aja kenapa begitunya tuh. Ngerti ga Bu?"

Guru : "Soal-soal yang kamu dapat di turnamen itu susah ga sih?"

Siswa 2: “Ngga Bu. Di GO kan juga sering latihan begitu. Jadi saya udah familiar sama soal-soal yang begitu. Kan pertanyaannya sama aja Bu. Kayak disuruh nyari main idea, yang *statement true false* begitu juga Bu. Paling agak sulit di pas *synonym antonym*. Itu mah *vocabulary* nya harus banyak.”

(Jawaban pertanyaan nomor 3)

Guru : “Kalau kekurangannya, ada ga?”

Siswa 2: “Soal TGT Bu?. kalau pembelajarannya ngga ada Bu.”

Guru : “terganggu sama berisiknya teman-teman waktu aktivitas tim?”

Siswa 2: “Ngga juga sih Bu. Udah biasa. Justru kadang terinspirasi jawaban mereka.”

- Siswa 3

(Jawaban pertanyaan nomor 1)

Guru : “Apa pendapat kamu soal penggunaan teknik TGT selama mempelajari teks *hortatory exposition*?”

Siswa 3: “Variasi Bu. Jadi ada sesuatu yang beda gitu. Tiap minggunya kegiatannya beda-beda. Asik intinya mah.”

(Jawaban pertanyaan nomor 2)

Guru : “Apa aja sih kelebihan teknik TGT yang kamu rasakan waktu belajar *hortatory*?”

Siswa 3: “Kelebihannya... membuat kita jadi harus masuk kelas terus. Kalau ga masuk kelas nanti ketinggalan pelajarannya. Misalnya ga masuk pas kegiatan tim. Ah itu mah rugi. Kitanya jadi gatau yang lain udah latihan apa.”

Guru : “Emang ga di kasih tau sama yang lain?”

Siswa 3: “Kurang tau. Kan saya masuk terus. Hehe.”

Guru : “Kamu jadi lebih ngerti materi ngga?”

Siswa 3: “Ngerti itu maksudnya gimana ya Bu? Jadi hapal begitu?”

Guru : “Ngerti materi yang ibu ajarkan pas presentasi”

Siswa 3: “Oh yang gitu-gitunya. Iya Bu. Tentang *hortatory* kan. Awalnya sih kayak belajar biasa aja kirain teh. Tapi pas di turnamen pertama tuh baru kerasa ‘oh saya teh harusnya belajar’. Soalnya liat yang lain jawabannya salah tuh suka gemes tapi saya juga ga yakin sama jawaban saya. Jadinya greget.”

Guru : “Kalau gitu, kamu tahu kedepannya harus ngapain?”

Siswa 3: “Iya Bu. Saya jadinya belajar bener-bener Bu. Ada kan kelompok saya yang pinter banget tuh. Dia sampai bete karena saya jadi nanya-nanya terus ini kenapa begini jawabannya gitu.”

Guru : “Jadinya gimana?”

Siswa 3: “Apanya?”

Guru : “Menang ga di meja turnamen kamu?”

Siswa 3: “Oh...menang Bu. Alhamdulillah. Sebenarnya pas turnamen itu kan cuma berdua jadi ga terlalu *nervous* juga. Tapi saya bangga nya, diantara temen satu tim saya, saya yang jawab paling banyak.”

(Jawaban pertanyaan nomor 3)

Guru : “Kalau kekurangannya, ada ga?”

Siswa 3: “Kekurangannya... tim saya ga juara.

Ngga ketang Bu. Kekurangannya, menurut saya kurang nyantai. Kayak ga ada istirahatnya gitu loh Bu.”

Guru : “kan pas kegiatan tim, itu hanya mengawasi”

Siswa 3: “Tapi kan pertemuan selanjutnya itu turnamen Bu. Jadi harus serius belajar”

Guru : “ooh...ada lagi?”

Siswa 3: “Itu aja sih Bu. Oh! Dan jangan setiap minggu banget. Kalau tiap pertemuan TGT terus nanti malah ga variatif lagi. Mungkin bisa diselingin apa gitu.”

