

**IMPROVING ANALYTICAL EXPOSITION READING BY USING
FEATURE WALKS STRATEGY TO THE ELEVENTH GRADE
STUDENTS OF SMA KARYA IBU PALEMBANG**



UNDERGRADUATE THESIS

**Submitted as a fulfillment of requirements to get
a bachelor's degree of Sarjana Pendidikan (S.Pd)**

By

**Nurnajati
NIM. 11250044**

**TARBIYAH FACULTY OF
STATE ISLAMIC UNIVERSITY (UIN)
RADEN FATAH PALEMBANG
2016**

Hal: pengantar Skripsi

Kepada Yth,
Bapak Dekan Fakultas
Ilmu Tarbiyah dan
Keguruan UIN Raden
Fatah Palembang
di-
Palembang

Assalamualaikum Wr,Wb.

Setelah diperiksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul “Improving Analytical Exposition Reading by Using Feature Walks Strategy to the Eleventh Grade Students Of SMA Karya Ibu Palembang” yang ditulis saudari NURNAJATI, NIM 11250044 telah dapat diajukan dalam sidang munaqosyah Fakultas Tarbiyah dan Keguruan UIN Raden Fatah Palembang.

Demikianlah terimakasih.

Wasalamu’alaikum Wr, Wb.

Palembang, Desember 2016

Pembimbing I

Pembimbing II

Hj.Renny Kurnia Sari, M.Pd.
NIP. 19790607 2008 2 015

Eka Sartika, M.Pd.
NIK. 14201100982/BLU

**Improving Analytical Exposition Reading by Using Feature Walks Strategy
to the Eleventh Grade Students of SMA Karya Ibu Palembang**

This Thesis was written by **Nurnajati**, Student Number. **11250044**
was defended by the writer in the final examination and was approved
by the examination committee on December, 29th 2016.

**This thesis was accepted as the requirements to get the title Sarjana
Pendidikan (S.Pd.)**

Palembang, December 29, 2016
State Islamic University Raden Fatah Palembang
Tarbiyah Faculty and Teacher Training Faculty

Examination Committee Approval

Chairperson,

Secretary,

Hj. Lenny Marzulina, M.Pd.
NIP. 19710131 201 101 2 001

M.Holandyah, M.Pd.
NIP. 19740507 201101 1 001

Member : Amalia Hasanah, M.Pd.
NIP.19790731200701 2011

(.....)

Member : Beni Wijaya, M.Pd.

(.....)

Certified by,
Dean of Tarbiyah Faculty

Prof. Dr. Kasinyo Harto, M.Ag.
NIP. 197109111997031004

STATEMENT PAGE

I hereby,

Name : Nurnajati

Place and Date of Birth : Seritanjung, September 1st, 1993.

Study Program : English Education Study Program

State that

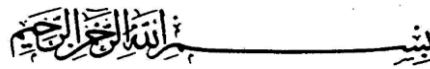
1. All the data, information, interpretation, and conclusions presented in this thesis, except for those indicated by the sources, are the results of my observation, process and thought with the guidance of my advisors.
2. The thesis that I wrote is original and has never been handed in for another academic degree, neither at UIN Raden Fatah Palembang nor other universities.

This statement is made truthfully and if one day, there is evidence of forgery in the above statement, I am willing to accept the academic sanction of the cancellation of my magister degree that I have received through this thesis.

Palembang, December 2016
Researcher

Nurnajati
NIM. 11250044

ACKNOWLEDGMENT



The researcher would like to express her greatest thanks to Allah SWT for giving her strength, way, health, and chance to finish this thesis. She also gives her regard and compliments to our holy Prophet Muhammad SAW for leading us from the darkness to be better life today. The title of this thesis is *“Improving Analytical Exposition Reading by Using Feature Walks Strategy to the Eleventh Grade Students of SMA Karya Ibu Palembang”*. This thesis was written to fulfill one of requirements for the Sarjana Degree (S-1) at English Study Program, Tarbiyah Sciences and Teaching Faculty of Islamic State University of Raden Fatah Palembang.

In the process of writing this thesis, many people helped her. Therefore, she would like to express her great gratitude to her advisors, Hj.Renny Kurniasari, M.Pd., and Eka Sartika, M.Pd., for their encouragement, suggestions, helpfulness and guidance in writing this thesis.

Furthermore, the researcher would like to express her sincere gratitude to her parents, brothers, and sisters for their love, prayer, and support. In addition, she would like to express her gratitude to the head master, all of teachers, the staff members and the eleventh grade students of SMA Karya Ibu Palembang for their cooperation during the research.

Palembang, 2016
Researcher

Nurnajati

TABLE OF CONTENTS

ACKNOWLEDGEMENT	i
TABLE OF CONTENTS.....	ii
ABSTRACT	iv
LIST OF TABLE	v
LIST OF APPENDICES.....	vi
LIST OF DOCUMENTATION.....	vii
I. INTRODUCTION.....	1
1.1. Background.....	1
1.2. Problems of the Study	5
1.3. Objectives of the Study	6
1.4. Significance of the Study.....	6
II. LITERATURE REVIEW	8
2.1. Theoretical Descriptions	8
2.1.1.The Concept of Reading Comprehension	8
2.2.1. The Concept of Analytical Exposition Text	13
2.3.1. The Concept of Feature Walks Strategy	15
2.1.5. The Strengths of Feature Walks Strategy	18
2.1.6. The Application of Feature Walks Strategy	19
2.2. Previous Related Studies	20
2.3. Research Setting	21
2.4 Hypotheses.....	23
2.5 Criteria of Testing the Hypotheses.....	24
III. METHOD AND PROCEDURE	25
3.1. Method of Research	25
3.2. Variables of Study.....	26
3.3. Operational Definitions	26
3.4. Population and Sample	27
3.4.1. Population	27
3.4.2. Sample	28
3.5 Technique for Collecting Data.....	29
3.5.1. Test	29
3.5.1.1. Pretest.....	30
3.5.1.2. Posttest	30

3.5.1.3. Scoring	31
3.6 Research Instrument Analysis	32
3.6.1 Validity Test.....	32
3.6.2 Reliability Test	38
3.7 Research Treatments	39
3.7.1. Readability Test.....	40
3.7.2. Research Teaching Schedule.....	44
3.8 Technique in Analyzing Data	45
3.8.1 Data Descriptions	45
3.8.2 Prerequisite Analysis	46
3.8.3 Hypotheses Testing.....	47
IV. FINDINGS AND INTERPRETATIONS.....	48
4.1. Findings	48
4.2. Data Descriptions	48
4.2.1. Distribution of Frequency Data	48
4.2.2. Descriptive Statistic	50
4.3. Prerequisite Analysis	51
4.3.1. Normality Test.....	51
4.3.2. Homogeneity Test	52
4.4. Result of Hypothesis Testing.....	53
4.5. Interpretations	55
V. CONCLUSIONS AND SUGGESTIONS.....	58
5.1 Conclusions	58
5.2 Suggestions.....	59
REFERENCES	60
APPENDICES.....	64

ABSTRACT

The objectives of this study are to find out whether or not there is a significant improvement before and after the treatment on the eleventh grade students' reading comprehension scores of SMA Karya Ibu Palembang by using Feature Walks strategy and to find out whether or not there is a significant difference on the eleventh grade students' reading comprehension scores of SMA Karya Ibu Palembang between the students who are taught by using Feature Walks strategy and those who are not. In this study, the researcher used Quasi Experimental Design using pretest-posttest nonequivalent groups design. There were 60 students taken as sample. Each class consisted of 30 students from class XI IPA 1 as control group and class XI IPA 2 as experimental group. In collecting the data, test was used. The test was given twice to both experimental and control groups, as a pretest and posttest. To verify the hypotheses, the data of pretest and posttest were analyzed by using independent sample t-test and paired sample t-test in SPSS program. The findings showed that the p-output from paired sample t-test (sig2-tailed) was 0.003 which was lower than 0.05 and t-value 3.254 was higher than t-table with $df=29$ (2.0452). The result of p-output from independent sample t-test was 0.022 which was lower than 0.05 and the t-value 2.355 was higher than t-table with $df=58$ (2.0017). It means that teaching narrative reading by using Feature Walks strategy had significant effect on the students' reading comprehension scores.

Keywords: *Feature Walks Strategy, Analytical Exposition Reading Achievement*

LIST OF TABLES

Table		Page
Table 1	The Common Text Features	18
Table 2	The Total of Teachers and Staff of SMA Karya Ibu Palembang	21
Table 3	The Total Students of SMA Karya Ibu Palembang	22
Table 4	The facilities of SMA Karya Ibu Palembang	23
Table 5	The Population of the Study	28
Table 6	The Sample of the Study	29
Table 7	The Clasification of Students' Score.....	32
Table 8	The Result of Validity Test Each Question Item.....	34
Table 9	The Specification of the Test Items	38
Table 10	The Result of Reliability Analysis Using Split Half	39
Table 11	The Flesch Reading Ease Score.....	41
Table 12	The Flesch Reading Level	41
Table 13	The Result for Readability Test for Research Instrument Texts	42
Table 14	The Result for Readability Test for Research Treatment Texts	43
Table 15	The Research Teaching Schedule	44
Table 16	Distribution of Data Frequency and Descriptive Statistic on Pretest Scores in Control and Experimental Groups	49
Table 17	Distribution of Data Frequency and Descriptive Statistic on Posttest Scores in Control and Experimental Groups	49
Table 18	Normality Test of Pretest and Posttest Scores in Control and Experimental Groups.....	51
Table 19	Homogeneity Test on Pretest and Posttest Scores in Control and Experimental Groups.....	52
Table 20	Measuring a Significant Improvement of Pre-test Scores in Experimental and Post-test Score Experimental Groups	53
Table 21	Measuring a Significant Difference of Pre-test Scores in Experimental and Control Groups	54
Table 22	Measuring a Significant Difference of Post-test Scores in Experimental and Control Groups.....	54

LIST OF APPENDICES

- Appendix A** The Instrument of Preliminary Study Test to The Eleventh Grade Students of SMA Karya Ibu Palembang
- Appendix B** The Result of Preliminary Study Test to the Eleventh Grade Students of SMA Karya Ibu Palembang
- Appendix C** The Result of Pretest and Posttest Scores between Experimental and Control Group
- Appendix D** Attendance List in Experimental Group
- Appendix E** Attendance List in Control Group
- Appendix F** Construct Validity Measured by Validators
- Appendix G** Attendance List of Tryout
- Appendix H** Instruments of Tryout and Answer Key
- Appendix I** Validity Result of Each Questions Items
- Appendix J** Instruments of Pretest and Posttest, and Answer Key of Reading Test.
- Appendix K** Syllabus of Academic
- Appendix L** Result of Reliability Analysis Measured by Split Half
- Appendix M** Lesson Plan of Teaching Academic
- Appendix N** Distribution of Frequencies of Pretest and Posttest in Experimental and Control Group
- Appendix O** Descriptive Statistics of Pretest and Posttest in Experimental and Control Group
- Appendix P** Normality of Pretest and Posttest in Experimental and Control Group
- Appendix Q** Homogeneity of Pretest and Posttest in Experimental and Control Group
- Appendix R** Result of Paired and Independent Sample T-Test
- Appendix S** Research Photo Gallery

Documentation

LIST OF DOCUMENTATIONS

1. Foto Copy Kartu Mahasiswa
2. Foto Copy Kwitansi Bayaran
3. Foto Copy Ijazah
4. Foto Copy Sertifikat Komputer, KKN, BTA dan Ospek
5. Foto Copy Sertifikat TOEFL
6. Lembar Pengesahan Pengajuan Judul Skripsi
7. Lembar Penunjukan Pembimbing
8. Surat Keputusan Penunjukan Pembimbing
9. Surat Izin Try Out
10. Surat Keterangan Telah Melakukan Try Out
11. Surat Izin Penelitian dari Fakultas
12. Surat Keterangan Telah Melakukan Penelitian
13. Surat Keterangan Bebas Teori
14. Surat Keterangan Bayaran Kompre dan Munaqosyah
15. Hasil Ujian Komprehensif
16. Hasil Ujian Skripsi
17. Lembar Konsultasi Skripsi
18. Lembar Konsultasi Revisi Skripsi

CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) the problem of the study, (3) the object of the study, (4) the significance of the study.

1.1. Background

Language is the window to the world. It means that language can open our mind, and give much knowledge to explore our mind. According to Javed, Xiao, and Nazli (2013, p. 130), language is an effective way to communicate our feelings. It is also used for communication (Brown, 2000, p. 5). Therefore, the use of language is very effective as an individual needs to communicate with others, both by written or spoken.

One of language in the world that many countries use for communication is English. English is considered as a first language, second language and foreign language. Patel and Jain (2008, p. 20) state that English as a foreign language has a very complex system of vowels. According to Richard and Willy (2002, p. 2), English is the language of globalization, international communication, commerce and trade media, pop culture, different motivation for learning, it come to play language. So, it is important for people to learn English, because English is used in every aspect of the society life.

However, in Indonesia, English is functioned as a foreign language. It is considered as one of foreign language subjects to teach. The government has considered English as one of the most important foreign language and the compulsory foreign language subject that must be learnt by students in every

school level. Based on *Kemendikbud* (2013, p. 91), English is a foreign language subject from elementary school up to university level. The objective of teaching and learning English is to bring up students to have better understanding in using the language it self.

In learning English, there are basic skills which are very important to be mastered. According to Brown (2000, p. 232), English has four skills, reading, listening, speaking, and writing. The students should master four language skills, hence they can use English actively. Reading is one of the important skills in learning English. Sweet and Catherin (2003, p. 935) state that reading skills occupy a uniquely important position in overall cognitive development and critically supportive of educational success. It means that reading is an important part that needs to be developed. By reading, the students can get much information and knowledge, and also the students can improve their ability in English.

The goal of reading is comprehension. Good readers do not always try to understand every word, especially at the first time they read for comprehension. According to Richards and Renandya (2002, p. 277), the primary purpose for reading is sometimes overlooked when students are asked to read difficult text; raising students awareness of main ideas in a text and exploring the organization of a text are essential for good comprehension. Cripe and Angela (2011, p. 3) state that the good ability in reading can help students to gain what students want to know. By learning reading, students are able to comprehend and to get much information from the text. Based on the explanation above, it can be concluded

that reading plays very important role for the process to achieve a proficiency in English. Therefore, the students must have ability in reading comprehension. Reading can affect the intellectual of students in every field of study for widening students' mental horizons and especially reading take a part for emotional growth, too.

As one of English skills, reading is taught at school and it is supported by School-based Curriculum (KTSP 2006) of Senior High School especially for the eleventh grade students. There are many kinds of reading texts that students should learn in the first semester. There are narrative, report, spoof, procedure and exposition texts. However, Miller and Veatch (2010, p.20), indicate that comprehension of expository text is an unfamiliar idea, but is vital to making sense of the text. According to Holley and Dansereau (2014, p. 129), the difficulty in reading expository text caused by lack of prior knowledge is predictably high for the reading of expository text, and it become much higher when authors use unfamiliar, precise, technical vocabulary to present and discuss unfamiliar, complex concept. Furthermore some students were less motivated in reading expository text.

Based on the syllabus, the eleventh grade students of senior high school in the odd semester should learn analytical exposition text. Cahyono and Purnama (2009, p. 1) explains that an analytical exposition presents the argument in such a way that it sounds like the writer is an authority on the subject and so it does not use first person pronoun (e.g. I, we or us), extravagant language or cliches. It is also one of the difficult genres that students learn in understanding text. It is

caused by the students who had difficulties in composing analytical exposition text. For example, in identifying thesis statement, arguments and reiteration (restatement) of the text. They still cannot understand what the text tells about, identify the topic and main ideas of this text, and identify generic structure and language feature of the analytical exposition text.

Based on the preliminary study interview and observation at SMA Karya Ibu Palembang on April 14th, 2016, the researcher interviewed the teacher of English and the students at eleventh of Karya Ibu Palembang. The researcher also did small test about analytical exposition texts of the eleventh grade students in SMA Karya Ibu Palembang. After conducting a small test to the eleventh grade students of SMA Karya Ibu Palembang, the researcher found that the averages score of students reading comprehension in analytical exposition text was lower than narrative and report text. Because of that, the researcher focus on analytical exposition text. The problems of the eleventh grade students in SMA Karya Ibu Palembang included: (1) the students assumed that an analytical exposition is uninteresting text, (2) the students had difficulties in comprehending the content of analytical exposition such as in finding main idea and information of the text, (3) the students had lack of vocabularies especially in scientific term. That is why the teachers needs to be creative in teaching process.

To solve these problems above, it is suggested that a teacher of English can use an applicable teaching reading strategy in order to make students easy to comprehend the text that can make a reading instruction goes well, enjoyable and easier. One of the teaching strategies that could help the students comprehend

reading text is Feature Walks Strategy. According to Akhondi, Malayeri and Samad (2011, p. 15), students who struggle with comprehension of expository text are likely to improve their comprehension if they learn text features. Kelley and Grace (2008, p. 18), add that feature walks improve the students ability to comprehend expository text, it appears that a study to determine the effect of text Feature Walks on comprehension of expository text was appropriate. Moreover, Kelley and Grace (2008, p. 22) describe Feature Walks Strategy as students enter higher grades, they will find more complicated vocabulary and complex content in text books and informational texts. It means that this strategy is appropriate for the senior high school students. Therefore, Kelley and Grace (2007. p. 23) state that explicit instruction of text features, and text feature walks enable students to make quality predictions, anticipate their learning, and comprehend non-fiction text more fully. They also added that the goal is to have students anticipate what the main idea of the text is going to be and how the text feature relates to this main idea.

From this background, researcher is interested in conducting research with the title **“Improving Analytical Exposition Reading By Using Feature Walks Strategy To The Eleventh Grade Students of SMA Karya Ibu Palembang”**.

1.2. Problems of the Study

According to Fraenkel, Wallen, and Hyun (2012, p. 27), a research problem is exactly that a problem that someone would like to research. In doing this research, there are two kinds of research problems:

1. Is there any significant improvements before and after the treatments on the eleventh grade students' analytical exposition reading achievement taught by using Feature Walks Strategy at SMA Karya Ibu Palembang?
2. Is there any significant differences on the eleventh grade students' analytical exposition reading achievement between those who are taught by using Feature Walks Strategy and those who are not at SMA Karya Ibu Palembang?

1.3. Objectives of the Study

The objectives of the study are to find out:

1. To find out wheter or not there is a significant improvement before and after the treatments on the eleventh grade students' analytical exposition reading achievement taught by using Feature Walks Strategy at SMA Karya Ibu Palembang.
2. To find out whether or not there is a significant difference between the eleventh grade students' analytical exposition reading achievement taught by using Feature Walks Strategy and those who are not at SMA Karya Ibu Palembang.

1.4.The Significance of the Study

The study is expected to give the beneficial contributions to other researchers.

1. To researcher

The result of this study is hoped that the researcher can improve English language and got some experiences since conducting in educational research. Then, it will be that this research will generate a great deal for the reseacher

of how a good strategy will effect students' achievement in reading English by using Feature Walks Strategy.

2. To teachers of English at SMA Karya Ibu Palembang

This study is expected to give some contribution to the teachers of English in developing their teaching strategy, especially the strategy in teaching reading. And by reading this study, the teachers of English could understand about Feature Walks Strategy as one of the good strategy of teaching reading, especially in improving students' analytical exposition text reading and also the teachers can improve students' knowledge in studying.

3. To the eleventh grade students of SMA Karya Ibu Palembang

By presenting the Feature Walks Strategy in learning English, the students will give and get information from others by discussing the argument from the same analytical exposition text. Furthermore, the students will be able to comprehend the analytical exposition text easily, interested and motivated. So that, it can improve their reading comprehension achievement.

4. To other researchers

The result of this study can be a source of material in conducting similar studies and can be reference for other researchers for the future studies and can be learn from researcher experience.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) theoretical descriptions, (2) previous related study, and (3) research setting, (4) Hypotheses, (5) Criteria of Hypotheses Testing.

2.1. Theoretical Descriptions

This part explains about: (1) the concept of reading comprehension, (2) the concept of analytical exposition text, (3) the concept of Feature Walks Strategy, (4) teaching procedures of Feature Walks Strategy, (5) the strengths of Feature Walks Strategy.

2.1.1. The Concept of Reading Comprehension

According to Woolley (2011, p. 15), reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. To comprehend the text information, students develop mental models or representations of meaning of the text ideas during the reading process. The RAND Reading Study Group (2002, p.11) defines that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It means that a reader have to try to interact with the text for making meaning from term or concept that exists beyond the text which is called as the extraction part of the process of constructing meaning. To construct meaning, the readers must monitor their understanding and apply strategic effort. The National Reading Panel Report (2006, p.28) also defines that reading comprehension is the act of

understanding and interpreting the information within a text. Thereby, comprehension is about the construction of meaning more than about passive remembering. In addition, reading has been emphasized in the holy Qurán as follows:

فَاعْلَمْ أَنَّهُ الْمَلِكُ الْحَقُّ وَلَا تَعْجَلْ بِالْقُرْآنِ مِنْ قَبْلِ أَنْ يُقْضَىٰ
إِلَيْكَ وَحْيُهُ وَقُلْ رَبِّ زِدْنِي عِلْمًا ﴿١١٤﴾

Mean : So high [above all] is Allah, the Sovereign, the Truth. And, [O Muhammad], do not hasten with [recitation of] the Qur'an before its revelation is completed to you, and say, "My Lord, increase me in knowledge." (Q.S At-Thahaa:114).

Relate to the verse above, reading cannot be separated from comprehension. According to Westwood (2008, p. 30), comprehension is reading a text with full understanding drawn on the reader's background experience, general knowledge, vocabulary, syntactical awareness and word identifications skills. In addition, Baker (2008, p. 25) states that comprehension is the understanding of what is being read and it is the goal of reading. It means as the process of obtaining meaning from connected text. It involves vocabulary as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one.