- Siswa 4

(Jawaban pertanyaan nomor 1)

Guru : “Menurut kamu, belajar teks hortatory exposition menggunakan teknik TGT itu bagaimana?”

Siswa 4: “Bagus. Ngga bosan”

Guru : “Ngga bosan itu gimana?”

Siswa 4: “Setiap pertemuan kegiatannya beda”

(Jawaban pertanyaan nomor 2)

Guru : “Keuntungan apa yang kamu rasakan saat menggunakan TGT dalam mempelajari teks *hortatory exposition*?”

Siswa 4: “Ga ada test-nya. Cuma latihan aja.”

Guru : “Menurut kamu turnamen itu bukan test?”

Siswa 4: “Bukan. Soalnya kan nilainya ga di umumin. Tapi dimasukin nilai ga Bu itu teh?”

Guru : “Kenapa gitu? Kamu ga PD?”

Siswa 4: “Ngga Bu. Cuma ya kurang puas aja kalau dimasukin nilai”

Guru : “Kenapa menurut kamu turnamen itu bukan test?”

Siswa 4: “Emangnya test Bu? Masa kalau di test kita Cuma jawab beberapa soal aja? Saya pikir itu lebih ke latihan. Jadi sama-sama belajar gitu.”

Guru : “Maksudnya sama-sama belajar?”

Siswa 4: “Kan ngga cuma satu orang yang boleh jawab. Kalau kita pikir jawabannya bukan itu, kita kan bisa *challenge*. Ujung-ujungnya sama aja kayak di kegiatan tim. Kita jadi tahu jawaban benarnya. Tapi bedanya kita dapat nilai”

Guru : “Apa kamu jadi lebih memahami materi mengenai *hortatory exposition text*?”

Siswa 4: “Iya Bu. Saya hapal *purpose* sama *generic structure*-nya”

Guru : “Kamu merasa lebih terbantu?”

Siswa 4: “Terbantu...?”

Guru : “Terbantu memahami teks itu?”

Siswa 4: “Lumayan terbantu. Soalnya di setiap latihan ada itu mah.”

Guru : “Apa kamu menjadi lebih termotivasi untuk belajar?”

Siswa 4: “Dimana? Di rumah mah biasa aja Bu. PR dari pelajaran lain juga banyak tapi kalau di sekolah mah memang jadi lebih semangat gitu belajarnya.”

(Jawaban pertanyaan nomor 3)

Guru : “Terus ada kekurangannya tidak?”

Siswa 4: “Kekurangannya....belajarnya kayak lama banget. Kan 6 minggu tuh hortatory di ulang-ulang terus. Ya meskipun kegiatannya beda-beda. Tapi lama-lama bosan juga. Yang ditanyain juga itu lagi itu lagi.”

- Siswa 5

(Jawaban pertanyaan nomor 1)

Guru : “Apa pendapat kamu soal penggunaan teknik TGT selama mempelajari teks hortatory exposition?”

Siswa 5: “Bagus. Lebih variatif”

(Jawaban pertanyaan nomor 2)

Guru : “Apa aja sih keuntungannya belajar hortatory pake teknik TGT?”

Siswa 5: “Kelebihannya...bisa bikin semua anggota kelompok kerja, ngga bikin tegang, terus apa lagi ya? Oh! Ada hadiahnya

Guru : “Coba bisa jelasin satu-satu?”

Siswa 5: “Euh...yang pertama, pas kegiatan tim, semua anggota kelompok ikutan kerja. Soalnya kalau satu aja yang mikir nanti takut yang lain ga bisa pas turnamen. Jadi ya harus ngerti semua. Makanya semuanya bantuin.

Yang ngga bikin tegang soalnya sama temen sendiri. Kalau ada yang ga ngerti, bisa langsung tanya ke Ibu.

Guru : “Memangnya pas presentasi ga bisa nanya langsung?”

Siswa 5: “Kan malu Bu. Kalau pas Ibu lewat mah kan Cuma sedikitan. Jadi nanyanya ga tegang.”

Guru : “Terus?”

Siswa 5: “Terus yang hadiah. Sayang saya ga dapet hadiahnya”

Guru : “Kan hadiahnya murah”

Siswa 5: “Tapi kan beda Bu. Ngiri aja gitu sama yang dapet.”

Guru : “Pengen dapet hadiah ya?”

Siswa 5: “Iya. Hehe”

Guru : “Terus apa usaha buat dapet hadiahnya?”

Siswa 5: “Harusnya sih menang di turnamen. Tapi ada yang lebih pintar. Jadi tim saya ga dapet.”

Guru : “itu teh udah berusaha belajar dulu?”

Siswa 5: “Ngga. Hehe. Maunya sih belajar Bu. Tapi lagi sibuk. Kan kemarin juga banyak yang ulangan. Jadi gak sempet.”

Guru : “Jadi belajarnya gimana?”

Siswa 5: “Ya paling di sekolah. Pas kerja kelompok.”

Guru : “merasa lebih mudah memahami materi pembelajaran?”

Siswa 5: “Ga tau Bu.”

Guru : “Sudah mengerti sekarang yang kemarin-kemarin Ibu ajarkan?”

Siswa 5: “Ya ngerti gak ngerti Bu. Kalau ditanya purpose, generic structure sama bedanya sama analytical mah saya tau Bu. Tapi kalau menjawab soal mah ya, ga tau juga. Hehe”

(Jawaban pertanyaan nomor 3)

Guru : “Kalau kekurangannya bagaimana?”

Siswa 5: “Kekurangannya...gatau. Kayaknya ga ada deh. Hehe. Bagus kok Bu”



## **APPENDIX D**

### **ADMINISTRATIVE LETTER OF THE STUDY**



UNIVERSITAS PENDIDIKAN INDONESIA  
FAKULTAS PENDIDIKAN BAHASA DAN SENI  
KEPUTUSAN  
DEKAN FAKULTAS PENDIDIKAN BAHASA DAN SENI UPI  
Nomor: 1845/UN40.3.D1/DT/2014  
TENTANG  
PENGESAHAN PERUBAHAN JUDUL SKRIPSI

DEKAN FAKULTAS PENDIDIKAN BAHASA DAN SENI UPI

perhatikan : Surat Ketua Program Pendidikan Bahasa Inggris Jurusan Pendidikan Bahasa Inggris Fakultas Pendidikan Bahasa dan Seni UPI nomor 276/UN40.3.3.1/PK/2014, tanggal 15 September 2014, tentang permohonan pengesahan perubahan judul skripsi.

imbang : 1. Bahwa untuk menyelesaikan studi bagi mahasiswa penempuh jalur skripsi, bahan kajian sesuai dengan judul yang akan dipertahankan itu perlu mendapat pengesahan secara formal;  
2. Bahwa karena alasan akademis yang dapat dipertanggungjawabkan, mahasiswa yang bersangkutan harus mengubah judul skripsi.  
3. Sehubungan dengan butir 1 dan 2 perlu diterbitkan surat keputusan.

ingat : 1. UU No. 20 tahun 2003 tentang Sisdiknas;  
2. UU No. 12 tahun 2012 tentang Pendidikan Tinggi;  
3. PP No. 4 tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;  
4. PP No. 15 tahun 2014 tentang Statuta UPI;  
5. Keppres No. 124 tahun 1999 tentang Perubahan IKIP Bandung menjadi UPI;  
6. SK Rektor UPI No. 7882/UN40/KP/2012, tanggal 26 Desember 2012, tentang pemberhentian dan pengangkatan Dekan di lingkungan UPI;  
7. Pedoman Penyelenggaraan Pendidikan Universitas Pendidikan Indonesia 2013; dan  
8. Pedoman Penulisan Karya Ilmiah Universitas Pendidikan Indonesia 2013.