The reader actively keeps with the text to construct meaning. Reading comprehension can be described as understanding a text that is read. It means a process of construction or making meaning. Meanwhile, Linse (2006, p. 71) states that reading comprehension refers to reading for meaning, understanding, and

entertainment. Buehl (2009, p. 5) argues that reading comprehension results when readers can match what they already know with the information and in ideas in the text. There are some factors that can influence students' reading comprehension. August and Shanahan (2006, p. 121) mention that related to the individual (e.g. word level skills, motivation), the text (e.g. story structure), and the social context (e.g. home literacy practice, demographic). Some factors above are needed in order to have good ability in reading comprehension.

According to Harmer (2001, p.201), there are two processes of understanding the content of reading in English, both processes of reading are *bottom-up* and *top-down*. *Bottom-up* process is a way of reading, that is done by first recognize the various signs of linguistics. Such as letter, morphemes, syllable, word, phrase, discourse markers, and the use of the mechanism of the process of linguistic data that will be used as cues. Meanwhile, *top-down* process is a process of reading, which focused on an overview of the text content in general or as a whole.

In other words, reading comprehension is reading the text to get the meaning and understanding of the text. Alderson (2000, p. 13) mention that reading involves perceiving the written form of language. How to make students having a love of reading is one of purposes in teaching English. It absolutely can bring a good effect for students instead of they only spend their time by doing nothing or just playing. According to Grabe and Stoller (2002, p. 6), the purposes for reading are as follows:

1. Reading to search for simple information
2. Reading to skim quickly
3. Reading to learn from the texts
4. Reading to integrate information
5. Reading to write (or search for information needed for writing)
6. Reading to critique texts
7. Reading for general comprehension

Furthermore, Hibbard and Wagner (2003, p.6) states that there are four levels of reading comprehension:

1. Initial Understanding (IU), the student is asked to retell factual information from the fiction or nonfiction text.
2. Developing an Interpretation (DI), the students is asked to process information from one story or a part of a nonfiction text using a higher-order level of thinking.
3. Making connections (MC), the student is asked to process information from the text and connect that information to his own experience (text-to-self), the everyday world (text-to-world) and/ or information from other texts (text-to-text) using a higher-order level of thinking.
4. Critical Stance (CS), for fiction, the student is asked to critique the work of the author and/or illustrator regarding how well they did their job to create an effective story. For nonfiction, the student is asked to judge the quality of an information source.

Moreover, Brown (2000, p. 306) points out some principle strategies for reading comprehension:

1. Identify your purpose in reading text
2. Use graphemic rules and pattern to aid in bottom up decoding,
3. Use efficient silent reading technique for relatively rapid comprehension
4. Skim the text for main idea
5. Scan the text for specific information (names, dates, keywords),
6. Use semantic mapping or clustering
7. Guess when you are not certain
8. Analyze vocabulary recognize the word to analyze the term
9. Distinguish literal and implied meaning
10. Capitalized on discourse markers to process relationship

Based on the explanations above, It can be assumed that in teaching reading, appropriate and possible technique should be applied based on the purpose of reading in order to get the comprehension.

From some definition above, it can be inferred that reading comprehension means the students' ability in understanding the message from the written materials which they read. In other words, the students are not expected to know the meaning of word but how to comprehend the whole text as meaning the reading text. Besides, in reading comprehension the reader must be able to get deeper and more complete information from reading text. Reading comprehension also relates to students' background knowledge. It means that what students' have

already known can support their reading. Students also have to practice their reading to develop their skill in English and enrich vocabularies help in reading comprehension.

2.1.2. The Concept of Analytical Exposition Text

Exposition is a type of oral or written discourse that is used to explain describe, give information or informs. In exposition text divided into two analytical exposition and hortatory exposition. In this case, focus on analytical exposition. Priyana, Riandi, and Mumpuni (2008, p. 132) state that the analytical exposition texts is text to argue a case for or against a particular position or point of view and it proposes a suggestion at the end of the argumentation. Coffin (2001, p 5) states that analytical exposition text is a spoken or written text that is intended to persuade the listeners or readers that something is the case. Analytical exposition text can be found in scientific books, journals, magazines, newspaper, articles, academic speech or lectures, research report etc. In addition, according to Purwati and Yuliani (2006, p. 114), analytical exposition is designed to persuade the readers or listeners that something is the case. Wahidi (2009, p. 10) also explains that analytical exposition is a text that elaborates the writer's idea about the phenomenon surrounding us to convince the reader that something is the case. In the other hand, Siahaan and Shinoda (2008, p. 51), analytical exposition is a genre of text which aims to expose the reality to the readers or listeners so that they will believe that it is the fact.

Sudarwati and Grace (2006, p. 204) mention that the language features of analytical exposition are:

1. Focus on generic human and non human participants.
2. The use of words that qualify statements (e.g. : *usual, probably*)
3. The use of words that link arguments (e.g. : *firstly, however, on the other hand, therefore*)
4. The use of present tense
5. The use of compound and complex sentences
6. The Use mental processes. It is used to state what the writer or speaker thinks or feels about something, for example: realize, feel, etc
7. The use of subjective opinions using pronouns *I* and *We*

Martin and Rothery (2008, p. 23) also state that the analytical has generic structure generalize the generic structure of exposition genre is:

1. Thesis is the part of the text in which the writer states his/her position on the issue
2. Argument is concerned with information provided to justify that position.
3. Conclusion is the part of the text where the thesis and arguments can be briefly restated.

From some definition above, it can be concluded that analytical exposition is a kind of text presenting ideas and arguments in order to convince readers that something is the truth or reality.

Example of Analytical Exposition:

Is Smoking Good for Us?

Thesis	Before smoking, it is better to look at the fact. About 50 thousand people die every year in Britain as direct result of smoking. Nearly a quarter of smokers die because of diseases caused by smoking.
Arguments	<p>Ninety percent of lung cancers are caused by smoking. If ones smoke five cigarettes a day, they are six times more likely to die of lung cancer than a non smoker. If they smoke twenty cigarettes a day, the risk is nineteen greater.</p> <p>Besides, ninety five percent of people who suffer of bronchitis are people who are smoking. Smokers are two and half times more likely to die of heart disease than non smokers.</p> <p>In addition, children of smoker are more likely to develop bronchitis and pneumonia. In one hour in smoky room, non smoker breathes as much as substance causing cancer as if he had smoked fifteen cigarettes.</p>
Reiteration	Smoking is really good for tobacco companies because they do make much money from smoking habit. Smoking however is not good for everybody else.

(source: Think Smart Bahasa Inggris Kumpulan Soal untuk Kelas XI SMA/MA Program Bahasa.

Grafindo Media Pertama)

2.1.3. The Concept of Feature Walks Strategy

According to Kelley and Grace (2007, p. 5), text features are physical features of the text which highlight the important content. Knowledge about text features enables students to use them to improve their comprehension of the text. When students learn how to use text feature, they are able to make better predictions, anticipate their learning, and comprehend the content being studied and then if teachers recognize and focus on three factors text feature, text organization, and text content, then comprehension will be enhanced. Similarly, Hedin and Conderman (2010, p. 20) assert that informational text is an exceptional way to teach comprehension due to the text features and large

selection of unique words that require students to use context clues to determine the meaning of words.

Akhondi, et.al. (2011, p. 18) claim text features make it easier for students to find and manage the important information in the text. They added that presenting information in the form of text features helps students hold each bit of information in their short-term memory and they then can process or connect the background knowledge in their long-term memory. According to Lubliner (2001, p. 10) states that text features in reading help students use their predictions in detail and increase their predictions of the text, thus it can upgrade their reading comprehension. Kelley and Grace (2007, p. 227) added the teacher must select texts that provide clear examples of the text features and structures are intent on teaching students to recognize and use to improve their comprehension.

Fountas and Pinnell (2006, p. 34) state that text feature has five categories. They are:

1. Text divisions

They help readers identify how the text is organized and presented. Some examples paragraph and line in the text.

2. Organizational tools and sources of information

These help readers understand the information. For examples is titles.

3. Graphics

It contains information that makes readers easier to understand because of its visual representation, or enhances what was written in the text. Some examples of graphics are diagrams, charts.

4. Font size or formatting style

These include boldface, italic, or a change in font signals the reader that these words are important.

5. Layout

They help readers to point important information. Some examples are bullets, and numbers that point readers to important information.

Further, Fountas and Pinnell mention that the five categories of the text Feature Walk have to be mastered by students after they were having the reading comprehension class by using text Feature Walks Strategy. The results show that by using text Feature Walks, the students activate their prior knowledge, make predictions, and set a purpose for reading.

According Kelley and Grace (2010, p. 116), Feature Walks Strategy is a powerful structure that can be employed once students have had some direct instruction on text features. Depending on what text you want students to walk through, students do not necessarily need to know all text features in order to use the text Feature Walks. A quick preview of the text will let you know what types of text features are prevalent and whether your students would have some background knowledge of these as well as the topics in the text.

Table 1
The Common text features

Name of text feature	Purpose of text feature
Title	Quickly tells the reader what information they will learn
Picture	Show an important object or idea from the text
Labeled	Allow readers to see detailed depictions of an object from the text with labels that teach the important components
Diagram	Represent and show data related to, or elaborate on, something in the main body of text.
Bold words	Tells the reader is a new important words.
Italic words	Tellsthe reader the words supposed to standout
Bullets	Tells the reader to inform key point.
Paragraph	These are the words and sentence that explain the main idea

(Source: Kelley and Grace 2012-2016 from Teaching Text Feature to Support Comprehesion)

2.1.4. The Strengths of Feature Walks Strategy

There are some strengths of Feature Walk Strategy. According to Nagy and Scott (2004, p. 2):

1. It engages structure that builds students' interest in learning
2. It enhances their construction of meaning
3. Active learning is important for both vocabulary.

Moreover, According to Ruddell (2009, p. 20) the advantages of Feature Walks Strategy are:

1. It provides students with the opportunity "to interact and transact with the text

2. It guides the student as they read in the content area
3. It helps students to integrate their reading with content learning.
4. Feature walks accomplishes all three of these goals.

2.1.5. The Application of Feature Walks Strategy

According to Kelley and Grace (2010, p. 15), the steps of Feature Walks Strategy are;

1. The teacher introduces the text features walks.
2. The teacher asks students activate background knowledge by facilitating discussion related to what students already know about the topic or subject.
3. The teachers creates small groups to cluster students, so each group is heterogeneous with varied strengths.
4. The teacher tells students they will take turns identifying and reading text features in the order they appear in the text.
5. After someone reads their features, the teacher asks all members should discuss the predictions, questions, and connections they have to the feature and how they think it relates to their predicted main idea.
6. The teacher will need to remind groups of their goal and that they should be discussing how they think the feature relates to the main body of text, not just taking turns reading the text features.
7. Once most groups are finished, the teacher asks the students to come back together as a whole group to discuss what went well and what they learned from discussion.

2.2. Previous Related Studies

There are some researchers who have used the point Feature Walks Strategy in their theses. The thesis, written by Purnamasari (2012) entitled *“Teaching Reading Comprehension of Expository Text by using Feature Walks Strategy to The Eleventh Grade of SMAN 03 Palembang.”* This research was aimed to know whether there was a significant difference of result between using and without using Feature Walks strategy on reading comprehension of expository text to the *Eleventh Grade of SMAN 03*. Based on the this thesis, the result of this Feature Walks Strategy in reading comprehension of expository text text to the eleventh grade of SMAN 03 was significantly effective. The similarities of the previous study and the written present study are that both focused on reading comprehension and expository. Then, both of these studies were using Feature Walks Strategy. The differences of both are that sampling and the population of previous study used saturated sampling and the population at the eleventh grade students of SMAN 03 Palembang, and the sampling of the researcher used purposive sampling and the researcher’ population was conducted at eleventh grade students of SMA Karya Ibu Palembang.

Second, the research written by Franco (2011) entitles *“The Effects of Instruction Through Text Feature Walks on Comprehension of Expository Text in a Fifth-Grade Classroom University of Arkansas T.G. Smith Elementary.”* Same as the present study, this previous study focused on the reading skill Feature Walks Strategy. The finding of this study showed that Feature Walks Strategy was effective in improving the students’ reading comprehension. The difference

between both studies were the population and the kind of reading text. The population of the previous study were the fifth-grade classroom T.G. Smith Elementary it focused on expository text. Meanwhile, the population of the present study at eleventh grade students of SMA Karya Ibu Palembang it focused on analytical exposition.

2.3. Research Setting

This study was conducted at SMA Karya Ibu Palembang. SMA Karya Ibu Palembang is located at Jl. Sosial No. 510 Km-5 Palembang. The accreditation is A meaning very good in quality. The head master of this school is Dra.Huzaimah. The total of teachers and staff of SMA Karya Ibu Palembang are 36 people. There are 32 teachers in this school. They consist of permanent employee 7 people, civil servant teachers 8 people, honorer employee 15 people, staff education 6 people. There are 1413 students in academic year 2015/2016. The further is described in table 2:

Table 2
The total of Teachers and Staff of SMA Karya Ibu Palembang

No	Personil	Total
1	Civil Servant	8
2	Honorer Teacher	15
3	Permanent Employee	7
4	Honorer Employee	6
	Total	36

(Source: SMA Karya Ibu Palembang Academic Year 2016/2017)

At SMA Karya Ibu Palembang, the students are divided into three grades. Tenth grade has 121 students, eleventh grade has 136 students, and twelfth grade has 130 students. So the total students of SMA Karya Ibu Palembang can be seen in Table 3:

Table 3
The Total Students of SMA Karya Ibu Palembang

No	Class	Total
1	X 1	29
2	X 2	31
3	X 3	30
	X 3	31
Total Class X		121
4	XI IPA 1	30
5	XI IPA 2	30
6	XI IPS 1	27
7	XI IPS 2	24
8	XI IPS 3	25
Total Class XI		136
9	XII IPA 1	33
10	XII IPA 2	33
11	XII IPS 1	37
12	XII IPS 2	27
Total Class XII		130
Total Students		387

(Source: SMA Karya Ibu Palembang Academic Year 2016/2017)

The scedhule of teaching English is two times (2x) per weeks for each class at Thursday and Friday. The time allocation is 2x45 minutes for one meeting. This is school is built above land 15.2552 M2.

SMA Karya Ibu Palembang has some facilities to support the teaching process. It is also provides indoor facilities that support the educational process at the school, such as blackboards, desks, chairs, and others are good condition. The facilities can be seen in table 4:

Table 4
The Facilities of SMA Karya Ibu Palembang

No	Facility	Total of the Facility
1	Classroom	11
2	Science Laboratory	1
3	Library	1
4	Guidance and Counseling Room	1

5	School Medical Room	1
6	In Field /Futsal	1
7	Mosque/Auditorium	1
8	Place of Ritual Ablution	1 location
9	Canteen	1
10	Student's Toilets	6
11	Office Room	1
12	Teacher's Room	1
13	Teacher's Toilet	2
14	Security's Room	1
15	OSIS Room	1
16	Mading	2 location
Total		33

(Source: SMA Karya Ibu Palembang Academic Year 2016/2017)

2.4.Hypotheses

Fraenkel, Wallen, and Hyun (2012, p. 83) state that hypothesis is a prediction of the possible outcomes of a study. The researcher proposes two hypotheses in this study. There are alternative hypotheses (H_a) and null hypotheses (H_o) as stated below:

$(H_o)_1$: There is no significant improvement on the eleventh grade students' reading analytical exposition achievement taught using Feature Walk Strategy at SMA Karya Ibu Palembang.

$(H_a)_1$: There is a significant improvement on the eleventh grade students' reading analytical exposition achievement taught using Feature Walks Strategy at SMA Karya Ibu Palembang.

$(H_o)_2$: There is no significant difference between the eleventh grade students' reading analytical exposition achievement taught Feature Walks Strategy and those who are not at SMA Karya Ibu Palembang before and after treatment.

(Ha)₂ : There is a significant difference between the eleventh grade students' reading analytical exposition achievement taught using Feature Walks Strategy and those who are not at SMA Karya Ibu Palembang before and after treatment.

2.5. Criteria of Hypothesis Testing

To prove the research problems, the researcher hypotheses are determined based on the following criteria according to Fraenkel et.al (2012, p. 90):

1. a. If the p-output (Sig.2-tailed) is higher than 0.05 level and t-obtained is lower than t-table 2.0452 (with df = 29), the null hypothesis (H_o) is accepted, and the alternative hypothesis (H_a) is rejected.
b. If the p-output (Sig.2-tailed) is lower than 0.05 level and t-obtained is higher than t-table 2.0452 (with df = 29), the null hypothesis (H_o) is rejected, and the alternative hypothesis (H_a) is accepted.
2. a. If the p-output (Sig.2-tailed) is higher than 0.05 level and t-obtained is lower than t-table 2.0017 (with df = 58), the null hypothesis (H_o) is accepted, and the alternative hypothesis (H_a) is rejected.
b. If the p-output (Sig.2-tailed) is lower than 0.05 level and t-obtained is higher than t-table 2.0017 (with df = 58), the null hypothesis (H_o) is rejected, and the alternative hypothesis (H_a) is accepted.

CHAPTER III

METHOD AND PROCEDURES

This chapter presents: (1) method of research, (2) variables of research, (3) the operational definition, (4) population and sample, (5) technique for collecting data, (6) research instrument analysis, (7) research treatment, (8) research teaching schedule, and (9) technique for analyzing data.

3.1. Method of Reasearch

Based on the problems and the objectives, the method of this study was an experimental design. (Cohen, Manion & Morrison, 2007, p. 283) state that a quasi experimental designs indicates that the experimental and control groups have not been equated by randomization henece the term non equivalent. The equivalence of groups can be strengthened by matching, followed by random assignment to experimental and control treatments. In this study, the researcher used the pre-test post test non equivalent groups design. This design is often used in educational research (Cohen, Manion & Morrison, 2007, p. 283). The design of the pre-test post-test non equivalent is as follows:

Experiment	O₁	X	O₂
Control	O₃		O₄

Where :

O₁ = Pretest for experimental group

X = Treatments (Feature Walks Strategy) for experimental group

O₂ = Posttest for experimental group

O_3 = Pretest for Control group

O_4 = Posttest for Control group

--- = Dashed line (Non random)

3.2.Variable of Research

According to Creswell (2012, p. 116), there are two kinds of variables in this study. They are dependent variable and independent variable. According to Fraenkel et al. (2012, p. 80), a common and useful way to think about variables is to classify them as independent and dependent. Independent variable is what the researcher chooses to study in order to assess their possible effect(s) on one or more other variables. The variable that the independent variable is presumed to affect is called a dependent variable. In commonsense terms, the dependent variable depends on what the dependent variable does to it, how it affects it. It is possible to investigate more than one independent (and also more than one dependent) variable in a study. The dependent variable of this study is students' reading comprehension analytical achievement. The independent variable of this study is Feature Walks Strategy.

3.3.Operational definition

According to Cresswell (2012, p. 151), an operational definition is the specification of how you will define and measure that variable in your study. In this study, "Improving Analytical Exposition Reading by Using Feature Walks Strategy to the Eleventh Grade Students of SMA Karya Ibu Palembang". To avoid such kinds of misunderstanding toward the research, the definition of the terms were provided as below :

Reading comprehension means the students have the ability to comprehend the reading content, especially analytical exposition text. The students are able to read and comprehend the texts related to analytical exposition texts, the students comprehend about all of elements contained in the texts, identification and argumentation well.

Feature Walks Strategy is the strategy that will help students comprehend the text effectively in comprehending analytical expositon text. This strategy emphasizes the students discussion group taking turns through prediction, question, and connection to identify text feature such as title, picture, labeled, diagram, bold word, Italic, word, bullets and paragraph .

3.4. Population and Sample

3.4.1. Population

According to Creswell (2005: 145), population is a group of individuals who have the same characteristics. Furthermore, Fraenkel, et.al. (2012, p. 91) states that a population is a group to which the result of the study are intended to apply. The population of this research is the eleventh grade students in SMA Karya Ibu Palembang. The total of population was 136 students consisting of four classes. There were 2 classes of science that consist of 60 students and 3 classes of social that consist of 76 students. The total number of the population is presented in Table 5:

Table 5
The Population of the Study

Class	Total of Students
XI IPA 1	30
XI IPA 2	30
XI IPS 1	27
XI IPS 2	24
XI IPS 3	25
Total	136

(Source : SMA Karya Ibu Palembang in Academic Year 2016/2017)

3.4.2. Sample

According to Fraenkel, et. al. (2012, p. 91), sample is a group of subjects on which information is obtained. In this study, the researcher took two classes as a sample to collect the data. In this study the researcher used non random sampling type of convenience sampling. Further they state that a convenience sampling is a group of individuals who (conveniently) are available for study. Cresswell (2012, p. 145) states that in this technique, the researcher selects the participants because they are willing and available to be studied. In addition, Cohen, et.al (2007, p. 113) state that convenience sampling is opportunity sampling involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained or those who happen to be available and accessible at the time.

Then, the researcher determined the class of sample by using teacher recommendation. The teacher recommended to take XI IPA 1 class and XI IPA 2 class as sample. The number of students of XI IPA 1 class was 30 students and XI IPA 2 class was 30 students. So, the total number of sample was 60 students.

Then, the sample was divided into two groups, XI IPA 1 class as the control group and XI IPA 2 class as the experimental group. They were presented in table 6:

Table 6
Sample of the Study

Group Class	Total of Students	Groups
XI IPA 1	30	Control group
XI IPA 2	30	Experimental group
Total	60	

3.5. Technique for Collecting Data

To collect the data, researcher used test (Pre-test and Post-Test) in a form multiple choice test as an instrument. The test was given in first meeting and the last meeting as pre-test and post-test. Before the test was given to the samples, the test was tried out first consisting 80 questions the one class of eleventh grade students of SMA Muhammadiyah 1 Palembang. After doing the test, the validity and realibility of test items were estimated first before being given to the samples consisting of 40 questions. All of questions were about analytical exposition text of reading comprehension. The purpose of this test is to know the progress of student's reading comprehension average score by using Feature Walks Strategy. The test is explained as follows:

3.5.1. Tests

According to Brown (2007, p. 3) a test is a method of measuring a person's ability, knowledge or performance in a given domain. In collecting the data, the researcher used reading comprehension test in the form of multiple choice. The total numbers of question was forty in multiple choice questions from each consist of five options namely (a, b, c, d, and e). Before the test was given to

the samples, the test was done tried out to one class of eleventh grade students of SMA Muhammadiyah 1 Palembang. After doing the test, the validity and reliability of test items were estimated before being given to the samples. The purpose of the test was to know the result in teaching reading by using Feature Walks Strategy. There were two tests given to the students, pretest and posttest.

3.5.1.1. Pretest

Pretest was given before the treatment. Creswell (2012, p. 297) mentions that a pretest provides a measurement on some attributes or characteristics that can be assessed from participants in an experiment before they receive a treatment. The pretest was done before treatments. The pretest was administrated to know student's English reading comprehension before treatments. Both control and experiment group should answer forty questions based on analytical exposition reading comprehension texts given. It measured the students' reading comprehension before treatment. The purpose of giving pretest to the students was to know the students' prior ability in learning reading comprehension before implementing Feature Walks Strategy. The result of students' work were checked and scored by the researcher.

3.5.1.2. Posttest

Posttest was given after the treatment. Creswell (2012, p. 297) says that a posttest is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment. The posttest was administrated to control and experimental groups after the treatment given. The posttest was administrated to know student's English reading comprehension after treatments.

The treatments were given to the experimental group was Feature Walks Strategy. The type of posttest was the same as the pretest. The aim of giving posttest to the students was to know students' ability in reading comprehension after implementing the Feature Walks Strategy. The same as pretest, the researcher checked and scored to the students' work. The result of this test was compared with the result of pretest in order to know the effect of teaching reading using Feature Walks Strategy to students' reading comprehension. From the posttest, the researcher got the data that was used to measure the students' progress taught by using Feature Walks Strategy.

3.5.1.3. Scoring

According to Thisen and Wainer (2001, p. 1) a test score is summary of evidence contained in an examiner's responses to the items of a test that are related to the construct or constructs being measured.

$$\text{GRADE} = \text{Correct Answer} \times 2,5$$

After testing the validity and reliability, the researcher got some questions that used for pretest and posstest. There were fourty questions of multiple choice. The points of each question item is 2.5, so the total score that the students got if they answer all questions correctly is 100 points. The score categorized as presented in table 7:

Table 7
The classification of students' score

The Range of Score	Qualitative Score	
85-100	Excellent	A
75-84	Good	B
55-74	Fair	C
<54	Poor	D

(Source : School Administration of SMA Karya Ibu Palembang in Academic Year 2016-2017)

3.6. Research Instrument Analysis

3.6.1. Validity Test

Validity is the most important idea to consider when preparing or selecting an instrument to use, the term validity, as used in research, refers to the appropriateness, meaningfulness, correctness, and usefulness of any inferences a researcher draws based on data obtained through the use of an instrument (Fraenkel, & Wallen, 2009, p. 148). In doing this research, the researcher used three kinds of validity, they are:

3.6.1.1. Construct Validity

Fraenkel, et al (2012, p. 148) also state that the construct validity refers to the nature of psychological construct or characteristic being measured. In doing this measurement, the researcher asked three lecturer as validators to validate the instruments wheter they were valid or not. The validators checked all instruments of this research whether this instruments is connected to this study or not. In this measurement, They were the lectures of UIN Raden Fatah Palembang. They were Nova Lingga Pitaloka M.Pd as the first validator, Amalia Hasanah, S.S, M.Pd as the second validator, and Beni Wijaya, M.Pd as the third validator. Based on the assessment carried out by validator I, II, and III, the instrument can be used with a

few revision. It means that the research instrument could be applied in this research.

3.6.1.2. Validity of Each Question Item

Validity of each question item test is used to indicate whether the test items of each questions were valid or not. In doing this research, the researcher did the try out of the instrument firstly to the eleventh grade students of SMA Muhammadiyah 1 Palembang. The result of the test was analyzed by using Pearson Product Moment Correlation Coefficient in SPSS 20 (Statistical Package for the Social Science) program. To know whether the instruments of each questions were valid or not, the score of significance (r-output) should be compared with the score of r-table product moment.

According to Basrowi and Soenyono (2007, p. 24), a question item is considered valid if r-output is higher than r-table (0.355). To know whether it is valid or not, the score of significance (r-output) should be compared with the score "r-table" product moment. The researcher had already tried the instrument out at SMA Muhammadiyah 1 Palembang. The tryout of the test was carried out on Saturday, August 13rd, 2016 at 07.00-08.20. The research instruments of the test were tested to 31 students of the eleventh grade students (XI MIA 2). The researcher did try out to find out the validity of each question items. There were 80 questions given to the students. The result analysis of validity of each question by using Pearson Correlation formula in SPSS 20 found that there were 46 questions item valid. They are questions item number 5,6, 8, 10, 11,13, 14, 16, 17, 19, 20, 22, 25, 26, 27, 28, 29, 30, 31, 33, 34, 35, 36, 37, 38, 40, 42, 43, 44, 45, 52,

56, 59, 63, 64, 65, 66, 67, 68, 70, 71, 72, 73, 74, 78, 80. Then, there were 34 questions item invalid. They are questions item number 1, 2, 3, 4, 7, 9, 12, 15, 18, 21, 23, 24, 32, 39, 41, 46, 47, 48, 49, 50, 51, 53, 54, 55, 57, 58, 60, 61, 62, 69, 75, 76, 77, 79. Therefore, since there were 46 questions item valid, so, 40 question items were used. The result analysis of validity test in each questions item was displayed in the following table:

Table 8
Validity Test Result of Each Question Items

No.	Validity Test	Sig.(2-tailed) of Pearson Correlation	r-table score	Result
1	Item 1	0	0,355	Invalid
2	Item 2	0,000	0,355	Invalid
3	Item 3	0,019	0,355	Invalid
4	Item 4	0,055	0,355	Invalid
5	Item 5	0,253	0,355	Valid
6	Item 6	0,637	0,355	Valid
7	Item 7	0,195	0,355	Invalid
8	Item 8	0.448	0,355	Valid
9	Item 9	0,000	0,355	Invalid
10	Item 10	0,842	0,355	Valid
11	Item 11	0,483	0,355	Valid
12	Item 12	0,278	0,355	Invalid
13	Item 13	0,808	0,355	Valid
14	Item 14	0,426	0,355	Valid
15	Item 15	0,212	0,355	Invalid
16	Item 16	0,892	0,355	Valid

17	Item 17	0,799	0,355	Valid
18	Item 18	0,147	0,355	Invalid
19	Item 19	0,426	0,355	Valid
20	Item 20	0,822	0,355	Valid
21	Item 21	0,256	0,355	Invalid
22	Item 22	0,928	0,355	Valid
23	Item 23	0,183	0,355	Invalid
24	Item 24	0,006	0,355	Invalid
25	Item 25	0,822	0,355	Valid
26	Item 26	0,677	0,355	Valid
27	Item 27	0,453	0,355	Valid
28	Item 28	0,426	0,355	Valid
29	Item 29	0,799	0,355	Valid
30	Item 30	0,892	0,355	Valid
31	Item 31	0,448	0,355	Valid
32	Item 32	0,278	0,355	Invalid
33	Item 33	0,822	0,355	Valid
34	Item 34	0,453	0,355	Valid
35	Item 35	0,876	0,355	Valid
36	Item 36	0,799	0,355	Valid
37	Item 37	0,759	0,355	Valid
38	Item 38	0,677	0,355	Valid
39	Item 39	0,256	0,355	Invalid
40	Item 40	0,892	0,355	Valid
41	Item 41	0,037	0,355	Invalid
42	Item 42	0,637	0,355	Valid

43	Item 43	0,627	0,355	Valid
44	Item 44	0,799	0,355	Valid
45	Item 45	0,876	0,355	Valid
46	Item 46	0,059	0,355	Invalid
47	Item 46	0,017	0,355	Invalid
48	Item 46	0,256	0,355	Invalid
49	Item 49	0,253	0,355	Invalid
50	Item 50	0,000	0,355	Invalid
51	Item 51	0,253	0,355	Invalid
52	Item 52	0,876	0,355	Valid
53	Item 53	0,197	0,355	Invalid
54	Item 54	0,213	0,355	Invalid
55	Item 55	0,278	0,355	Invalid
56	Item 56	0,822	0,355	Valid
57	Item 57	0,000	0,355	Invalid
58	Item 58	0,107	0,355	Invalid
59	Item 59	0,453	0,355	Valid
60	Item 60	0,107	0,355	Invalid
61	Item 61	0,132	0,355	Invalid
62	Item 62	0,267	0,355	Invalid
63	Item 63	0,637	0,355	Valid
64	Item 64	0,482	0,355	Valid
65	Item 65	0,677	0,355	Valid
66	Item 66	0,928	0,355	Valid
67	Item 67	0,808	0,355	Valid
68	Item 68	0,928	0,355	Valid

69	Item 69	0,267	0,355	Invalid
70	Item 70	0,373	0,355	Valid
71	Item 71	0,961	0,355	Valid
72	Item 72	0,637	0,355	Valid
73	Item 73	0,482	0,355	Valid
74	Item 74	0,981	0,355	Valid
75	Item 75	0,267	0,355	Invalid
76	Item 76	0,278	0,355	Invalid
77	Item 77	0,231	0,355	Invalid
78	Item 78	0,766	0,355	Valid
79	Item 79	0,114	0,355	Invalid
80	Item 80	0,981	0,355	Valid

3.6.1.3. Content validity

Fraenkel, et al (2012, p. 148) state that content validity refers to the content and format of the instrument. A content validity is very important since it is an accurate measure of what it is supposed to measure. In order to judge whether or not the test has content validity, a specification of the skill or structures were made based on the curriculum and syllabus. Then, the result of analysis in constructing the content validity was presented in the test specification table including, basic competence, total of test, types of test, test materials, indicators, item number and answer key. The result analysis is presented as follows:

Table 9
The specification of the test items

Basic Competence	Total	Type of test	Test Material	Indicators	Items	Answer Key
5.2. Responding the meaning and rhetorical steps of an essay using various written language accurately, fluently, and appropriately in daily contexts and to access knowledge in the form of <i>report</i> , <i>narrative</i> and <i>analytical exposition</i> texts.	40	Multiple Choice	Analytical Exposition Text	Identifying the main idea of each paragraph	1,11,18,23,28	A, A, E, A, A
				Understanding the purpose of expository text in type analytical exposition text	5, 19,21,26,40	A,A,D,CA
				Identifying the certain information of the text	7,8,12,25,30,32	A,A,A,A,A ,E
				Understanding the generic structure of analytical exposition text	6,9,15,27,34,38	B,B,A,B,B, A,C
				Identifying the word meaning	4,13,14,16,117,2 4,39	A,D,D,A,B, E,A
				Identifying the meaning of sentence	2,20,22,29,36	B,E,C,A,A
				Identifying the suggestion of the text	3,10,31,30,33,37	A,E,A,A,C, A

3.6.2. Reliability Test

Fraenkel, Wallen, and Hyun (2012, p. 147) mention that reliability refers to the consistency of scores or answers from one set of items to another. In this study, for measuring the reliability, the researcher given try out firstly with the students and then the score of realibility test calculated by SPSS 20 software using split-half procedure with spearman-brown formula in internal consistency realibility, because this method is suitable for multiple choice items. Fraenkel, Wallen, and Hyun (2012, p. 156) assume that split half involves scoring two halves (usually odd items versus even item) of a test separately for each person

and then calculating a correlation coefficient for the two sets of scores. If the coefficient reliability of the reading test items is higher than 0,70. It can be stated that this instrument is reliable for this study. The result analysis is presented as follows:

Table 10
Result of Reliability Analysis using Split-half

Reliability Statistics			
Cronbach's Alpha	Part 1	Value	.825
		N of Items	40 ^a
	Part 2	Value	.782
		N of Items	40 ^b
	Total N of Items		80
Correlation Between Forms			.592
Spearman-Brown Coefficient	Equal Length		.744
	Unequal Length		.744
Guttman Split-Half Coefficient			.743

Based on the result Guttman Split-Half Coefficient above, the p-output of Guttman Split-half Coefficient was 0,743 which was higher than 0.70. Since the result of reliability of test was higher than 0.70, it can be concluded that reading test was reliable for this study.

3.7. Research Treatments

Treatments were designed for twelve meetings excluding pretest and posttest activities. The treatments were conducted to the eleventh grade students of SMA Karya Ibu Palembang and the treatments were only given to the experimental group. The reading materials were taught based on teaching learning objectives that refer to the English syllabus of senior high school. The learning materials were taken from English books for SMA/MA class XI and E-book. The

first book is entitled Look Ahead: An English course for senior high school students year XI. published by Erlangga and written by Sudarwati & Eudia (2006). The second book is entitled Interlanguage: English for senior high school students XI science and social study program, published by Pusat Perbukuan Departemen Pendidikan Nasional and written by Priyana & Mumpuni (2008). The third book is Detik-Detik Ujian Nasional Bahasa Inggris Program IPA, IPS, Bahasa, dan Keagamaan SMA/MA, published by PT.Intan Parawira and written by Kurniawati and Yuliani (2010). And the last book is Think Smart Bahasa Inggris Kumpulan Soal untuk Kelas XI SMA/MA Program Bahasa, published by Grafindo Media Pratama and written by Kodrat and Gusrayani (2007).

3.7.1. Readability Test

Readability test is done to know the level of reading texts is appropriate for students' class level in comprehending the reading texts. It means that readability test is done to put the reading text in the appropriate class meeting based on the difficulty level of each reading text during research treatment. Readability test is measured using online readability test which can be accessed from: <http://www.readabilityformula.com>. According to Fielding (2006, p. 205), there are some categories of flesch reading ease score and flesch reading grade level. For more detail the category can be seen on the following Table 11 and Table 12:

Table 11
The flesch Reading Ease Score

Flesch Reading Ease Score	Description of Readability
90-100	Very easy
80-90	Easy
70-80	Fairly easy
60-70	Standard
50-60	Fairly difficult
30-50	Difficult
0-30	Very difficult

Table 12
The flesch Reading Reading Level

Flesch Reading Ease Score	Grade
90-100	5
80-90	6
70-80	7
60-70	8-9
50-60	10-11
30-50	Post school/ college
0-30	University graduate

(Source: Fielding .2006. Effective communication in organizations)

In this study, the researcher used three kinds of text categories for research instrument and research treatment. They were fairly Easy to Read, Standard, and Fairly Difficult to Read because in research instrument and treatments applied for the students in the foreign language while the Flesh Kincaid Grade Level is based on USA education system which applied English as the first language. Therefore, the researcher choose the variation of text categories that approached eleventh grade level to made the students easier to answer the test from easy category until difficult category in order the students do not feel shocked with the text.

3.7.1.1. Readability Test for Research Instrument

There were some result got after checking readability test for research instrument texts in flesh kincaid reading ease score, the word statistics of the texts can be seen on the following table 13:

Table 13
The Result for Readability Test for Research Instruments Texts

No	Reading Text Title	Character per word	Syllable per word	Words per sentence	Ease Score	Grade level	Text Category
1.	School Uniform	4.0	1.3	13.0	70.0	Eighth grade	Standard
2.	Men Sana in Corpore Sano	4.0	1.3	11.3	68.5	Eighth grade	Standard
3.	Should Tv Food Commercials Targetting Children Be Banned?	4.0	1.4	9.1	66.2	Eighth grade	Standard
4.	House Husband's Heart Risk	5.0	1.3	18.1	66.1	Eighth grade	Standard
5.	Healthy Food	4.6	1.4	8.7	66.0	Eighth grade	Standard
6.	Vegetarian Vs Meat Consumer	4.6	1.6	10.0	65.5	Eighth grade	Standard
7.	Genetic	4.2	1.5	14.6	62.4	Eighth grade	Standard
8.	Integrated Pest Management	4.3	1.5	8.0	60.1	Eighth grade	Standard

3.7.1.2. Readability Test for Research Treatment

There were some result got after checking readability test for research treatment texts in flesh kincaid reading score, the word statistics of the text can be seen on the following table 14:

Table 14
Result for Readability test for Research Treatment Texts

No.	Text Title	Text Statistics			Flesch-Kincaid Reading Ease Score	Reading level	Text Category
		Character Per Word	Syllable Per Word	Words Per Sentence			
1.	The factor Causing Global Warming	4.5	2.0	12	70.0	Nine grade	Standard
2.	The Importance of Rainforests	4.6	2.0	12	69. 8	Eight grade	Standard
3.	Recycling	4.5	2.0	11.0	69. 2	Nine grade	Standard
4.	The Importance of Getting Enough Sleep	4.3	1.0	9.0	69.0	Nine grade	Standard
5.	Wildlife conservation	3.9	1.0	10.0	68.9	Eight grade	Standard
6.	The Importance of Forest Conservation	3.3	2.0	10	66.1	Eight Grade	Standard
7.	Organic Veggie	3.4	1.0	10	64.2	Nine grade	Standard
8.	Consume Milk is Good for Us	4.1	1.0	9.0	62.8	Nine grade	Standard
9.	The Importance of Playgrounds	4.1	1.0	9.0	61.4	Eight grade	Standard
10.	Weather Related Problem	4.0	1.0	9.0	61.3	Eight group	Standard
11.	The Problem of being too fat	4.3	2.0	11.0	60.2	Eight grade	Standard
12.	The importance of doing exercises	3.9	1.0	10.0	60.0	Eight grade	Standard

3.7.2. Research Teaching Schedule

The researcher did the treatments to the experimental group students suitable with the teacher of English schedule for the eleventh grade students in academic 2016-2017. The study was conducted in 12 meetings. There were two meetings for a pretest and posttest. So the total meetings were 14 meetings.

Table 15
Research Teaching Schedule

NO.	Teaching Schedule	Research Meeting	Teaching Material	Time Allocation
1.	Friday, 19 th of August 2016		Pretest	14.45 – 16.20 p.m
2.	Tuesday, 23 rd of August 2016	1 st	The factor Causing Global Warming	16.20 – 17.30 p.m
3.	Friday, 26 th of August 2016	2 nd	The Importance of Rainforests	14.45 – 16.20 p.m
4.	Tuesday, 30 th of August 2016	3 rd	Recycling	16.20 – 17.30 p.m
5.	Friday, 2 nd of September 2016	4 th	The Importance of Getting Enough Sleep	14.45 – 16.20 p.m
6.	Tuesday, 6 th of September 2016	5 th	Wildlife conservation	16.20 – 17.30 p.m
7.	Friday, 9 th of September 2016	6 th	The Importance of Forest Conservation	14.45 – 16.20 p.m
8.	Tuesday, 13 rd of September 2016	7 th	Organic Veggie	16.20 – 17.30 p.m
9.	Friday, 16 th of September 2016	8 th	Consume Milk is Good for Us	14.45 – 16.20 p.m
10.	Tuesday, 20 th of September 2016	9 th	The Importance of Playgrounds	16.20 – 17.30 p.m
11.	Friday, 23 rd of September 2016	10 th	Weather Related Problem	14.45 – 16.20 p.m
12.	Tuesday, 27 th of September 2016	11 th	The Problem of being too fat	16.20 – 17.30 p.m
13.	Friday, 30 th of September 2016	12 th	The importance of doing exercises	14.45 – 16.20 p.m
14.	Tuesday, 4 th of October 2016		Posttest	16.20 – 17.30 p.m

3.8. Technique in Analyzing Data

In analyzing the data, the data obtained from quasi experimental design were calculated by SPSS 20 software (Statistical Package for the Social Sciences). Moreover, the researcher used and described some techniques, as follows:

3.8.1. Data Descriptions

In data description, there are two analysis to be done. They were; (1) distribution of frequency data and (2) descriptive statistic.

3.8.1.1. Distribution of Data Frequency

In this part, the score of the students were described by presenting a number of the students who got a certain score and it's percentage. The distributions of data frequency are obtained from pretest score in control group, posttest score in control group, the pretest score in experimental group, and posttest score in experimental group. Then, the distribution of data frequency was displayed in a table analysis.

3.8.1.2. Descriptive Statistics

In descriptive statistics, number of sample, the lowest score, the highest score, mean, standard deviation, and standard error of mean are obtained. Descriptive statistics are obtained from pretest and posttest scores in control and experimental group.

3.8.2. Prerequisite Analysis

Before analyzing the data, pre-requisite analysis was done to see whether the data obtained was normal and homogen. The following is the procedures in pre-requisite analysis.

3.8.2.1. Normality Test

Normality test is used to measure whether the obtained data are normal or not and to measure pretest and posttest score in control group and experimental group. According to Flynn (2003, p.17), value less than 0.05 indicates that the data are non-normal

Normality test analyzed the pre-test and post-test score in control and experimental group, based on the pre-test and post-test in the control and experimental group by using Kolmogorov-Smirnov test with an assist of SPSS 20. According to Flynn (2003, p.17), value less than 0.05 indicates that the data are non-normal. It is mean that the data can be stated normal if the p-output was higher than mean significant different at 0.05 level.

3.8.2.2. Homogeneity Test

Homogeneity is used to measure the obtained scores whether it is homogeneous or not, and to measure pretest scores and posttest scores in control group and experimental groups were analyzed by using Levene Statistic in order to determine the score are homogeneous or not. The score are homogenous if the p-value is higher than mean significant different at the 0.05 level.

3.8.3. Hypothesis testing

In measuring the significant improvement, the paired sample t-test was used for testing the pretest to posttest scores in experimental groups. The significance of experimental group is accepted whenever the p-output (Sig.2-tailed) is lower than 0.05 and t-obtained is higher than t_{table} 2.04 (with $df = 29$). While, the significant of experimental group is rejected when the p-output (Sig.2-tailed) is higher than 0,05 and t_{value} is lower than t_{table} 2.04 (with $df = 29$).