MEMUTUSKAN

etapkan : KEPUTUSAN DEKAN TENTANG PENGESAHAN PERUBAHAN JUDUL SKRIPSI  
SATU : Menyetujui pengesahan perubahan judul skripsi selama satu semester (6 bulan) terhitung mulai tanggal **15 September 2014 s.d. 14 Maret 2015**

atas nama : **Eka Yuliawati**  
nomor pokok : 0907215  
jurusan/program studi : Pendidikan Bahasa Inggris/Pendidikan Bahasa Inggris (Dik)  
Perolehan IPK : 3,24

Judul skripsi :

**The Implementation of Team Game Tournament Technique to Teach Reading Comprehension of Hortatory Exposition Text**

DUA

: Mengangkat nama dosen:


1.	Dr. Wachyu Sundayana, M.A.	NIP	19580208 198601 1 001	Gol.	IV/b
	sebagai Pembimbing I	Jab	Lektor Kepala		
2.	Iyen Nurlaelawati, M.Pd.	NIP	19770906 200912 2 002	Gol.	III/b
	sebagai Pembimbing II	Jab	Asisten Ahli		

- KETIGA : Menugaskan kepada Dosen Pembimbing supaya secara bersama-sama melaksanakan kegiatan berupa:
- a. Penelaahan judul, pembahasan konteks, dan teknis penggarapan skripsi;
  - b. Pembimbingan selama 1 semester (**6 bulan**); dan
  - c. Pelaporan kegiatan bimbingan kepada Dekan melalui Ketua Jurusan/Prodi masing-masing.
- KEEMPAT : Memberikan honorarium kepada dosen pembimbing yang besarnya sesuai dengan ketentuan yang berlaku.
- KELIMA : Keputusan ini berlaku mulai tanggal disetujuinya pengesahan perubahan judul skripsi, dengan ketentuan apabila di kemudian hari terdapat kekeliruan dalam penetapan ini akan diperbaiki sebagaimana mestinya.

Ditetapkan di Bandung  
Pada tanggal 15 September 2014

-----

a.n. Dekan  
Wakil Dekan Bidang Akademik dan  
Kemahasiswaan.

Dr. Zakarias S. Soeteja. M.Sn.   
NIP 196707241997021001

Tembusan:

1. Ketua Jurusan/Prodi terkait FPBS UPI;
2. Dosen Pembimbing I dan II.



PEMERINTAH KABUPATEN SUBANG  
DINAS PENDIDIKAN  
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SURAT IZIN PENELITIAN

Nomor : 421.3/ 124 - SMA.O1/2014

Yang bertanda tangan dibawah ini kepala SMA Negeri 1 Subang tidak keberatan menerima mahasiswa UPI ( Universitas Pendidikan Indonesia ) yang akan mengadakan Penelitian dalam rangka penyusunan skripsi yang berjudul **Team games Tournament Technique to Teach Hortatory Exposition Text.**


Nama : EKA YULIAWATI  
NIM : 09-745  
Jenjang/Semester : S1 / 10  
Prodi : Pendidikan dan Sastra Inggris (DIK)

Demikian surat izin ini kami buat , untuk dipergunakan sebagaimana mestinya.

Subang, 2014  
Kepala Sekolah  
  
Drs. H. ANTON IMAM MAS, M.M  
NIP. 1956926 1980203 1 006



## About the Writer

	Name: Eka Yuliani
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	Address: Cinangling 010/003, Subang (41271)
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	Interest: Shopping, Eating
	Educational Background: SDN Anglingdarma (1997) SMPN 3 Kalijati (2003) SMAN 1 Subang (2006) UPI Bandung (2009)
<p><b><i>'If you think too much, you'll never get anything done'</i></b></p> <p style="text-align: right;"><i>-Bruce Lee-</i></p>	
<p>The mid-test point score of 9.75 during junior high school took the writer's interest to English subject. With the support of the teacher, she developed her interest in English into crush. She joined English club during senior high school but it did not go well. She preferred went to a DVD rental place to get attached to English passively until she got into English department UPI.</p> <p>The writer's language ability started to improved significantly after she joined ESC ESA and become the division chief.</p>	