In measuring the significant difference, independent Sample t-test was used for testing posttest scores in control and experimental groups. The significant difference is accepted whenever the p-output (Sig.2-tailed) is lower than 0,05 and t-obtained is higher than t_{table} 2.0017 (with $df = 58$). While, the significant difference is rejected when the p-output (Sig.2-tailed) is higher than 0,05 and t_{value} is lower than t_{table} 2.0017 (with $df = 58$).

CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter discusses: (1) findings, (2) data descriptions, (3) prerequisite analysis, (4) result of hypothesis testing, and (5) interpretation.

4.1. Findings

This section describes the results of the pre-test and post-test scores from the samples before and after the experiment. The test of the pre-test and post-test were the same. There were 40 questions which were in multiple choice forms.

4.2. Data Descriptions

In data descriptions, there were two analyses. They were distributions of data frequency and descriptive statistics.

4.2.1. Distributions of Data Frequency

In the distribution of data frequency, score, frequency, and percentage were analyzed. The scores were obtained from: (1) pre-test scores in control and experimental groups (2) post-test scores in control and experimental groups.

4.1.1.1. Pre-test Scores in Control and Experimental Groups

In distribution of data frequency, the researcher got the interval score, frequency and percentage. The result of the pre-test scores in control group is described in Table 16:

Table 16
Distribution of Data Frequency and Descriptive Statistic on Pre-test Scores in Control and Experimental Groups

	The Range of Score	Category	N	Frequency	Percentage (%)	Min	Max	Mean	Std. Deviation
Control Group	85-100	Excellent	30	0	0%	45	75	65.4167	6.76207
	75-84	Good		2	6.66%				
	55-74	Fair		26	86.6%				
	<54	Poor		2	6.66%				
Experimental Group	85-100	Excellent	30	0	0%	35	75	62.3333	8.78217
	75-84	Good		1	3.3%				
	55-74	Fair		26	86.6%				
	<54	Poor		3	10%				

Based on the result analysis of pre-test scores in control and experimental group for 30 students, it showed that 2 students (6.66%) were in poor level, 26 students (86.6%) were in fair level, and 2 students (6.66%) were in good level. Meanwhile, in experimental group there were 3 students (10%) were in poor level, 26 students (86.6%) were in fair level, and 1 students (3.3%) was in good level.

4.2.1.2. Post-test Scores in Control and Experimental Groups

In distribution of data frequency, the result of the post-test scores in control and experimental group is described in Table 17:

Table 17
Distribution of Data Frequency and Descriptive Statistic on Post- test Scores in Control and Experimental Groups

	The Range of Score	Category	N	Frequency	Percentage (%)	Min	Max	Mean	Std. Deviation
Control Group	85-100	Excellent	30	0	0%	45	77.50	63.9167	7.78713
	75-84	Good		4	13.3%				
	55-74	Fair		25	83.3%				
	<54	Poor		1	3.3%				
Experimental Group	85-100	Excellent	30	0	0%	45	77.50	68.4167	6.99394
	75-84	Good		7	23.3%				
	55-74	Fair		22	73.3%				
	<54	Poor		1	3.3%				

Based on the result analysis of post-test scores in control and experimental group for 30 students, it showed that 1 student (3.3%) was in poor level, 25 students (83.3%) were in fair level, and 4 students (13.3%) were in good level. Meanwhile, the result analysis of students' posttest scores in control group for 30 students, it showed that 1 students (3.3%) was in poor level, 22 students (73.3%) were in fair level, and 7 students (23.3%) were in good level.

4.2.2. Descriptive Statistics

In the descriptive statistics, the total of sample (N), minimum and maximum scores, mean score and standard deviation were analyzed. The results of the tests were presented in the form of scores ranging from 0 to 100 based on the result of each test. The maximum score for analytical exposition reading by using Feature Walks Strategy in the pre-test of the control group was 75.00, the minimum score was 45.00, the mean score was 65.4167, and the score of standard deviation was 6.76207. The maximum score for for analytical exposition reading by using Feature Walks Strategy in the post-test of the control group was 77.50, the minimum score was 45.00, the mean score was 68.4167, and the score of standard deviation was 6.99394.

After that, the maximum score for analytical reading in the pre-test of the experimental group was 75,00 the minimum score was 35.00, the mean score was 62.3333, and the score of standard deviation was 8.78217. The maximum score for analytical exposition reading in the post-test of the experimental group was 77.50, the minimum score was 45, the mean score was 63.9167, and the score of standard deviation was 7.78713.

4.3. Pre-requisite Analysis

In prerequisite analysis, there were two analyses. They were normality test and homogeneity test.

4.3.1. Normality Test

Normality test was done to know whether the results of the pre-test and post-test in control and experimental groups are normal or not. In analyzing the normality, the researcher used Kolmogorov-Smirnov test in SPSS 20. The data were obtained from the pre-test and post-test in control and experimental groups. The test is considered normal whenever it is higher than 0.05. The data of normality test is figured out in Table 18:

Table 18
Data of Normality Test

No.	Group	Test	Kolmogrov-Smirnov Z	Result
1	Control	Pre-test	0.864	Normal
		Post-test	0.954	Normal
2	Experimental	Pre-test	1.393	Normal
		Post-test	1.540	Normal

The Kolmogrov-Smirnov test of the pre-test and post-test results of analytical exposition reading of the control group showed that Kolmogrov-Smirnov was 0.864 for pre-test and 0.954 for post-test. Since, 1.393 and 1.540 was higher than 0.05, so it could be concluded that the data were considered normal.

Finally, the Kolmogrov-Smirnov test of the pre-test and post-test results of analytical Exposition reading of the Experiment group showed that Kolmogrov-Smirnov was 1.393 for pre-test and 1.540 for post-test. Since, 0.864

and 0.954 was higher than 0.05, so it could be concluded that the data were considered normal.

4.3.2. Homogeneity Test

Homogeneity test was done to know whether the results of the pre-test and post-test in control and experimental groups are homogenous or not. In analyzing the homogeneity, the researcher used the Levene Statistics in SPSS 20. The result was obtained from the pre-test and post-test in control and experimental groups. The test is considered homogenous whenever it is higher than 0.05. The data of homogeneity test is figured out in Table 19:

Table 19
Data of Homogeneity Test

Variable	Test	Group	N	Levene Statistics	Sig.	Result
Feature Walks Strategy	Pre-test	Experimental	30	1.706	0.197	Homogenous
		Control	30			
	Post-test	Experimental	30	1.223	0.273	Homogenous
		Control	30			

From the table of measuring homogeneity test of pre-test scores in the experimental and control group, it was found that the significance level was 0.197. From the result of the output, it can be stated that the pre-test in experimental and control group was homogenous since it was higher than 0.05.

Finally, based on measuring homogeneity test of post-test scores in the second experimental and control group, it was found that the significance level was 0.273. From the result of the output, it can be stated that the pre-test in experimental and control group was homogenous since it was higher than 0.05.

4.4. Result of Hypothesis Testing

4.4.1. Measuring a Significant Improvement on Analytical Exposition Reading Achievement Taught by Using Feature Walks Strategy

In this research, paired sample t-test was used to measure the significant improvement on reading comprehension by using Feature Walks strategy of pretest to posttest in experimental group. The analysis result of paired sample t-test was figured out in Table 20:

Table 20
Group Statistics Paired Sample T-test: Measuring a Significant Improvement of Pre-test Scores in Experimental and Post-test Score Experimental Groups

Feature Walks Strategy	Paired Sample T-test			Ha
	T	Df	Sig. (2-tailed)	
	3.491	29	0.002	Accepted

In measuring means significant improvement. From the analysis, it was found that t obtained was 3.491 and t table (2.04), it means that t obtained is higher than t table and the p-output was lower than 0.005. It means that there was significant improvement and it could be mentioned that Ho was rejected and Ha was accepted.

4.4.2. Measuring a Significant Difference on Analytical Exposition Reading Achievement Between those Who are Taught by Using Feature Walks Strategy and Those Who are Not

In this research, independent t-test was used to measure a significant difference on students' reading comprehension score taught by using Feature

Walks Strategy and those who are not at SMA Karya Ibu Palembang. The analysis result of independent sample t-test was figured out in Table 21 and 22.

Table 21
Group Statistics Independent Sample t-Test: Measuring a Significant Difference of Pre-test Scores in Control and Experimental Groups

Pre-test Experimental and Control Group	Independent Sample t-Test			Ho
	T	Df	Sig. (2-tailed)	
	1.524	58	0.133	Accepted

In measuring means significant difference. From the analysis, it was found that t obtained was 1.524 and t table (2.0017), it means that t obtained is higher than t table and the p-output was lower than 0.005. It means that there was no significant difference and it could be mentioned that Ha was rejected and Ho was accepted.

Table 22
Group Statistics Independent Sample t-Test: Measuring a Significant Difference of Post-test Scores in Control and Experimental Groups

Post-test Experimental and Control Groups	Independent Sample T-test			Ha
	T	Df	Sig. (2-tailed)	
	2.355	58	0.022	Accepted

In measuring means significant difference. From the table analysis, it was found that the p-output was 0.022 and the t-obtained was 2.355. Since the p-output was lower than 0.05 level and the t-obtained was higher than the t-table (2.0017), it means that t obtained is higher than t table and the p-output was lower than 0.005. It means that there was significant difference and it could be mentioned that Ho was rejected and Ha was accepted.

4.5. Interpretations

Based on the findings which have been described in the previous section, some interpretations were as follows:

First, The researcher found that the students faced difficulties before the treatments in experimental group. The problems were the students did not like to read English text, especially analytical exposition text. In fact, the students assumed that an analytical exposition is uninteresting text, the students had difficulties in comprehending the content of analytical exposition such as in finding main idea and information of the text, and the last the students had lack of vocabularies especially in scientific term. It could be stated that analytical exposition is one of the difficult genres that students learn in understanding text. It was supported by Miller and Veatch (2010, p. 20) who states that comprehension of expository text is an unfamiliar idea, but is vital to make sense of the text, in addition to Cahyono and Purnama (2009, p. 1) explains that an analytical exposition presents the argument in such a way that it sounds like the writer is an authority on the subject and so it does not use first person pronoun (e.g. I, we or us), extravagant language or cliches. It was proved that the result analysis of students' pre-test scores in experimental group most of them categorized in fair level.

Second, before the students were given treatment, the researcher had conducted the pretest in both control and experimental. After the students' pretest scores obtained from control and experimental groups, the researcher chose XI IPA 1 as a control group and XI IPA 2 as experimental group. It was because the

students' scores in control group were higher than the students' scores in experimental group. It was also proved by the mean of pretest in XI IPA 1 which was higher than XI IPA 2 . It was because the students of XI IPA 2 did not focused in answering the questions. After the pretests, the students in experimental group were given the treatment by using Feature Walks Strategy. In the first meeting, the students discussed analytical exposition text entitled "Solar System" but they were confused about the steps of Feature Walks Strategy. They could not follow the rule of Feature Walks Strategy well. The researcher had to explain them again to make them understand. Nevertheless, when implementing Feature Walks Strategy on the students' comprehension in reading analytical exposition the results was still low. Then next meeting the researcher gave them features about "Smoking in Restaurant ". The students had to identify and predict the features from those text. It made the students could help the students to convey their ideas by stimulating their background knowledge. It was in lined with the statement of Akhondi et.al (2011, p.368). Who state that Text Feature can help reader locate and organization in the text. Presenting information helps students hold each bit information in their short term memory. The students then can process or connect the background knowledge in their long term memory. After that, we discussed the features from "Recycling". They became interested in answering the questions related to the features correctly and fast, so it made the students identify the features easily. For the next meeting, the students found many difficult words in the texts. After they discussed all the features, they could make a conclusion about the Feature Walks Strategy of the texts nicely.

Therefore, they could enlarge their vocabulary .The researcher found that the students were really interested. When the researcher taught reading comprehension through Feature Walks Strategy to the experimental group, the students easier to understand and find the information of the texts and they thought that analytical exposition reading is interested subject after they studied it by using Feature Walks Strategy. It is related to Kelley and Grace (2010, p. 17) who mention that Feature Walks Strategy is aimed at enhancing reading instruction, which may be an effective tool enabling students to comprehend text.

The last, based on the explanations above, it can be interpreted that Feature Walks Strategy improves the effectiveness of the teaching and learning process which then increases the students' reading comprehension. The statement was supported by two previous related studies Purnamasari (2012) and Franco (2011). In addition, the researcher would like to say that there was a significant improvement on student's analytical exposition reading comprehension an experimental group taught by using Feature Walks Strategy. There was a significant difference on student's analytical exposition reading comprehension scores between the students who were taught by using Feature Walks Strategy and those who were not. Therefore, the teacher of English can use Feature Walks Strategy as one of the alternative strategies in teaching reading analytical exposition.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this last chapter, the researcher presents (1) conclusion; and (2) suggestion based on the findings and interpretation in the previous chapter.

5.1. Conclusions

Based on the findings and interpretation in the previous chapter, two conclusions can be drawn. First, based on the result of pretest to posttest, Feature Walks Strategy significantly improves students' reading comprehension achievement of the eleventh grade students at SMA Karya Ibu Palembang. Second, there was a significant difference on students' reading comprehension score who were taught by using Feature Walks Strategy and those who were taught by using the strategy that is usually used by the teacher of English at SMA Karya Ibu Palembang.

Therefore, it could be assumed that Feature Walks strategy was effective to experimental group students at SMA Karya Ibu Palembang. Finally, the students got improvements from the implementation of Feature Walks strategy. It also could be seen from the result of the test, it implied that Feature Walks strategy could be used as an alternative strategy in teaching reading skill especially in analytical exposition text.

5.2. Suggestions

On the basis of the conclusion above, would like to offer some suggestion:

1. For the teacher

The researcher would like to suggest teachers of English to use Feature Walks strategy as an alternative teaching strategy. Once in a while, it is necessary for teachers of English to change their teaching strategy to meet the students' need and interest in teaching English reading comprehension. The teachers should motivate the students by giving and explaining the moral value that is stated in the text.

2. For the Students

For the students, the researcher suggests and motivates the students to improve their reading comprehension by using Feature Walks Strategy. Feature Walks Strategy can increase their reading ability. Besides, Feature Walks strategy provides more opportunities for students to be actively engaged in understanding and comprehending English reading texts, it also make the students more cooperatively in group, so that they have chances to sharing and discussing the ideas among the members of the groups.

3. For the Next Researcher

The last for other researchers who want to conduct the research in teaching reading can use the result of this research as a basic way for conducting the research and as additional references for further relevant research certainly with different variables and conditions. The other researchers also can consider the weaknesses of the result from this research to conduct a better research.

REFERENCES

Alqur'an surat At-Thahaa ayat 114.

Akhondi, M., Malayeri, F. A., & Samad, A. A. (2011). How to teach expository text structure to facilitate reading comprehension. *The Reading Teacher*, 64(5), 368-372. doi:10.1598/rt.64.5.9

Alderson, J. C. (2000). *Assessing reading*. Cambridge, UK: Cambridge University Press.

August, Diane & Timothy Shanahan. (2006). *Developing literacy in second-language learners*. New York, NY: Lawrence Erlbaum Association, Inc.

Baker, T. (2008). Applying reading research to the development of an integrated lesson plan. *English Teaching Forum*, 46(1), 25-28.

Basrowi & Soeyono. (2007). *Metode analisis data sosial*. Kediri, Indonesia: CV. Jenggala Pusaka Utama.

Bluestein, N. (2010). Unlocking text features for determining importance in expository text. *A Strategy For Struggling Readers Reading Teacher*, 63(7), 597-600.

Buehl, D. (2009). *Classroom strategies for interactive learning*. Newark, DE: international reading association, Inc.

Brown, H. D. (2000). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). New York, NY: Longman.

Cahyono, Kristiawan D., & Purnama. (2009). *Communicative competence b: A course in acquiring english communicative competence, for senior high school, grade xi semester*. Jombang, Indonesia: CV Karunia Agung.

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson Education, Inc.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research method in education* (6th ed.). New York, NY: Routledge.

Coffin, Caroline. (2001). Arguing about how the world should be: The role of argument in elts test. Retrived from: http://oro.open.ac.uk/378/EAP_repository.pdf.

Cripe, J., & Angela, V. (2011). *Reading comprehension activities*: New York, NY: Longman

- Crystal, D. (2003). *English is a global language* (2nd ed.). Cambridge, UK: Cambridge University Press.
- Fielding, M. (2006). *Effective communication in organizations* (3rd ed.). Cape Town, ZA: Beme Convention.
- Flynn, D. (2003). Students guide to SPSS. Retrieved from: https://barnard.edu/sites/default/files/inline/student_user_guide_for_spss.pdf
- Fountas, I.C., & Pinnell, G. S. (2006). *Leveled books, k-8: Matching texts to readers for effective teaching*. Portsmouth, NH: Heinemann.
- Franco, C. (2011). *The effects of instruction through text feature walks on comprehension of expository text in a fifth-grade (Unpublished Thesis)*. University of Arkansas. Flaetteville, Arkansas, New York.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (8th ed.). New York, NY: Mcgraw Hill Companies, Inc.
- Grabe, W., & Stoller, F. L. (2013). *Teaching and researching reading* (2nd ed.). New York, NY: Routledge.
- Harmer, J. (2001). *The practice of English language teaching* (3rd ed.). Cambridge, UK: Longman.
- Hedin, L. R., & Conderman, G. (2010). Teaching students to comprehend informational text through rereading. *The Reading Teacher*, 63(7), 556-565. doi:10.1598/RT.63.7.3
- Hibbard, K. M., & Wagner, E. A. (2003). *Assessing and teaching reading comprehension and writing*, 3-5. New York, NY: Routledge.
- Holley and Dansereau (2014). Modeling an expository text structure strategy in think alouds. *Reading Horizons*, 31(2), 150-167. Retrieved from http://scholarworks.wmich.edu/reading_horizons
- [Http://www.ldonline.org/article/Guiding_Students_Through_Expository_Text_with_Text_Feature_Walks?theme=print](http://www.ldonline.org/article/Guiding_Students_Through_Expository_Text_with_Text_Feature_Walks?theme=print).
- Javed, M., Xiao, W. J., & Nazli, S. (2013). A study of students' assessment in writing skills of the English language. *International Journal of Instruction*, 6(1), 130-144. Retrieved from [ww.e-iji.net](http://www.e-iji.net)
- Kelley M. J., & Grace, N.C. (2007). *Comprehension shouldn't be silent: From strategy instruction to students independence*. Newark, DE: International Reading Association.

- Kelley, M. J., & Grace, N. C. (2008). From picture walk to text feature: Guiding students to strategically preview text. *Journal of Content Area Reading*, 7(1), 9-31.
- Kemendikbud. (2013). *Materi pelatihan guru implementasi kurikulum 2013*. Jakarta: Departemen Pendidikan Nasional dan Kebudayaan.
- Kodrat, D., and Gusrayani, D. (2007). *think smart bahasa inggris kumpulan soal untuk kelas XI SMA/MA program bahasa*. Bandung, Indonesia: Grafindo Media Pratama.
- Kurniawati, C., & Yuliani, M. (2010). *Detik-detik ujian nasional bahasa inggris program ipa, ips, bahasa, dan keagamaan SMA/MA*. Klaten, Indonesia: PT. Intan Parawira.
- Linse, C. (2006). *Practical English language teaching: Young learners*. New York, NY: McGraw-Hill Companies, Inc.
- Lubliner, S. (2001). *A practical guide to reciprocal teaching*. Bothell, WA: Wright Group.
- Mappiasse, S. S. & Johari, A. (2014). Evaluation of English as a foregin language and its curriculum in Indonesia: *English language teaching*, 7(10),113-122.
- Marthin, R & Rothery, Y. (2008). Analytical exposition text. Retrieved from: [http://www.drkevintblake.com/analytical exposition text.pdf](http://www.drkevintblake.com/analytical%20exposition%20text.pdf).
- Miller, M., & Veatch, N. (2010). Teaching literacy in context: Choosing and using instructional strategies. *The Reading Teacher*, 64(3),154-165.doi:0.598/RT.64.
- Moss, B. (2004). Teaching expository text structures through information trade book retellings. *Reading Teacher*, 57(8), 710-718.
- Nagy, W. E., & Scott, J. A. (2004). *Theoretical models and processes of reading* (5th ed). Newark, DE: International Reading Association.
- Patel, M.F. & Jain, P.M. (2008). *English language teaching*. Jaipur, IN: Sunrise Publisher & Distributor.
- Priyana, J., Riandi, & Mumpuni, A. P. (2008). *Interlanguage: English for senior high school students XI science and social study program*. Jakarta, Indonesia: Pusat Perbukuan, Departememen Pendidikan Nasional.
- Purnamasari, J. (2011). *Using text feature walk to help students comprehend Expository texts at SMAN 17 Palembang*(unpublished Thesis). Departement of English Study Program of Sriwijaya University, Palembang, Indonesia.

- Purwati, M., & Yuliani M. (2006). *English for better life for XI grade*. Bandung, Indonesia: Pakar Raya.
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching* (2th ed.). Cape, US: Cambridge University Press.
- Richard, J. C. & Willy A. R. (2002). *Methodology in language teaching an methodology of curient practice*. New York, NY: Cambridge University.
- Ruddell, R. B. (2009). *How to teach reading to elementary and middle school students: Practical ideas from highly effective teachers*. Boston, MA: Allyn & Bacon.
- Sudarwati, M., & Grace, E. (2006). *Look ahead: An english course for senior high school students year XI*. Jakarta, Indonesia: Erlangga.
- Susan, H. & Jennifer F. M. P. (2011). *Effective instructional strategies series text feature*. Honolulu, HI: Government Pacific Resources for Education and Learning.
- Sweet, A., & Catherin, E. S. (2003). *Rethinking reading comprehension*. New York, NY: Cambridge University
- The National Reading Panel Report. (2006). *Practical Advice for Teachers*. Chicago, IL: University of Illinois.
- The RAND Reading Study Group. (2002). *Reading for understanding: Toward a research and development program in reading comprehension*. Santa Monica, CIS: RAND.
- Thisen, D. & Wainer, H. (2001). *Test scoring*. New Jersey, NJ: Lawrence Elbaum Associates, Inc.
- Wahidi, Rahmat. 2009. Text Form and Features. *A resources for Intentional Teaching*. Jakarta, Indonesia: Umbrella corporation.
- Westwood, P. (2008). *What teachers need to know about reading and writing difficulties*. Victoria, AU: Acer Press.
- Woolley, G. (2011). *Reading comprehension: Assisting children with learning difficulties*. New York, NY: Springer Science+Business Media B.V.

A P P E N D I C C E S

APPENDIX A

Read the following text carefully, and choose the correct answer (a, b, c, d, or e) on the answer sheet!

Text 1

Pharmacists

- 1 Pharmacists are the professionals who dispense medicines to the patients, as prescribed by the medical expert. In most of the cases, the experienced pharmacists can even prescribe some better drugs and medicines to the patients.
- 5 One of the most important pharmacist job descriptions is the management of medicines and drugs in health care units and hospitals. The pharmacist job description also includes assisting the patients, advising the medical experts and helping the patients by recommending the right medicine.
- 10 Some of the job duties of a pharmacist are as follows; give advice and assist doctors or surgeons in matters relating to dosages and prescriptions to the patient. Monitor and analyze the health of the patient, with respect to the drugs that have been given to the patient. Answer the queries of the patients about the probable side effects and benefits of the drug therapy. Seek immediate help from the doctor in case the drug shows some side effects on the patient. Recommend drugs to visitors with minor ailments.
- (Source: Interlanguage: English for senior high school students XI. Grasindo)

1. What does the text tell us about?
 - a. A pharmacist
 - b. A drug therapy
 - c. A medical expert
 - d. A doctor and surgeon
 - e. A patient and medicines
2. Which one is usually done by a pharmacist?
 - a. Giving immediate help to the patients
 - b. Recommend drugs to visitors
 - c. Giving drugs to patients with major ailments
 - d. Helping surgeon while doing an operation
 - e. Management of medicines and drugs
3. Who has responsibility to recommend drugs to visitors with minor ailments?
 - a. A doctor
 - b. A surgeon
 - c. A pharmacist
 - d. A medical expert
 - e. A patient
4. What's the main idea of paragraph two?
 - a. A pharmacist has some duties.
 - b. A pharmacist and doctor work cooperatively.
 - c. A pharmacist recommends drugs to the patient.
 - d. Doctor and surgeon give prescriptions to
 - e. The pharmacist job description
5. The patients about the probable side effects and **benefits** of the drug therapy. (Paragraph 2). What is the antonym of the underlined word benefits?
 - a. Advantage
 - b. Use

- c. Make
- d. Give

- e. Effectiv

Text 2

Cactus

A cactus (plural: cacti) is any member of the plant family Cactaceae, native to the Americas. They are often used as ornamental plants, but some are also crop plants. Cacti are grown for protection of property from wild animals, as well as many other uses.

Cacti are part of the plant order Caryophyllales, which also include members like beets, gypsophila, spinach, amaranth, tumbleweeds, carnations, rhubarb, buckwheat, plumbago, bougainvillea, chickweed and knotgrass.

Cacti are unusual and distinctive plants, which are adapted to extremely arid and hot environments, showing a wide range of anatomical and physiological features which conserve water. Their stems have adapted to become photosynthetic and succulent, while the leaves have become the spines for which cacti are well known.

Cacti come in a wide range of shapes and sizes. The tallest is *Pachycereus pringlei*, with a maximum recorded height of 19.2 m, and the smallest is *Blossfeldia liliputiana*, only about 1 cm in diameter at maturity. Cactus flowers are large, and like the spines and branches arise from areoles. Many cactus species are night blooming, as they are pollinated by nocturnal insects or small animals, principally moths and bats. Cacti range in size from small and globular to tall and columnar.

(Source: LKS SIMPATI(Sarana Pasti Meraih Prestasi untuk SMA dan MA)).

6. Where can we find cacti mostly?

- a. In the jungle
- b. On the beach
- c. On the mountain
- d. In the arid and hot region
- e. In the night blooming

7. Why do cacti mostly bloom at night?

- a. Because cacti range in size from small
- b. Because since cacti are unusual and distinctive plants
- c. Because since cacti are pollinated by nocturnal insect
- d. Because as the afternoon period is used for photosynthetic process
- e. Because their flowers are large

8. What does the first paragraph tell us about?

- a. The members of cacti
- b. The habitat of cacti
- c. The use of cacti
- d. Types of cacti
- e. The grow of cacti

9. What is the purpose of the text ?

- a. To give information about American cacti
- b. To explain physical feature of cacti
- c. To describe cacti in genera
- d. To tell cacti's life
- e. To inform cacti's life

10. "Cacti are unusual and distinctive plants, which ..."

The synonym of the word "distinctive" is ...

- a. Typical
- b. Antique
- c. Different
- d. Same
- e. See

Text 3

1 Gold is a precious metal. Gold is used as ornaments or as money. Gold is found in many places, but in a small supply. It is often found on the surface of the earth. Since gold is a heavy substance, it is sometimes found loose on bottom of rivers. The gold is found together with sand and rocks, and must be separated from them. It is simple to search for this type of gold.

5 It is not usually necessary to drill for gold, but when a layer of gold is located deep below the surface of the earth, it is possible to drill a hole into the ground. Engineers have developed modern process for removing gold from rocks.

10 Since gold is not very hard, it is sometimes melted and added to other substances for making rings, coins, and art objects. It will be priced forever because it is beautiful, rare, and useful.

(Source: LKS SIMPATI (Sarana Pasti Meraih Prestasi untuk SMA dan MA)).

11. The best title of the text above is

- a. Gold
- b. Type of Gold
- c. Precious Metal
- d. Rare Ornaments
- e. Beautiful rare

12. The following are associated with gold, EXCEPT

- a. Useful
- b. Precious
- c. Beautiful
- d. Unnecessary
- e. Not very hard

13. The text above is mainly intended to about gold.

- a. Discuss
- b. Classify
- c. Inform
- d. Describe
- e. elaborate

14. "It will be priced forever because...." (Paragraph 4) The underlined word means

- a. Valuable
- b. Worthless
- c. Interesting
- d. Wonderful
- e. Expensive

15. Where is often gold found it?

- a. On the surface of the earth
- b. On the river
- c. On the sea
- d. On the mount
- e. On the sand and rock

Text 1

1 Once upon a time there was a monkey called Ram. He lived on a big mango tree near the lake. The tree had the sweetest mangoes growing on it. Near the tree lived a crocodile with his wife.

5 The crocodile, called Karo, and Ram become friends. Sometime Ram used to throw Karo some sweet mangoes for himself and his wife.

One day Karo's wife told him, "The monkey eat such sweet fruit everyday, he must be having the sweetest heart. Get his heart for me, dear husband!". "I cannot, he is my friend replied Karo, "That means you do not love me," cried the wife.

10 So sadly, Karo went to Ram the next day. "Ram, please come to my house, I want you to meet my wife." "My friend, how can I come? I live on the land and you in the water," answered Ram.

"Don't worry, my friend, just sit on my back and I shall carry you," Karo cunningly offered him. The poor monkey sat jumped on his friend's back and off they went.

15 Ram, was having a lot of fun when he saw that Karo was very sad and quiet. The monkey asked, "Why are You so quiet my friend?" Karo replied, "Because your life is short. My wife wants to eat your heart and that is why we're going to her."

20 Ram was shocked but could not run. He came up with a plan in his mind and sad, "Why did You not tell me before? I always leave my heart in the tree when I go out." "Oh, no!" Cried Karo, "Now, what can we do?" "Lets go back and take it," said the clever monkey.

So the foolish Karo turned around and swam for the mango tree. As soon as Ram could rich a tree branch, he swung up into the tree to safety. He laughed down at the crocodile, "How can I be alive without my heart! Go! Tell your greedy wife how foolish You are!"

From that day, Karo didn't only lose a friend but the delicious mangoes as well.

(Source: Interlanguage: English for senior high school students XI. Grasindo)

1. Where did the story take place
 - a. In Karo's house
 - b. On the land
 - c. In the water
 - d. Near a big mango tree
 - e. On a big mango tree near the lake
2. What is the purpose of the text?
 - a. to amuse the readers with actual or imaginary experience in different ways
 - b. to persuade the readers that something is the case
 - c. to show how to do something through a set of steps
 - d. to inform the readers about event of the day which is considered newsworthy
 - e. to describe the way thing are

3. "Once upon a time there was a monkey called Ram. He lived on a big mango tree near the lake. The tree had the sweetest mangoes growing on it. Near the tree lived a crocodile with his wife."

This part of the text is called the ...

- a. Introduction
 - b. Orientation
 - c. Resolution
 - d. Complication
 - e. Identification
4. The complication started when ...
 - a. Karo and Ram become a friend
 - b. Ram laughed down at the crocodile
 - c. Ram sat jumped on his friend's back and off they went.
 - d. Ram lived on a big mango tree near the lake

- e. Karo's wife asked her husband to get Ram's heart for her.
- 5. What solution did Ram do for the problem?
 - a. Ram eat such sweet fruit everyday.
 - b. Ram sat jumped on his friend's back.
 - c. Ram met Karo's wife.
 - d. Ram used to throw Karo some mangoes for himself and his wife.
- e. Ram riched a tree branch, he swung up into the tree to safety
- 6. What is the moral values implied in the story?
 - a. Being honest is not always wise
 - b. Being a miser is sometimes important
 - c. All that glitters is not gold
 - d. To love to means to share
 - e. To be greedy is not good

Text 2

The old women and sparrow

Once upon a time, there lived a kind hearted man and his wife. One morning, his wife found a poor little sparrow. She took it gently and fed it. To show its gratitude, the sparrow stayed with them and sang every morning. But there was an ill-tempered old woman who didn't like the sparrow. She cut the sparrow's tongue. That's why the bird flew away to its previous nest.

Knowing that their sparrow flew away, the kind man and his wife looked for the sparrow. They walked a long way, crossed the bridges, climbed the mountains and passed the woods.

At last, they could find the sparrow's nest. The sparrow welcomed them and provided a feast for them. Before they went home, the sparrow brought two baskets; one was large and looked heavy, and the other one was small and light. The sparrow asked them to choose only one. They chose the small and that was the best choice. There were many rolls of silk and piles of gold in it.

Being jealous, the ill-tempered old woman did the same thing as the kind man and his wife did. She chose the big basket which actually contained wasps and venomous crawlers, such as scorpions, centipedes, and other horrible creatures. Finally, they stung and bit her to death

(Source: LKS SIMPATI (Sarana Pasti Meraih Prestasi untuk SMA dan MA))

- 7. What is a sparrow? It is a...
 - a. Chicken
 - b. Cat
 - c. Bird
 - d. Fly
 - e. Dog
- c. To show the sparrow skill in singing
- d. To show that the sparrow is a singer
- e. To teach the old women to sing a song
- 8. What is the title of the story?
 - a. The Old Woman and Sparrow
 - b. The Sparrow Nest
 - c. The Tongue of Sparrow
 - d. The ill-tempered Cut Sparrow
 - e. The boxes from sparrow
- 9. "...the sparrow stayed with them and sang every morning"(paragraph 1), the meaning of this sentences is to show that....
 - a. To show the sprrow gratitude
 - b. To show the sparrow miracle
- 10. What did the sparrow do after he was found by the man and his wife?
 - a. The sparrow chase away the man and his wife
 - b. The sparrow welcomed them and provided a feast for them
 - c. The sparrow being jealous to the
 - d. The sparrow felt angry to them
 - e. The sparrow give the basket
- 11. What is the "resolution" of the story?
 - a. A kind-hearted woman found a poor little sparrow

- b. An ill-tempered woman cut the sparrow's tongue
- c. The horrible creatures stung and bit the ill-tempered old woman to death
- d. The kind-hearted man and woman looked for the sparrow
- e. That's why the bird returned to its previous nest

Text 3

The Arrogant Boy

1 Long time ago, there was a boy named Charles. He was naughty and very arrogant because he came from rich family. His parents always completed all he wanted. He never talked and played with his friends because he thought no friends had the same quality with him.

5 One day, he sat on his car to reach his house. On the road, suddenly a beggar crossed the road and stopped in front of the car. Charles got angry because of that. He took off the car then blamed the beggar. Without pity, he chided the poor and weak beggar. The beggar was just silent while his eyes just looked at Charles' shiny shoes.

10 Feeling pleased after humiliating the beggar, Charles walked back to his car. Few moments before he took on his car, the beggar said. "Don't be too proud of what do you have, kid!"

15 Charles turned around to the beggar. He got the beggar dare look at his eyes. "How dare you look at me like that? Get out of my way right now!" said Charles angrily. Then, the beggar got up from the ground but he said something just before he stepped. "You will lose everything." Charles did not care about the beggar's sentence. For him, it was fool bullshit words to frighten him.

A week later, something bad happened to Charles. His father's company was bankrupt. There was nothing left. Charles became a poor even poorer than a beggar. He then realized what the beggar said to him. He tried to look for the beggar to ask for apologize. Unfortunately, the beggar was never found.

(Source: LKS SIMPATI (Sarana Pasti Meraih Prestasi untuk SMA dan MA))

12. Why was Charles naughty and very arrogant ?
 - a. Because he came from a rich family
 - b. Because his parents was Kng
 - c. Because a beggar stopped in front of his car
 - d. Because he thought no friends the same quality with him
 - e. Because he is good looking man
13. "He sat on his car to reach his house" (line 5). The underlined word "his" refers to ...
 - a. A beggar
 - b. Charles' father
 - c. Charles' mother
 - d. Charles
 - e. Driver
14. "Charles got angry because of that." (line 6). What is the antonym of the underlined word "angry" ?
 - a. Hungry
 - b. Patient
 - c. Arrogant
 - d. Kind
 - e. Love
15. What was the main idea of the fifth paragraph ?
 - a. Charles family became poor
 - b. Charles got angry to beggar
 - c. Charles turned around the beggar
 - d. Charles was naughty a boy
 - e. Charles loves the beggar

Text 1

Do you want to buy mobile phone? Don't be hasty. There are many things to consider. Be reasonable before making the decision.

First, you can start by asking yourself the usefulness of the equipment. The question might be, "Do I want it for prestige or usefulness?"

Then, you should make a choice on the type of the mobile phone. There are various choices in the market, so you should decide the one that meets your needs and whether you can afford it or not.

The consequence of using a mobile phone is its high operational costs. You have to pay more for a mobile phone compared to a fixed telephone. Therefore use the mobile phone only for important talks.

(Source: LKS SIMPATI (Sarana Pasti Meraih Prestasi untuk SMA dan MA))

1. The communicative purpose of the text is
 - a. To describe the way things are, with reference to a range of nature.
 - b. To present at least two point of view about an issue
 - c. To describe how something is accomplished
 - d. To give entertainment or amusement to the readers to
 - e. To persuade the reader or listener that something is the case
2. What is the text about?
 - a. Things to consider before buying a mobile phone
 - b. To present at least two point of view about an issue
 - c. To describe how something is accomplished
 - d. To give entertainment or amusement to the readers
 - e. to persuade the reader or listener that something is the case
3. Which of the following is the most important thing to consider before buying a mobile phone?
 - a. Your prestige
 - b. Your choice
 - c. Its price
 - d. Its type
 - e. Its use
4. "The question might be, "Do I want it for prestige or usefulness?" (Paragraph 2)
What is the similar meaning of the underlined word?
 - a. Fame
 - b. Difference
 - c. Position
 - d. Reputation
 - e. Devotion
5. What is generic structure text above?
 - a. Orientation-thesis-argument
 - b. Thesis-argument-conclusion
 - c. Orientation-argument-conclusion
 - d. Thesis-orientation-reiteration
 - e. Thesis-orientation-conclusion

Text 2

Cars Should be Banned in the City

As we all know, cars create pollution, and cause a lot of road deaths and other accidents.

Firstly, cars, as we all know contribute the most of pollution in the world. Cars emit a deadly gas causes illnesses such as bronchitis, lung cancer, and trigger of asthma. Some of these illness are so bad that people can die from them.

Secondly, the city is very busy. Pedestrians wander every where and cars hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

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

In conclusion, cars be banned from the city for the reasons listed.

(Source: Interlanguage: English for senior high school students XI. Grasindo)

6. Which one of the diseases is caused by pollution?

- a. HIV / AIDS
- b. Bronchitis
- c. Liver
- d. Impotent
- e. Cholera

7. We usually call the last paragraph as.....

- a. Resolution
- b. Reiteration
- c. Conclusion
- d. Recommendation
- e. Twist

8. What is the purpose of the text?

- a. To persuade reader about the cars should be banned in the city
- b. To explain the characteristics the cars should be banned in the city
- c. To inform readers about cars should be banned in the city

d. To describe cars should be banned in the city

e. To entertain readers about cars should be banned in the city

9. The following sentences are true, **except**

.....

- a. The cars contribute the most of pollution in the world.
- b. The cars are very noisy.
- c. The cars can also cause many deaths and other road accidents.
- d. The car can accelerate the transport.
- e. The cars today are our roads biggest killers

10. The first paragraph tells about?

- a. Cars Should Be Banned In The City
- b. Cars cause pollution.
- c. Car giant killer street.
- d. Car facilitate transportation.
- e. Cars cause noise of the city

Text 3

Is smoking good for us?

1 Before we are going to smoke, better to see the reality. Around 50 thousand people die every year in the world. Almost a quarter of smokers die from diseases caused by smoking.

5 Ninety percent of lung cancer caused by smoking. If we smoked five cigarettes a day, we are more likely to die from lung cancer than nonsmokers. Ninety-five percent of people who suffer from bronchitis are the people who smoke. Smokers are far more likely to die from heart disease than nonsmokers.

10 In addition, children smokers are more likely to develop bronchitis and pneumonia. In one hour in a room full of cigarette smoke, non-smokers to breathe cancer-causing substances as much as if he had smoked fifteen cigarettes.

Smoking is really good for the tobacco companies because they make a lot of money from cigarette smoking. But smoking is not good for every body else.

(Source: *Interlanguage: English for senior high school students XI*. Grasindo)

11. The writer wants to tell

- a. The development of smokers
- b. The positive effect of smoking
- c. How smoking destroys people's lives
- d. How smoking improve people's live
- e. The negative effect of smoking

12. Smoking is really good for the tobacco companies because they make a lot of money from cigarette smoking. But smoking is not good for every body else. The author wants to tell that she/he _____ with smokers

- a. Loves
- b. Disagrees
- c. Prefers
- d. Satisfies
- e. Now

13. Which of the following is bad for children if they addicted in cigarette?

- a. Children smokers are more likely to develop bronchitis and pneumoni
- b. Children smokers are really good
- c. Children will be confidence
- d. Children will be healtier
- e. Children smoker are really bad

14. "Ninety-five percent of people who suffer from bronchitis are the people who smoke" (2nd Paragraph)

The underlined word means

- a. Get illness
- b. Get healt
- c. Get a good effect on the body
- d. Addict
- e. Deases

15. what is "disease" in the first paragraph?

- a. Illness
- b. Healthy
- c. Painless
- d. Hurtless
- e. Habit

APPENDIX B

The Result of Preliminary Study Test

NO	Experimental Group (XI IPA 1)			
	Name	Score		
		Narrative	Report	Analytical Exposition
1	Student 1	78	73	66
2	Student 2	86	92	73
3	Student 3	86	73	79
4	Student 4	92	86	59
5	Student 5	66	79	53
6	Student 6	66	73	46
7	Student 7	72	66	33
8	Student 8	86	92	79
9	Student 9	46	53	26
10	Student 10	79	86	66
11	Student 11	92	79	59
12	Student 12	86	59	66
13	Student 13	92	86	53
14	Student 14	53	79	40
15	Student 15	92	66	46
16	Student 16	79	53	33
17	Student 17	86	73	20
18	Student 18	60	79	66
19	Student 19	92	66	73
20	Student 20	79	79	86
21	Student 21	86	73	53
22	Student 22	86	86	46
23	Student 23	92	92	86
24	Student 24	86	86	66
25	Student 25	86	40	26
26	Student 26	92	73	66
27	Student 27	92	79	86
28	Student 28	79	99	73
29	Student 29	92	92	79
30	Student 30	73	79	59
Total Score		2432/81	2291/76	1762/59

No	Control Group (XI IPA 2)			
	Name	Score		
		Narrative	Report	Analytical exposition
1	Student 1	73	92	53
2	Student 2	73	79	40
3	Student 3	46	86	46
4	Student 4	86	60	33
5	Student 5	86	59	20
6	Student 6	92	86	66
7	Student 7	72	79	73
8	Student 8	60	66	86
9	Student 9	79	46	53
10	Student 10	73	86	46
11	Student 11	66	66	86
12	Student 12	92	92	86
13	Student 13	53	73	46
14	Student 14	86	46	79
15	Student 15	79	86	26
16	Student 16	73	86	85
17	Student 17	86	92	46
18	Student 18	53	99	33
19	Student 19	46	79	20
20	Student 20	86	66	59
21	Student 21	66	53	86
22	Student 22	92	73	40
23	Student 23	79	59	73
24	Student 24	86	92	79
25	Student 25	60	79	73
26	Student 26	59	86	59
27	Student 27	86	99	66
28	Student 28	79	79	46
29	Student 29	66	73	73
30	Student 30	53	66	79
Total Score		2186/73	2283/76	1756/59

Palembang,
Researcher

2016

Nurnajati
NIM.11250044

Students Pretest and Posttest Scores

No	Students' Name		Students' Pre-test Score		Students' Post-test Score	
	Class XI.IPA 1	Class XI.IPA 2	Experimental Group	Control Group	Experimental Group	Control Group
1	Student 1	Student 1	35.0	45.0	45.0	45.0
2	Student 2	Student 2	47.5	52.5	50.0	55.0
3	Student 3	Student 3	72.5	65.0	75.0	67.5
4	Student 4	Student 4	65.0	67.5	67.5	67.5
5	Student 5	Student 5	67.5	67.5	70.0	70.0
6	Student 6	Student 6	72.5	70.0	75.0	72.5
7	Student 7	Student 7	65.0	70.0	65.0	67.5
8	Student 8	Student 8	57.5	57.5	60.0	60.0
9	Student 9	Student 9	60.0	67.5	62.5	65.0
10	Student 10	Student 10	55.0	67.5	57.5	67.5
11	Student 11	Student 11	67.5	65.0	60.0	77.5
12	Student 12	Student 12	62.5	57.5	62.5	67.5
13	Student 13	Student 13	57.5	55.0	60.0	67.5
14	Student 14	Student 14	70.0	67.5	70.0	67.5
15	Student 15	Student 15	57.5	70.0	60.0	72.5
16	Student 16	Student 16	67.5	67.5	70.0	75.0
17	Student 17	Student 17	60.0	67.5	62.5	67.5
18	Student 18	Student 18	72.5	75.0	72.5	75.0
19	Student 19	Student 19	62.5	65.0	62.5	67.5
20	Student 20	Student 20	60.0	75.0	60.0	77.5
21	Student 21	Student 21	70.0	70.0	72.5	75.0
22	Student 22	Student 22	57.5	65.0	60.0	72.5
23	Student 23	Student 23	57.5	67.5	60.0	67.5
24	Student 24	Student 24	75.0	72.5	77.5	75.0
25	Student 25	Student 25	65.0	72.5	65.0	77.5
26	Student 26	Student 26	72.5	60.0	75.0	67.5
27	Student 27	Student 27	70.0	67.5	67.5	70.0
28	Student 28	Student 28	60.0	57.5	60.0	67.5
29	Student 29	Student 29	60.0	67.5	62.5	57.5
30	Student 30	Student 30	47.5	67.5	50.0	70.0

Name of the School : SMA KARYA IBU PALEMBANG

: XI. IPA 2


















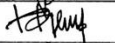

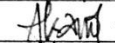











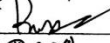












[illegible]

















APPENDIX E

STUDENTS ATTANDANCE LIST IN CONTROL GROUP

Name of the School : SMA KARYA IBU PALEMBANG

Class : XI IPA 1

No.	Name of the Students	Pretest	Posttest
1	Adif Nasukha		
2	Agnes Valentine		
3	Ahmad Hamidi		
4	Alif Siswanto		
5	Anisa Regina Yuniartha		
6	Desi Yulfi		
7	Erika Jariestika		
8	Fikri Haikal		
9	Hamidah Handayani		
10	Ika Nanda Esa Putri		
11	Jimi Andriansyah		
12	Liga Purnama Sari		
13	M. Rizki		
14	Mariana		
15	Nilam Sari		
16	Raja Al Hakim		
17	Rina Wati		
18	Rohima Mareta		
19	Roni Julianto		
20	Sanda Khoirala		
21	Sasa Catur Sekar Sari		
22	Siti Marwiyah		

23	Sri Kartika		
24	Suci Lestari Suryani		
25	Taji Suralaga		
26	Tami		
27	Tiara Sintia		
28	Tri Minati Putri		
29	Widia Sari		
30	Witi Pujianti		

Palembang, September 2016

Teacher of English

Researcher



Tri Wulandari, S. Pd.



Numajati

LEMBAR VALIDASI INSTRUMEN TES

Kelas / Semester : XI / I (Satu)
 Mata Pelajaran : Bahasa Inggris
 Materi : Analytical Exposition Text

Petunjuk :

1. Anda akan diminta memberikan penilaian atau validasi terhadap instrument tes.
2. Pengisian instrument validasi ini dilakukan dengan memberikan tanda cek (√)

No	Uraian	Validasi			
		1	2	3	4
I	Aspek Petunjuk				
	a. Petunjuk tes dinyatakan jelas				✓
	b. Kriteria skor yang diberikan, dinyatakan jelas	✓			
II	Aspek cakupan tes prestasi kognitif			✓	
	a. Butir-butir pertanyaan pada pretest dan posttest pemahaman membaca dinyatakan dengan jelas			✓	
	b. Pilihan jawaban pada pretest dan posttest pemahaman membaca dinyatakan dengan jelas			✓	
III	Aspek Bahasa				
	a. Menggunakan bahasa sesuai dengan kaidah bahasa Inggris		✓		
	b. Rumusan pernyataan komunikatif			✓	
	c. Menggunakan kalimat dan kata-kata yang mudah dipahami			✓	
IV	Penilaian Validasi Umum	a	b	c	d
	Penilaian atau validasi umum terhadap instrumen				

Keterangan :

- | | |
|----------------|--|
| 1. Kurang Baik | a. dapat digunakan tanpa revisi |
| 2. Cukup Baik | b. dapat digunakan dengan sedikit revisi |
| 3. Baik | c. dapat digunakan dengan banyak revisi |
| 4. Baik Sekali | d. belum dapat digunakan |

Catatan: Revise some ungrammatical question items and inappropriate questions.

Palembang, 8 Agustus 2016
 Validator I

NH

Nova Lingga Pitaloka, M. Pd.

LEMBAR VALIDASI RPP

Petunjuk : Berilah tanda cek (√) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan :

1 : berarti "kurang baik"

2 : berarti "cukup baik"

3 : berarti "baik"

4 : berarti "sangat baik"

a : dapat digunakan tanpa revisi

b : dapat digunakan dengan sedikit revisi

c : dapat digunakan dengan banyak revisi

d : belum dapat digunakan

No:	Komponen Rencana Pembelajaran	Skala penilaian			
		1	2	3	4
I.	Perumusan Indikator Belajar				
	1. Kejelasan Rumusan	✓			
	2. Kelengkapan cakupan rumusan indicator			✓	
	3. Kesesuaian dengan kompetensi dasar				✓
	4. Kesesuaian dengan standar kompetensi				✓
II.	Pemilihan dan Pengorganisasian Materi Pembelajaran				
	1. Kesesuaian dengan kompetensi yang akan dicapai			✓	
	2. Kesesuaian dengan karakteristik peserta didik			✓	
	3. Keruntutan dan sistematika materi			✓	
	4. Kesesuaian materi dengan alokasi waktu			✓	
III.	Pemilihan Sumber Belajar / Media Pembelajaran				
	1. Kesesuaian sumber belajar / media pembelajaran dengan kompetensi (tujuan) yang ingin dicapai			✓	
	2. Kesesuaian sumber belajar / media pembelajaran dengan materi pembelajaran			✓	
	3. Kesesuaian sumber belajar / media pembelajaran dengan karakteristik peserta didik			✓	
IV.	Skenario / Kegiatan Pembelajaran				
	1. Kesesuaian strategi dan metode pembelajaran dengan kompetensi (tujuan) pembelajaran			✓	
	2. Kesesuaian strategi dan metode pembelajaran dengan materi pembelajaran			✓	
	3. Kesesuaian strategi dan metode pembelajaran dengan karakteristik peserta didik			✓	
	4. Kelengkapan langkah-langkah dalam setiap tahapan pembelajaran dan kesesuaian dengan alokasi waktu			✓	
V.	Penilaian Hasil Belajar				
	1. Kesesuaian teknik penilaian dengan kompetensi yang ingin Dicapai			✓	
	2. Kejelasan prosedur penilaian			✓	
	3. Kelengkapan instrumen (soal dan kunci jawaban)			✓	

VI.	Penggunaan Bahasa Tulis				
	1. Ketepatan Ejaan			✓	
	2. Ketepatan pilihan kata			✓	
	3. Kebakuan struktur kalimat			✓	
	4. Bentuk huruf dan angka baku			✓	
VII	Penilaian Validasi Umum	a	(b)	C	d

Kesimpulan : *Revise the way you write the indicators
and some ungrammatical sentences.*

Palembang, 8 Agustus 2016
Validator I



Nova Lingga Pitaloka, M.Pd.

LEMBAR VALIDASI INSTRUMEN TES

Kelas / Semester : XI / 1 (satu)
 Mata Pelajaran : Bahasa Inggris
 Materi : Analytical Exposition Text

Petunjuk :

1. Anda akan diminta memberikan penilaian atau validasi terhadap instrument tes.
2. Pengisian instrument validasi ini dilakukan dengan memberikan tanda cek (✓)

No	Uraian	Validasi			
		1	2	3	4
I	Aspek Petunjuk				
	a. Petunjuk tes dinyatakan jelas		✓		
	b. Kriteria skor yang diberikan, dinyatakan jelas	✓			
II	Aspek cakupan tes prestasi kognitif				
	a. Butir-butir pertanyaan pada pretest dan posttest pemahaman membaca dinyatakan dengan jelas			✓	
	b. Pilihan jawaban pada pretest dan posttest pemahaman membaca dinyatakan dengan jelas			✓	
III	Aspek Bahasa				
	a. Menggunakan bahasa sesuai dengan kaidah bahasa inggris			✓	
	b. Rumusan pernyataan komunikatif			✓	
	c. Menggunakan kalimat dan kata-kata yang mudah dipahami			✓	
IV	Penilaian Validasi Umum	a	b	c	d
	Penilaian atau validasi umum terhadap instrumen				

Keterangan :

- | | |
|----------------|--|
| 1. Kurang Baik | a. dapat digunakan tanpa revisi |
| 2. Cukup Baik | b. dapat digunakan dengan sedikit revisi |
| 3. Baik | c. dapat digunakan dengan banyak revisi |
| 4. Baik Sekali | d. belum dapat digunakan |

Catatan:

*Put the questions in order as they are in TOEFL test - choose only 70 questions -
 from 80 qs available considering the time given to the students -
 Pay attention to the verb in every question made. Put the scoring
 criteria on the ~~test~~ paper.*

Palembang, 4-8 - 2016
 Validator II

Amalia Hasanah

Amalia Hasanah, S.s, M.Pd.
 NIP. 19790731200701 2001

LEMBAR VALIDASI RPP

Petunjuk : Berilah tanda cek (v) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan :

1 : berarti "kurang baik"

2 : berarti "cukup baik"

3 : berarti "baik"

4 : berarti "sangat baik"

a : dapat digunakan tanpa revisi

b : dapat digunakan dengan sedikit revisi

c : dapat digunakan dengan banyak revisi

d : belum dapat digunakan

No.	Komponen Rencana Pembelajaran	Skala penilaian			
		1	2	3	4
I.	Perumusan Indikator Belajar				
	1. Kejelasan Rumusan				✓
	2. Kelengkapan cakupan rumusan indicator				✓
	3. Kesesuaian dengan kompetensi dasar				✓
	4. Kesesuaian dengan standar kompetensi				✓
II.	Pemilihan dan Pengorganisasian Materi Pembelajaran				
	1. Kesesuaian dengan kompetensi yang akan dicapai				✓
	2. Kesesuaian dengan karakteristik peserta didik				✓
	3. Keruntutan dan sistematika materi				✓
	4. Kesesuaian materi dengan alokasi waktu				✓
III.	Pemilihan Sumber Belajar / Media Pembelajaran				
	1. Kesesuaian sumber belajar / media pembelajaran dengan kompetensi (tujuan) yang ingin dicapai				✓
	2. Kesesuaian sumber belajar / media pembelajaran dengan materi pembelajaran				✓
	3. Kesesuaian sumber belajar / media pembelajaran dengan karakteristik peserta didik				✓
IV.	Skenario / Kegiatan Pembelajaran				
	1. Kesesuaian strategi dan metode pembelajaran dengan kompetensi (tujuan) pembelajaran				✓
	2. Kesesuaian strategi dan metode pembelajaran dengan materi pembelajaran				✓
	3. Kesesuaian strategi dan metode pembelajaran dengan karakteristik peserta didik				✓
	4. Kelengkapan langkah-langkah dalam setiap tahapan pembelajaran dan kesesuaian dengan alokasi waktu				✓
V.	Penilaian Hasil Belajar				
	1. Kesesuaian teknik penilaian dengan kompetensi yang ingin Dicapai				✓
	2. Kejelasan prosedur penilaian				✓
	3. Kelengkapan instrumen (soal dan kunci jawaban)				✓

VI.	Penggunaan Bahasa Tulis				
	1. Ketepatan Ejaan			✓	
	2. Ketepatan pilihan kata		✓		
	3. Kebakuan struktur kalimat		✓		
	4. Bentuk huruf dan angka baku			✓	
VII	Penilaian Validasi Umum	a	(b)	C	d

Kesimpulan : Pay attention to grammar. Make sure that the steps made are already correctly written and followed.

Palembang, Agustus 2016
Validator II

Amalia Hasanah
Amalia Hasanah, S.s., M.Pd.
NIP. 19790731200701 2001

LEMBAR VALIDASI INSTRUMEN TES

Kelas / Semester : XI / 1 (Sgatu)
 Mata Pelajaran : Bahasa Inggris
 Materi : Analytical Exposition

Petunjuk :

1. Anda akan diminta memberikan penilaian atau validasi terhadap instrument tes.
2. Pengisian instrument validasi ini dilakukan dengan memberikan tanda cek (✓)

No	Uraian	Validasi			
		1	2	3	4
I	Aspek Petunjuk				
	a. Petunjuk tes dinyatakan jelas			✓	
	b. Kriteria skor yang diberikan, dinyatakan jelas			✓	
II	Aspek cakupan tes prestasi kognitif				
	a. Butir-butir pertanyaan pada pretest dan posttest pemahaman membaca dinyatakan dengan jelas			✓	
	b. Pilihan jawaban pada pretest dan posttest pemahaman membaca dinyatakan dengan jelas			✓	
III	Aspek Bahasa				
	a. Menggunakan bahasa sesuai dengan kaidah bahasa inggris			✓	
	b. Rumusan pernyataan komunikatif			✓	
	c. Menggunakan kalimat dan kata-kata yang mudah dipahami			✓	
IV	Penilaian Validasi Umum	a	b	c	d
	Penilaian atau validasi umum terhadap instrumen				

Keterangan :

1. Kurang Baik
2. Cukup Baik
3. Baik
4. Baik Sekali

- a. dapat digunakan tanpa revisi
- b. dapat digunakan dengan sedikit revisi
- c. dapat digunakan dengan banyak revisi
- d. belum dapat digunakan

Catatan:

.....

.....

.....

Palembang, 5 Agustus 2016
 Validator III



Beni Wijaya, M.Pd.

LEMBAR VALIDASI RPP

Petunjuk : Berilah tanda cek (v) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan :

1 : berarti "kurang baik"

2 : berarti "cukup baik"

3 : berarti "baik"

4 : berarti "sangat baik"

a : dapat digunakan tanpa revisi

b : dapat digunakan dengan sedikit revisi

c : dapat digunakan dengan banyak revisi

d : belum dapat digunakan

No.	Komponen Rencana Pembelajaran	Skala penilaian			
		1	2	3	4
I.	Perumusan Indikator Belajar				
	1. Kejelasan Rumusan			✓	
	2. Kelengkapan cakupan rumusan indicator			✓	
	3. Kesesuaian dengan kompetensi dasar			✓	
	4. Kesesuaian dengan standar kompetensi			✓	
II.	Pemilihan dan Pengorganisasian Materi Pembelajaran				
	1. Kesesuaian dengan kompetensi yang akan dicapai			✓	
	2. Kesesuaian dengan karakteristik peserta didik			✓	
	3. Keruntutan dan sistematika materi			✓	
	4. Kesesuaian materi dengan alokasi waktu			✓	
III.	Pemilihan Sumber Belajar / Media Pembelajaran				
	1. Kesesuaian sumber belajar / media pembelajaran dengan kompetensi (tujuan) yang ingin dicapai			✓	
	2. Kesesuaian sumber belajar / media pembelajaran dengan materi pembelajaran			✓	
	3. Kesesuaian sumber belajar / media pembelajaran dengan karakteristik peserta didik			✓	
IV.	Skenario / Kegiatan Pembelajaran				
	1. Kesesuaian strategi dan metode pembelajaran dengan kompetensi (tujuan) pembelajaran			✓	
	2. Kesesuaian strategi dan metode pembelajaran dengan materi pembelajaran			✓	
	3. Kesesuaian strategi dan metode pembelajaran dengan karakteristik peserta didik			✓	
	4. Kelengkapan langkah-langkah dalam setiap tahapan pembelajaran dan kesesuaian dengan alokasi waktu			✓	
V.	Penilaian Hasil Belajar				
	1. Kesesuaian teknik penilaian dengan kompetensi yang ingin Dicapai			✓	
	2. Kejelasan prosedur penilaian			✓	
	3. Kelengkapan instrumen (soal dan kunci jawaban)			✓	

VI.	Penggunaan Bahasa Tulis				
	1. Ketepatan Ejaan			✓	
	2. Ketepatan pilihan kata			✓	
	3. Kebakuan struktur kalimat			✓	
	4. Bentuk huruf dan angka baku			✓	
VII	Penilaian Validasi Umum	a	(b)	C	d

Kesimpulan :

.....
.....
.....
.....

Palembang, 5 Agustus 2016
Validator III



Beni Wijaya, M.Pd.

APPENDIX G

STUDENTS' ATTENDANCE LIST TRY OUT

Name of School : SMA MUHAMMADIYAH PALEMBANG
Class : XI. MIPA 2

No.	Name of Students	Signature
1.	Adam Malik	1.....
2.	Adifa Khairunnisa	2.....
3.	Adzkia Nurfadillah	3.....
4.	Ahmad Rindarto	4.....
5.	Alief Assegaf Risaladdin	5.....
6.	Annisa Tri Astuti	6.....
7.	Azzahra Nabila	7.....
8.	Desi Purnama Sari	8.....
9.	Desrika Heriyati	9.....
10.	Dini Arisa Octavianti	10.....
11.	Egi Wahyu Ramadhan	11.....
12.	Enjel Saputri	12.....
13.	Fachri Ramadhan	13.....
14.	Ferdi Alfajri	14.....
15.	Gresita Pertiwi	15.....
16.	Jaka Hidayat Yusuf	16.....
17.	Joko Adiyasa	17.....
18.	Kosoria Rumaysha	18.....
19.	M. Bram Yuda Pratama	19.....
20.	M. Habibi Izzuhaq	20.....
21.	M. Rafi	21.....

22.	M. Ridho Syahputra	22. <u>Ridho</u>
23.	Nafidah Isna Maulida	23. <u>Nafidah</u>
24.	Perlitya Shafarita Sativa	24. <u>Perlitya</u>
25.	Risky Rahmadina	25. <u>Risky</u>
26.	Salwa Aurumia Firanti	26. <u>Salwa</u>
27.	Selvia Kharisma	27. <u>Selvia</u>
28.	Sultan Fadel Mubarak	28. <u>Sultan</u>
29.	Tarisa Fitriani	29. <u>Tarisa</u>
30.	Umi Kalsum Sania	30. <u>Umi</u>
31.	Zalfaa Eulalia Nur Hamidjasi	31. <u>Zalfaa</u>

Teacher of English

Pito Agustian, S.Pd.
NBM. 1129660

Palembang, 13 August 2016
Researcher

Nurniati
NIM.11250044

- Subject : English**
- Skill : Reading**
- Time allocation : 2 x 46 minutes**
- Direction : Read the following text carefully and then, choose the correct answer (A, B, C, D, or E) on the answer sheet.**

Text 1

This text is for question 1-10

School Uniform, Another Good Lesson

1 School uniform is special clothes worn by all students of a particular school. The uniform of a school may differ from others. Why should schools use uniforms? Below are some reasons.

5 First of all, Notre Dame's Department of Sociology produced a study in 1998 concerning school uniforms. Their findings using 10th grade students showed that uniforms have no direct effect on "substance abuse, behavioral problems or attendance." It also claimed a negative effect on student achievements for those students considered 'pro-school'.

10 Secondly, uniform helps to create a strong sense school ethos and a sense of belonging to a particular community. As such it promotes discipline and helps to drive up academic standards, which is why a uniform is often adopted by schools which are being reopened with a fresh start after being classified as failing.

15 Finally, uniform acts as a social leveler, under which all students are equal in the eyes of the school and of each other. In institutions without uniform students are often competitive and worry endlessly about their appearance and the clothes they should wear. Pupils without expensive designer clothes and trainers may be singled out as social outcasts, or stigmatized as being from poor backgrounds. For these reasons many parents prefer uniforms as they save them money on buying clothes for school wear. Considering the findings, schools should implement the uniform as their identity. The government should also publish some kind of rule which makes uniform compulsory for schools.

(Source: *Detik-detik Ujian Nasional Bahasa Inggris.PT. Intan Parawira*)

1. What type is of the text above?
 - a. Narrative
 - b. Report
 - c. Analytical
 - d. Explanation
 - e. Description
2. What is the text about?
 - a. The school rules
 - b. The school identity
 - c. What we should wear at school
 - d. The importance of school uniform
 - e. The equality among students
3. In institutions without uniform students, one will be regarded poor because he/she
 - a. Does not wear a school uniform
 - b. Cannot afford to buy a school uniform
 - c. Wears no expensive designer clothes
 - d. Posses a bad academic record
 - e. Has a bad attitude at school
4. "As such it promotes discipline and helps to drive up academic standards" (Paragraph 3). What does the underlined word refer?
 - a. Particular community
 - b. School ethos
 - c. Research finding

- d. A study
 - e. Uniform
5. The first paragraph is about
- a. The writer's suggestion
 - b. The writer's arguments
 - c. The writer's reasons
 - d. The writer's general statement
 - e. The writer's thesis
6. "..... Substance abuse, behavioral problems or attendance." (Paragraph 2)
The antonym of the underlined word is?
- a. Arrival
 - b. Come up
 - c. Appearance
 - d. Presence
 - e. Absence
7. What tense is mostly used in the text?
- a. Simple past tense
 - b. Simple present tense
 - c. Simple perfect tense
 - d. Present continuous tense
 - e. Past continuous tense
8. We usually call the last paragraph as.....
- a. Resolution
 - b. Thesis
 - c. Conclusion
 - d. Recommendation
 - e. Twist
9. What is the purpose of the text?
- a. To persuade reader about the cars should be banned in the city
 - b. To explain the characteristics the cars should be banned in the city
 - c. To inform readers about cars should be banned in the city
 - d. To describe cars should be banned in the city
 - e. To entertain readers about cars should be banned in the city
10. What is generic structure text above?
- a. Orientation-thesis-argument
 - b. Thesis-argument-conclusion
 - c. Orientation-argument-conclusion
 - d. Thesis-orientation-reiteration
 - e. Thesis-orientation-conclusion

Text 2

This text is for question 11-20

Men Sana in Corpore Sano

- 1 The term "Men sana in corpore sano" means that a healthy body makes a sound mind. More people nowadays are aware of the truth behind the maxim.

- 5 As a result, they make sports an integral part of their lives. Some people participate in sports to release energy and tension, while others do it to make friends. Sports, such as soccer, basketball or boxing, have become an acceptable way to release energy and aggression

- 10 Other sport like golf, mountain climbing, dancing or bowling can be means of starting or consolidating friendships. Most sports offer a constructive escape from the pressures of the everyday life. In fact, you can change

- your life if you take up and keep up an activity suited to your character, abilities and lifestyle.

It is important to realize that no matter what kind of exercise you do, you can be sure that it's always good for your health and that it's fun.

(Source: *Interlanguage: English for senior high school students XI. Grasindo*)

11. What is the text about....
- a. Exercise can make body healthy
 - b. The effect of exercise
 - c. The importance of exercise
 - d. The kinds of exercise
 - e. The kinds of sport
12. Men sana in corpore sano means that
- a. Most sports offer a constructive
 - b. Healthy body makes a sound mind
 - c. Other sport like golf, mountain climbing, dancing
 - d. An acceptable way to release energy
 - e. Some people participate in sports
13. What kind of sport have become an acceptable way to release energy and aggression?
- a. Soccer, basketball or boxing
 - b. Golf, mountain climbing
 - c. Dancing or bowling
 - d. Golf, mountain climbing, dancing or bowling
 - e. Soccer and bowling

14. Most sports offer a **constructive** escape from the pressures of the everyday life. What is the synonym of the underlined word?
- Building
 - Strong
 - Healthy
 - Good
 - Weak
15. What is the purpose of the text?
- To persuade reader to exercise
 - To explain the characteristics of exercise
 - To inform readers about exercise
 - To describe about exercise
 - To entertain readers about exercise
16. Where in the passage does the author discuss the argument ?
- Paragraph 1-4
 - Paragraph 2-3
 - Paragraph 2-4
 - Paragraph 1-4
 - Paragraph 3-4
17. Why do some people participate in sports?
- Because sport releases energy and tension
 - Because it consolidating friendship
 - Because it shows people's abilities and lifestyle.
 - Because it is important to realize
 - Because it make a healthy body
18. What is the conclusion of the text?
- Exercise is important for health and fun
 - Sports is an integral part of lives
 - Sports is an integral part of people's lives
 - Sports is offer a constructive escape
 - It can be consolidating friendships
19. The organization of the text above is
- Orientation, complication, resolution, re-orientation
 - Thesis, argument, reiteration
 - Newsworthy event, background even, sources
 - Identification, description
 - Orientation, event, reorientation
20. Since we can find a thesis, arguments and reiteration in the text, so we can conclude that this text belongs to
- Description
 - Narration
 - Anecdote
 - Procedure
 - Analytical Exposition

Text 3

This text is for question 21-30

Genetic

- 1 Genetic research has produced both exciting and frightening possibilities. Scientists are now able to create new forms of life in the laboratory due to the development of gene splicing.
- 5 On the other hand, the ability to create life in the laboratory could greatly benefit mankind. For example, because it is very expensive to obtain insulin from natural sources, scientists have developed a method to manufacture it inexpensively in the laboratory.
- Another beneficial application of gene splicing is in agriculture. Scientists foresee the day when new plants will be developed using nitrogen from the air instead of from fertilizer.
- 10 Therefore food production could be increased. In addition, entirely new plants could be developed to feed the world's hungry people.
- Not everyone is excited about gene splicing, however. Some people feel that it could have terrible consequences. A laboratory accident, for example, might cause an epidemic of an unknown disease that could wipe out humanity.
- 15 As a result of this controversy, the government has made rules to control genetic experiments. While some members of the scientific community feel that these are too strict, many other people feel that are still not strict enough.

(Source: *Look Ahead An English course for senior high school students year XI. Pusat Perbukuan Departemen Pendidikan Nasional*)

21. The text above implies that ...
 - a. Genetic research always have bad effects on human Development
 - b. The government ignores the genetic research implementation
 - c. All scientists approve of the application of genetic research
 - d. Genetic research creates controversy among the scientists
 - e. Everyone is satisfied with the development of genetic research
22. Which of the following is the beneficial use of gene splicing?
 - a. The laboratory accident
 - b. The epidemic of an unknown disease
 - c. The insulin development
 - d. The fertilizer production
 - e. The plant growing in laboratory
23. What can endanger the existence of human life relating to genetic splicing?
 - a. The discovery of insulin from natural sources
 - b. The ability to create life in laboratory
 - c. The insulin manufacturing in laboratory
 - d. The development of gene splicing
 - e. The epidemic of an unknown disease
24. Paragraph 5 tells us about...
 - a. Statement of position of the author
 - b. Argument from people
 - c. Conclusion of author view
 - d. Two contrasting idea
 - e. Orietation of author
25. What is the purpose of the text?
 - a. To persuade reader about genetic
 - b. To explain the characteristics genetic
 - c. To inform readers about genetic
 - d. To describe about genetic
 - e. To entertain readers about genetic
26. Where in the passage does the author discuss the argument ?
 - a. Paragraph 1-4
 - b. Paragraph 2-3
 - c. Paragraph 2-4
 - d. Paragraph 1-4
 - e. Paragraph 4-5
27.because it is very expensive to obtain insulin from natural sources... (paragraph 2). What is the antonym of the underlined word?
 - a. Exclusive
 - b. Cheap
 - c. Exit
 - d. True
 - e. Far
28.Entirely new plants could be developed to feed the world's hungry people. (3rd paragraph). What is the synonym of the underlined word?
 - a. Evolving
 - b. Increasing
 - c. Fighting
 - d. Walking
 - e. Using
29. What is an example in laboratory accident?
 - a. Epidemic
 - b. Deasese
 - c. Virus
 - d. Bacteri
 - e. Fertilizer
30. What is conclusion of he last paragraph?
 - a. The government has made rules to control genetic experiments
 - b. The government is create life in the laboratory
 - c. Another beneficial application of gene
 - d. Scientists are now able to create new forms
 - e. Not everyone is excited about gene splicing

Text 4

This text is for question 31-40

Integrated Pest Management

1 There is no best way to deal with pests in agriculture. Pesticides are commonly used, but this may cause many problems. Combining different management operations is the most effective way to control pests.

5 Firstly, the chemical in pesticides may build up as residues in the environment. This reduces the quality of farm products. Furthermore, pests can gradually become resistant to pesticides. This means that newer and stronger ones have to be developed.

 Some pesticides affect non target animal such as fish and bees. This distrubs the balance of nature. To wipe out agricultural pests completely may be very expensive. Sometimes pests damage costs less than the method of control.

10 Finally, understanding the ecology of the area helps a lot in pest comntrol. Natural enemies can be used to control a pest, pesticides that do not affect the natural enemies should be chosen.

 Therefore, integrated pest management is is a safe and more effective option in agriculture.

(Source:Detik-detik Ujian Nasional Bahasa Inggris.PT.Intan Parawira).

31. What is purpose of te text?
- To persuade the readers that something is the case
 - To persuade the readers that something should or should not be the case
 - To inform the readers about events of the day which are considered newsworthy
 - To explain how something occurs
 - To present at least two point of view about an issue
32. What can affect the balance of nature according to the text?
- Pests developing resistance to pesticides
 - The use of pesticides that affects non target animals
 - The method of pests control
 - The cost of wiping out agricultural pests
 - The use of integrated pest management which is not effective
33. Why does the writer think that integrated pest management is good?
- It reduces the quality of farm products
 - It makes pests become resistant
 - Wiping out agricultural pests may be costly
 - It is a safe and more effective opinion in agricultural
 - It affects the natural balance
34. To wipe out agricultural pests completely may be very expensive (Paragraph 3). What is the antonym of the underlined word?
- Cheap
 - Observed
 - Identified
 - Examined
 - Healed
35. The first paragraph tells us about?
- Statement of position
 - First argument
 - Elaboration of argument
 - Conclusion
 - Second argument
36. The organization of the text above is
- Orientation, complication, resolution, re-orientation
 - Thesis, argument, reiteration
 - Newsworthy event, background even, sources
 - Identification, description

- e. Orientation, events, Reorientation
37. Pesticides are commonly used, but this may cause many problems (paragraph 1). The underlined word means
- Usually
 - Especially
 - Finally
 - effectively
 - Gradually
38. What may cause many problems in the text?
- Pesticides
 - Pests
 - Agriculture
 - Farm product
 - Natural enemies
39. Where in the passage does the author discuss the argument?
- Paragraph 2-4
 - Paragraph 1-4
 - Paragraph 1-5
 - Paragraph 2-5
 - Paragraph 2-3
40. The last paragraph tells us about?
- Statement of position
 - First argument
 - Elaboration of argument
 - Conclusion
 - Second argument

Text 5

This text is for question 41-50

Healthy Food

1 The biggest problem owned by healthy food is that very few people like it. It also happens to our stomachs. Research shows that the stomach sends a signal "not satisfied" after we eat healthy foods. In contrast, after eating less healthy food, our nerves send signals satiety and satisfaction. That was the results of research conducted by Alia Crum and her team from Yale

5 University.
In her research, Crum recruited 46 participants. They were tested to determine the body's response to two drinks a milkshake that was designed with various nutrition.

Whereas, these two drinks contained the same, but the first drink was high fat containing 620 calories. The drink was labeled "good" and promoted "good to drink". Meanwhile, another one

10 was low-fat with 140 calories. The label stated "give satisfaction without guilt".
The participants were asked to taste their milkshake in two weeks separately so they can tell the difference. Then, the researchers took blood samples to determine the level of participants' ghrelin, a hormone that increases when we feel hungry and when satiety level decreases.

15 Apparently, stable ghrelin levelled when participants consumed a drink labeled healthy. This means their bodies did not send signals of satisfaction or fullness after drinking the healthy milkshake.

The experts concluded that, when we believe have been eating foods that are low in calories, the body will send signals that we are less satisfied and still hungry.

(Source: *Think Smart Bahasa Inggris Kumpulan Soal untuk Kelas XI SMA/MA Program Bahasa. Grafindo*). Media Pratama).

41. What is the main idea of the text?
- eating foods that are low in calories
 - The label stated "give satisfaction without guilt"
 - our nerves send signals satiety and satisfaction
 - Consume drink labeled healthy
 - drinking the healthy milkshake
42. What is the first drink was high fat containing ?
- 620 calories
 - 46 calories
 - 140 calories
 - 120 calories
 - 130 calories

43. "Then, the researchers took blood samples to **determine** the level of participants'...."(5th Paragraph).
The underlined word means
- Pressure
 - Encourage
 - Establish
 - Choose
 - Statement
44. "Research shows that the stomach sends a signal "**not satisfied**" after we eat healthy foods."
The underlined sentence most nearly means.....
- The problems occurred
 - Disagree
 - Can not keep calm
 - Not providing need
 - Unusually
45. The first paragraph tells us about...
- Statement of position of the author
 - Argument from people
 - Conclusion of author view
 - Two contrasting idea
 - Oriention of author
46. They were tested to determine the body's response. (2nd Paragraph).The underlined word refers to . . .
- Alia Crum and her team
 - Participants
 - Healthy foods
 - Drinking
 - Milkshake
47. This means their bodies did not send signals. (4rd Paragraph).The underlined word refers to . . .
- Alia Crum and her team
 - Participants
 - Healthy foods
 - Drinking
 - Milkshake
48. The main idea of the third paragraph tell about ...
- Drinks milkshake various nutrition
 - The biggest problem owned by healthy food
 - Eating less healthy food
 - Two drinks contained the same
 - Drinking the healthy milkshake
49. How many participants did crum recruit?
- 46 participants
 - 140 participants
 - 47 participants
 - 60 participants
 - 620 participants
50. How much time the participants were asked to taste their milkshake?
- Two weeks
 - Three weeks
 - Five weeks
 - Six weeks
 - Sevent week

Text 6

This text is for question 51-60

House Husband's Heart Risk

- 1 Most people assume that life in the rat race is bad for your health. But reversing the traditional gender roles, being a house husband is a stressful business, according to the latest research by American scientist. By giving up their jobs in order to become house husbands, men increase their risk of heart attack or coronary disease by as much as 82%, according to
- 5 research based on 10 year study of 2,500 people in Boston, USA.

Accoding to Dr. Elaine Eaker, the key to the problem is that some men became stressed about performing a role not traditionally assignm to them by society. Men who stays at home tend not to have the same levels of support from friends and family as women do the same.

- 10 Jack O'Sullivan, of the Father's Direct, was quoted as saying: "Society expects the main career should be a woman and society is structured around that. Day care is called mother and toddler groups and some men feel awkward about belonging to those groups.

Professor Gary Cooper, a psychologist at the University of Manchester, said many men tend to underestimate the task of caring for a family. He said "Most men think being a

house husband involves putting on a bit of washing, taking the kids to school and then putting their feet up with a cup of coffee.

They are crazy. Most men are not used to performing a variety of activities simultaneously the kind of multi-tasking which is second nature to most women.

It is estimated that men have taken over the main homemaker's role in one in seven homes, as increasing numbers of women become the main breadwinner. The study also found that women in high-powered jobs were more likely to develop heart disease than those in more junior positions.

(Source: *Interlanguage: English for senior high school students XI. Grasindo*).

51. The main idea of the first paragraph is.....
- People living in the rat race tend to have heart attacks
 - The research on house-husbands health involved 2,500 people
 - Scientists did some research on the people's health living in Boston
 - House-husbands have understandable reasons why they gave up their jobs
 - The result of the research showed that house-husbands tend to have heart attacks
52. "some men became stressed about performing a role not traditionally assign to them by society." (2nd paragraph) The statement above is the result of research done by...
- A psychologist
 - Jack O'Sullivan
 - Dr Elaine Eaker
 - An American scientist
 - Professor Gary Cooper
53. Professor Gary Cooper the purpose of the text is...
- To describe what a house husband is.
 - To persuade readers not to become a house husband
 - To report the result of a research carried on by Dr Elaine Eaker
 - To explain to readers why house husbands are subjects to heart attack
 - To inform readers that 82% of house husbands suffer from heart attack.
54. Some house husbands become stressed because...
- They are jobless
 - They earn less than their wives.
 - Most people do not respect them.
 - They do not join the daycare groups.
 - They are not used to doing house keeping
55. The second paragraph tells us about?
- Statement of position
 - First argument
 - Elaboration of argument
 - Reiteration
 - Conclusion
56. Which is not true according to the text?
- Men who stays at home tend have the same levels
 - Many men tend to underestimate the task of caring for a family
 - Men increase their risk of heart attack or coronary disease by as much as 82%
 - Society expects the main career should be a woman
 - Day care is called mother and toddler groups
57. Men increase their risk of heart attack or coronary disease by as much as 82%. What is the synonym of the underlined word?
- Improve
 - Upgrade
 - Attack
 - Effect
 - Left
58. Where in the passage does the author discuss the argument of house husband heart risk?
- Paragraphs 1-2
 - Paragraphs 2-3
 - Paragraphs 3-5
 - Paragraphs 4-5
 - Paragraphs 1-5
59. They are crazy...(the last paragraph). The underlined word refers to ...
- The husband
 - The women
 - The children
 - The wife
 - The researcher

60. Who is Professor Gary Cooper?

- a. Psychologist
- b. Scientist

c. Doctor

d. Husband

e. Toddler

Text 7

This text is for question 61-70

Vegetarians Vs. Meat Consumer

1 Vegetarians, about 3.2% of the US population, do not eat meat. The US Department of Agriculture does not only include meat as part of a balanced diet, but it also states that a vegetarian diet can meet “the recommended dietary allowances for nutrients”

5 Many proponents of vegetarianism say that eating meat harms health, wastes resources, causes deforestation and creates pollution. They often argue that killing animals for food is cruel and unethical since non-animal food sources are plentiful. Humans evolved to be primarily vegetarians. Humans do not have the large mouth or long, pointed teeth of carnivores. Human teeth are short and flat for chewing fibrous food. The liver of a carnivore can detoxify the excess vitamin A absorbed from a meat-based diet. The human liver cannot exceed vitamin A.

10 It is unnecessary to take an animal’s life when vegetarian options are available. In the US about 35 million cows, 115 million pigs and 9 billion birds are killed for food each year. These animals should not have to die to satisfy an unnecessary dietary preference.

15 On the other hand, many opponents of a vegetarian diet say that moderate meat consumption is healthy, humane and that producing vegetables causes many of the same environmental problems as producing meat. Eating meat is not cruel or unethical. Every organism on earth dies, at some point, so others can live. There is nothing wrong with this cycle; it is how nature works. Humans have been eating meat in their ancestral diet provided a dense form of nutrients and protein that, when combined with high-calorie low nutrient carbohydrates such as roots, allowed us to develop our large brains and intelligence. Meat is the most convenient protein sources since it provides all 10 essential proteins (amino acids), as well as essential nutrients such as iron, zinc and the B vitamins, in one serving. Most individual plant foods do not provide adequate levels of all 100 essential proteins in a single serving.

25 In my opinion, meat eaters don’t need to feel guilty. Everything we consume, including vegetables or meat has environmental, ethical and health consequences.

(Source: Think Smart Bahasa Inggris Kumpulan Soal untuk Kelas XI SMA/MA Program Bahasa. Grafindo Media Pratama).

61. The social function of the text above is

....

- a. To deal with actual or vicarious experience indifferent ways
- b. To explain the process involved in the information
- c. To propose her/his point of view
- d. To persuade information and opinions organic food
- e. To entertain the readers about organic food

62. They often argue that killing animals for food is cruel and unethical. The word reasons mean....

- a. Conclusion
- b. Point of view
- c. Argument

d. Reinforcement

e. Statement

63. What is main idea of the text?

- a. Consume vegetables or meat has environmental, ethical and health consequences.
- b. 100 essential proteins in a single serving.
- c. Meat is the most convenient protein
- d. About 3.2% of the US population, do not eat meat
- e. Every organism on earth dies

64. but it also states that a **vegetarian** diet can meet.... (1st paragraph)
The underlined word means

- a. Kinds of vegetable
- b. Many vegetables

- c. Every Vegetables
 - d. Someone consume vegetables
 - e. Someone choose vegetable
65. What is the argument in second paragraph ?
- a. Killing animals for food is cruel and unethical
 - b. Meat eaters don't need to feel guilty
 - c. c.The human liver cannot exceed vitamin A
 - d. d.Meat is the most convenient protein sources
 - e. About 3.2% of the US population, do not eat meat
66. These animals should not have to die to satisfy an unnecessary dietary preference.
What is the antonym of the underlined word?
- a. Choose
 - b. Mean
 - c. Far
 - d. Dangerous
 - e. Eat
67. What is the conclusion in the last paragraph?
- a. Killing animals for food is cruel and unethical
 - b. Meat eaters don't need to feel guilty
 - c. The human liver cannot exceed vitamin A
 - d. Meat is the most convenient protein sources
 - e. About 3.2% of the US population, do not eat meat
68. The human liver cannot exceed.....
- a. Vitamin A
 - b. Vitamin B
 - c. Vitamin C
 - d. Vitamin D
 - e. Vitamin E
69. In the US about 35 million cows,..... pigs and 9 billion birds are killed for food each year.
- a. 115 milion
 - b. 114 milion
 - c. 116 milion
 - d. d.119 milion
 - e. 112 milion
70. Meat is the most convenient protein sources since it provides all 10 essential.....
- a. Protein (amino acids)
 - b. Nutrients
 - c. Iron
 - d. Zinc
 - e. Vitamin B

Text 8

This text is for question 71-80

Should Tv Food Commercials Targetting Children Be Banned?

1 Children in developed countries are facing serious health hazards, such as obesity, that are thought to be directly linked to their pattern on consumption influenced by junk food commercials during children's TV programs.

5 New Zealand is considering a ban following a finding that 65 percent of all the commercials during children's TV programs promote food that is high in fat, sugar, and salt content such as sweets, snacks, drinks and ice cream. Child diabetes and dental problems have been attributed to such foodstuffs.

Most European Union members have also launched strict regulations against children's TV commercials, but only Sweden and Norway have seriously attempted to a complete ban. Responses to the policy have varied; some have protested against it, while others have adjusted their approaches to marketing their snack products.

A study of Ofcom, a media regulating body in the UK, found that commercials do not have a direct impact on children's eating habits. A commercials ban would therefore not mean much in reducing the childhood obesity rate.

What has been found to have direct impact is the change in the eating habits of the community, whose access to instant meals is increasing all the time. More people have less time to prepare food, so variations of instant food are increasingly becoming a choice, despite the fact that most of these meals are fatty, calorie-laden and high in salt and sugar content.

15 Another argument against the ban is that child obesity has more to do with a sedentary lifestyle than with TV commercials. Today's children spend more hours before the television or computer than on active play, leading to the calories piling on and turning into fat.

In short, proponents of the ban base are that child obesity their argument on the health risks facing obese children who will likely grow up obese and prone to disease. They believe that banning the commercials, children will be less likely to consume junk food.

20 (Source: *Interlanguage: English for senior high school students XI*. Grasindo).

71. What is the view of commercials ban protesters?

- a. Junk food commercials threat the children's health
- b. The commercials ban makes the children obese
- c. The commercials would decrease the childhood obesity rate
- d. The commercials have no direct impact on children's eating habit
- e. The commercials have changed the lifestyle of the community

72. Some countries have launched the TV commercials ban in order to

- a. Abolish the broadcasts of commercials on TV at all
- b. Protect the children from consuming junk food
- c. Promote the health risk of suffering obesity

- d. Reduce the childhood obesity
- e. Regulate the broadcast of food commercials

73. From the last paragraph we infer that

- a. The children's obesity is prone to fatal disease
- b. The commercials ban will completely reduce the children's obesity
- c. The commercials ban will reduce junk food consumption
- d. The children will likely to grow up obese
- e. The proponents will keep on fighting to ban the commercials

74. ...such as obesity, that are thought to be directly linked to their pattern on consumption

What is the synonym of the underlined word?

- a. Dialled

- b. Glued
 - c. Lined
 - d. installed
 - e. Related
75. The second paragraph tells us about?
- a. Statement of position
 - b. First argument
 - c. Elaboration of argument
 - d. Reiteration
 - e. Conclusion
76.therefore not mean much in **reducing** the childhood obesity rate.
What is the synonym of the underlined word?
- a. Decreasing
78. The seventh paragraph tells us about...
- a. Statement of position of the author
 - b. Argument from people
 - c. Conclusion of author view
 - d. Two contrasting idea
 - e. Orietation of author
79. They believe that banning the commercials, children will be less likely to consume **junk food**.
The underlined word means
- a. Fast food
 - b. Healthy food
- b. Effect
 - c. Improve
 - d. Important
 - e. Relative
77. Which is not true according to the text?
- a. A study of Ofcom, a media regulating body in the US
 - b. Calorie-laden and high in slat and sugar content
 - c. Children will be less likely to consume junk food
 - d. More people have less time to prepare food
 - e. Leading to the calories piling on and turning into fat
 - c. Many food
 - d. Every food
 - e. Fat food
80. Where in the passage does the author discuss the argument of house husband heart risk?
- a. Paragraphs 1-2
 - b. Paragraphs 2-6
 - c. Paragraphs 4-5
 - d. Paragraphs 5-6
 - e. Paragraphs 6-7

***GOOD LUCK ***

ANSWER KEY

1. C	21. D	41. A	61. D
2. D	22. A	42. A	62. C
3. C	23. B	43. D	63. C
4. A	24. C	44. A	64. D
5. E	25. A	45. A	65. C
6. E	26. C	46. A	66. A
7. B	27. B	47. B	67. A
8. C	28. A	48. E	68. B
9. A	29. A	49. A	69. A
10. B	30. A	50. A	70. A
11. A	31. A	51. B	71. A
12. B	32. B	52. C	72. E
13. A	33. D	53. B	73. C
14. A	34. A	54. E	74. E
15. A	35. A	55. B	75. B
16. B	36. B	56. A	76. A
17. A	37. A	57. A	77. A
18. A	38. A	58. B	78. C
19. B	39. A	59. A	79. C
20. E	40. D	60. A	80. B

APPENDIX I

Validity Test Result of Each Question Items

No.	Validity Test	Sig.(2-tailed) of Pearson Correlation	r-table score	Result
1	Item 1	0	0,355	Invalid
2	Item 2	0,000	0,355	Invalid
3	Item 3	0,019	0,355	Invalid
4	Item 4	0,055	0,355	Invalid
5	Item 5	0,253	0,355	Valid
6	Item 6	0,637	0,355	Valid
7	Item 7	0,195	0,355	Invalid
8	Item 8	0.448	0,355	Invalid
9	Item 9	0,000	0,355	Invalid
10	Item 10	0,842	0,355	Valid
11	Item 11	0,483	0,355	Valid
12	Item 12	0,278	0,355	Invalid
13	Item 13	0,808	0,355	Valid
14	Item 14	0,426	0,355	Valid
15	Item 15	0,212	0,355	Invalid
16	Item 16	0,892	0,355	Valid
17	Item 17	0,799	0,355	Valid
18	Item 18	0,147	0,355	Invalid
19	Item 19	0,426	0,355	Valid
20	Item 20	0,822	0,355	Valid
21	Item 21	0,256	0,355	Invalid
22	Item 22	0,928	0,355	Valid
23	Item 23	0,183	0,355	Invalid
24	Item 24	0,006	0,355	Invalid

25	Item 25	0,822	0,355	Valid
26	Item 26	0,677	0,355	Valid
27	Item 27	0,453	0,355	Valid
28	Item 28	0,426	0,355	Valid
29	Item 29	0,799	0,355	Valid
30	Item 30	0,892	0,355	Valid
31	Item 31	0,448	0,355	Valid
32	Item 32	0,278	0,355	Invalid
33	Item 33	0,822	0,355	Valid
34	Item 34	0,453	0,355	Valid
35	Item 35	0,876	0,355	Valid
36	Item 36	0,799	0,355	Valid
37	Item 37	0,759	0,355	Valid
38	Item 38	0,677	0,355	Valid
39	Item 39	0,256	0,355	Invalid
40	Item 40	0,892	0,355	Valid
41	Item 41	0,037	0,355	Invalid
42	Item 42	0,637	0,355	Valid
43	Item 43	0,627	0,355	Valid
44	Item 44	0,799	0,355	Valid
45	Item 45	0,876	0,355	Valid
46	Item 46	0,059	0,355	Invalid
47	Item 46	0,017	0,355	Invalid
48	Item 46	0,256	0,355	Invalid
49	Item 49	0,253	0,355	Invalid
50	Item 50	0,000	0,355	Invalid
51	Item 51	0,253	0,355	Invalid
52	Item 52	0,876	0,355	Valid
53	Item 53	0,197	0,355	Invalid

54	Item 54	0,213	0,355	Invalid
55	Item 55	0,278	0,355	Invalid
56	Item 56	0,822	0,355	Valid
57	Item 57	0,000	0,355	Invalid
58	Item 58	0,107	0,355	Invalid
59	Item 59	0,453	0,355	Valid
60	Item 60	0,107	0,355	Invalid
61	Item 61	0,132	0,355	Invalid
62	Item 62	0,267	0,355	Invalid
63	Item 63	0,637	0,355	Valid
64	Item 64	0,482	0,355	Valid
65	Item 65	0,677	0,355	Valid
66	Item 66	0,928	0,355	Valid
67	Item 67	0,808	0,355	Valid
68	Item 68	0,928	0,355	Valid
69	Item 69	0,267	0,355	Invalid
70	Item 70	0,373	0,355	Valid
71	Item 71	0,961	0,355	Valid
72	Item 72	0,637	0,355	Valid
73	Item 73	0,482	0,355	Valid
74	Item 74	0,981	0,355	Valid
75	Item 75	0,267	0,355	Invalid
76	Item 76	0,278	0,355	Invalid
77	Item 77	0,231	0,355	Invalid
78	Item 78	0,766	0,355	Valid
79	Item 79	0,114	0,355	Invalid
80	Item 80	0,981	0,355	Valid

Subject : English
Skill : Reading
Time allocation : 2 x 46 minutes
Direction : Read the following text carefully and then, choose the correct answer (A, B, C, D, or E) on the answer sheet.

Text 1

This text is for question 1-10

Men Sana in Corpore Sano

- 1 The term “Men sana in corpore sano” means that a healthy body makes a sound mind. More and more people nowadays are aware of the truth behind the maxim.

As a result, they make sports an integral part of their lives. Some people participate in sports to release energy and tension, while others do it to make friends.

- 5 Sports, such as soccer, basketball or boxing, have become an acceptable way to release energy and aggression.

- 10 Other sport like golf, mountain climbing, dancing or bowling can be means of starting or consolidating friendships. Most sports offer a constructive escape from the pressures of the everyday life. In fact, you can change your life if you take up and keep up an activity suited to your character, abilities and lifestyle.

It is important to realize that no matter what kind of exercise you do, you can be sure that it's always good for your health and that it's fun.

(Source: *Interlanguage: English for senior high school students XI*. Grasindo).

1. What is the text about...
 - a. Exercise can make body healthy
 - b. The effect of exercise
 - c. The important of exercise
 - d. The kinds of exercise
 - e. The kinds of Sport
2. Men sana in corpore sano means that
 - a. Most sports offer a constructive
 - b. Healthy body makes a sound mind
 - c. Other sport like golf, mountain climbing, dancing
 - d. An acceptable way to release energy
 - e. Some people participate in sports
3. What kind of sport have become an acceptable way to release energy and aggression?
 - a. Soccer, basketball or boxing
 - b. Golf, mountain climbing
 - c. Dancing or bowling
 - d. Golf, mountain climbing
 - e. Soccer and bowling
4. Most sports offer a constructive escape from the pressures of the everyday life. What is the synonym of the underlined word?
 - a. Building
 - b. Strong
 - c. Healthy
 - d. Good
 - e. Weak
5. What is the purpose of the text?
 - a. To persuade reader about exercise
 - b. To explain the characteristics exercise
 - c. To inform readers about exercise
 - d. To describe about exercise
 - e. To entertain readers about exercise
6. Where in the passage does the author discuss the first argument ?
 - a. Paragraph 1-4
 - b. Paragraph 2-3
 - c. Paragraph 2-4
 - d. Paragraph 1-4
 - e. Paragraph 3-4

7. Why Some people participate in sports?
 - a. Because release energy and tension
 - b. Because consolidating friendship
 - c. Because abilities and lifestyle.
 - d. Because important to realize
 - e. Because healthy body
8. What is conclusion of the text?
 - a. Exercise is important for health and fun
 - b. Aware of the truth behind the maxim.
 - c. Sports an integral part of their lives
 - d. Most sports offer a constructiv
9. The organization of the text above is
 - a. Orientation, complication, resolution, re-orientation
 - b. Thesis, argument, reiteration
 - c. Newsworthy event, background even, sources
 - d. Identification, description
 - e. Orientation, event, reorientation
10. Since we can find a thesis, arguments and reiteration in the text, so we can conclude that this text belongs to.....
 - a. Description
 - b. Narration
 - c. Anecdote
 - d. Procedure
 - e. Analytical exposition

Text 2

This text is for question 11-20

Healthy Food

- 1 The biggest problem owned by healthy food is that very few people like it. It also happens to our stomachs. Research shows that the stomach sends a signal "not satisfied" after we eat healthy foods. In contrast, after eating less healthy food, our nerves send signals satiety and satisfaction. That was the results of
5 research conducted by Alia Crum and her team from Yale University.

In her research, Crum recruited 46 participants. They were tested to determine the body's response to two drinks a milkshake that was designed with various nutrition.

- 10 Whereas, these two drinks contained the same, but the first drink was high fat containing 620 calories. The drink was labeled "good" and promoted "good to drink". Meanwhile, another one was low-fat with 140 calories. The label stated "give satisfaction without guilt".

- 15 The participants were asked to taste their milkshake in two weeks separately so they can tell the difference. Then, the researchers took blood samples to determine the level of participants' ghrelin, a hormone that increases when we feel hungry and when satiety level decreases. Apparently, stable ghrelin levelled when participants consumed a drink labeled healthy. This means their bodies did not send signals of satisfaction or fullness after drinking the healthy
20 milkshake.

The experts concluded that, when we believe have been eating foods that are low in calories, the body will send signals that we are less satisfied and still hungry.

(Source: Think Smart Bahasa Inggris Kumpulan Soal untuk Kelas XI SMA/MA Program Bahasa. Grafindo Media Pratama).

11. What is the main idea of the text?
 - a. Eating foods that are low in calories
 - b. The label stated "give satisfaction without guilt"
 - c. Our nerves send signals satiety and satisfaction
 - d. Consume drink labeled healthy
 - e. Drinking the healthy milkshake
12. "But the first drink was high fat containingcalories".
 - a. 620
 - b. 46
 - c. 140
 - d. 120
 - e. 130
13. "Then, the researchers took blood samples to **determine** the level of participants'...."(5th Paragraph). The underlined word means
 - a. Pressure
 - b. Encourage
 - c. Establish
 - d. Choose
 - e. Statement
14. "Research shows that the stomach sends a signal **"not satisfied"** after we eat healthy foods." The underlined sentence most nearly means.....
 - a. The problems occurred
 - b. Disagree
 - c. Can not keep calm
 - d. Not providing need
 - e. Unusually
15. The first paragraph tells us about...
 - a. Statement of position of the author
 - b. Argument from people
 - c. Conclusion of author view
 - d. Two contrasting idea
 - e. Orientation of author
16. They were tested to determine the body's response. (2rd Paragraph).The underlined word refers to . . .
 - a. Alia Crum and her team
 - b. Participants
 - c. Healthy foods
 - d. Drinking
 - e. Milkshake
17. This means their bodies did not send signals.(4th Paragraph). The underlined word refers to . . .
 - a. Alia Crum and her team
 - b. Participants
 - c. Healthy foods
 - d. Drinking
 - e. Milkshake
18. The main idea of the third paragraph tell about ...
 - a. Drinks milkshake various nutrition
 - b. The biggest problem owned by healthy food
 - c. Eating less healthy food
 - d. Two drinks contained the same
 - e. Drinking the healthy milkshake.
19. How many participants recruiting by Crum?
 - a. 46 participants
 - b. 140 participants
 - c. 47 participants
 - d. 60 participants
 - e. 620 participants
20. How much time the participants were asked to taste their milkshake?
 - a. Two weeks
 - b. Three weeks
 - c. Five weeks
 - d. Six weeks
 - e. Seven week

Text 3

This text is for question 21-30

Vegetarians Vs. Meat Consumer

1 Vegetarians, about 3.2% of the US population, do not eat meat. The US Department of Agriculture does not only include meat as part of a balanced diet, but it also states that a vegetarian diet can meet “the recommended dietary allowances for nutrients.

5 Many proponents of vegetarianism say that eating meat harms health, wastes resources, causes deforestation and creates pollution. They often argue that killing animals for food is cruel and unethical since non-animal food sources are plentiful. Humans evolved to be primarily vegetarians. Humans do not have the large mouth or long, pointed teeth of carnivores. Human teeth are short and flat for chewing fibrous food. The liver of a carnivore can detoxify the excess vitamin A absorbed from a meat-based diet. The human liver cannot exceed vitamin A.

10 It is unnecessary to take an animal’s life when vegetarian options are available. In the US about 35 million cows, 115 million pigs and 9 billion birds are killed for food each year. These animals should not have to die to satisfy an unnecessary dietary preference.

15 On the other hand, many opponents of a vegetarian diet say that moderate meat consumption is healthy, humane and that producing vegetables causes many of the same environmental problems as producing meat. Eating meat is not cruel or unethical. Every organism on earth dies, at some point, so others can live. There is nothing wrong with this cycle; it is how nature works. Humans have been eating meat in their ancestral diet provided a dense form of nutrients and protein that, when combined with high-calorie low nutrient carbohydrates such as roots, allowed us to develop our large brains and intelligence. Meat is the most convenient protein sources since it provides all 10 essential proteins (amino acids), as well as essential nutrients such as iron, zinc and the B vitamins, in one serving. Most individual plant foods do not provide adequate levels of all 100 essential proteins in a single serving.

25 In my opinion, meat eaters don’t need to feel guilty. Everything we consume, including vegetables or meat has environmental, ethical and health consequences.

30 (Source: *Think Smart Bahasa Inggris Kumpulan Soal untuk Kelas XI SMA/MA Program Bahasa. Grafindo Media Pratama*).

- | | |
|---|---|
| 21. The social function of the text above is | e. To entertain the readers about organic food |
| a. To deal with actual or vicarious experience indifferent ways | 22. They often argue that killing animals for food is cruel and unethical. The word reasons mean..... |
| b. To explain the process involved in the information | a. Conclusion |
| c. To propose her/his point of view | b. Point of view |
| d. To persuade information and opinions organic food | c. Argument |

- d. Reinforcement
 - e. Statement
23. What is main idea of the text?
- a. Consume vegetables or meat has environmental, ethical and health consequences.
 - b. 100 essential proteins in a single serving.
 - c. Meat is the most convenient protein
 - d. About 3.2% of the US population, do not eat meat
 - e. Every organism on earth dies
24. but it also states that a vegetarian diet can meet.... (1st paragraph)
- The underlined word means
- a. Kinds of vegetable
 - b. Many vegetables
 - c. Every Vegetables
 - d. Someone consume vegetables
 - e. Someone choose vegetable
25. What is the argument in the second paragraph?
- a. Killing animals for food is cruel and unethical
 - b. Meat eaters don't need to feel guilty
 - c. The human liver cannot exceed vitamin A
 - d. Meat is the most convenient protein sources
 - e. About 3.2% of the US population, do not eat meat
26. These animals should not have to die to satisfy an unnecessary dietary preference.
- What is the synonym of the underlined word?
- a. Choose
 - b. Mean
 - c. Far
 - d. Dangerous
 - e. Eat
27. What is the conclusion in the last paragraph?
- a. Killing animals for food is cruel and unethical
 - b. Meat eaters don't need to feel guilty
 - c. The human liver cannot exceed vitamin A
 - d. Meat is the most convenient protein sources
 - e. About 3.2% of the US population, do not eat meat
28. The human liver cannot exceed.....
- a. Vitamin A
 - b. Vitamin B
 - c. Vitamin C
 - d. Vitamin D
 - e. Vitamin E
29. In the US about 35 million cows,..... pigs and 9 billion birds are killed for food each year.
- a. 115 milion
 - b. 114 milion
 - c. 116 milion
 - d. 119 milion
 - e. 112 milion
30. Meat is the most convenient protein sources since it provides all 10 essential.....
- a. Protein (amino acids)
 - b. Nutrients
 - c. Iron
 - d. Zinc
 - e. Vitamin

Text 4

This text is for question 31-40

Should Tv Food Commercials Targetting Children Be Banned?

1 Children in developed countries are facing serious health hazards, such as obesity, that are thought to be directly linked to their pattern on consumption influenced by junk food commercials during children's TV programs.

5 New Zealand is considering a ban following a finding that 65 percent of all the commercials during children's TV programs promote food that is high in fat, sugar, and salt content such as sweets, snacks, drinks and ice cream. Child diabetes and dental problems have been attributed to such foodstuffs.

10 Most European Union members have also launched strict regulations against children's TV commercials, but only Sweden and Norway have seriously attempted to a complete ban. Responses to the policy have varied; some have protested against it, while others have adjusted their approaches to marketing their snack products.

15 A study of Ofcom, a media regulating body in the UK, found that commercials do not have a direct impact on children's eating habits. A commercials ban would therefore not mean much in reducing the childhood obesity rate.

20 What has been found to have direct impact is the change in the eating habits of the community, whose access to instant meals is increasing all the time. More people have less time to prepare food, so variations of instant food are increasingly becoming a choice, despite the fact that most of these meals are fatty, calorie-laden and high in salt and sugar content.

25 Another argument against the ban is that child obesity has more to do with a sedentary lifestyle than with TV commercials. Today's children spend more hours before the television or computer than on active play, leading to the calories piling on and turning into fat.

30 In short, proponents of the ban base are that child obesity their argument on the health risks facing obese children who will likely grow up obese and prone to disease. They believe that banning the commercials, children will be less likely to consume junk food.

(Source: *Interlanguage: English for senior high school students XI*. Grasindo).

31. What is the view of commercials ban protesters?

- c. Junk food commercials threat the children's health
- d. The commercials ban makes the children obese
- c. The commercials would decrease the childhood obesity rate
- d. The commercials have no direct impact on children's eating habit

e. The commercials have changed the lifestyle of the community

32. Some countries have launched the TV commercials ban in order to

- a. Abolish the broadcasts of commercials on TV at all
- b. Protect the children from consuming junk food
- c. Promote the health risk of suffering obesity
- d. Reduce the childhood obesity

- e. Regulate the broadcast of food commercials
33. From the last paragraph we infer that
- The children's obesity is prone to fatal disease
 - The commercials ban will completely reduce the children's obesity
 - The commercials ban will reduce junk food consumption
 - The children will likely to grow up obese
 - The proponents will keep on fighting to ban the commercials
34. ...such as obesity, that are thought to be directly linked to their pattern on consumption
- What is the antonym of the underlined word?
- Uninteresting
 - Unfamiliar
 - Unusually
 - Uninstall
 - Unrelated
35. The second paragraph tells us about?
- Statement of position
 - First argument
 - Elaboration of argument
 - Reiteration
 - Conclusion
36.therefore not mean much in reducing the childhood obesity rate. What is the synonym of the underlined word?
- Decreasing
 - Effect
 - Improve
 - Important
 - Relative
37. Which is not true according to the text?
- A study of Ofcom, a media regulating body in the US
 - Calorie-laden and high in salt and sugar content
 - Children will be less likely to consume junk food
 - More people have less time to prepare food
 - Leading to the calories piling on and turning into fat
38. The seventh paragraph tells us about...
- Statement of position of the author
 - Argument from people
 - Conclusion of author view
 - Two contrasting idea
 - Orietation of author
39. They believe that banning the commercials, children will be less likely to consume junk food. The underlined word means
- Fast food
 - Healthy food
 - Many food
 - Every food
 - Fat food
40. Where in the passage does the author discuss the argument ?
- Paragraphs 1-2
 - Paragraphs 2-6
 - Paragraphs 4-5
 - Paragraphs 5-6
 - Paragraphs 6-7

ANSWER KEY

21. A	21. D
22. B	22. C
23. A	23. A
24. A	24. D
25. A	25. C
26. B	26. A
27. A	27. B
28. A	28. A
29. B	29. A
30. E	30. A
31. A	31. A
32. A	32. E
33. C	33. C
34. A	34. E
35. A	35. B
36. A	36. A
37. B	37. A
38. E	38. C
39. A	40. A
40. A	50. B

Result of Reliability Test Analysis Measured by Split Half

Case Processing Summary			
		N	%
Cases	Valid	31	100.0
	Excluded ^a	0	.0
	Total	31	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics			
Cronbach's Alpha	Part 1	Value	.825
		N of Items	40 ^a
	Part 2	Value	.782
		N of Items	40 ^b
	Total N of Items		80
Correlation Between Forms			.592
Spearman-Brown Coefficient	Equal Length		.744
	Unequal Length		.744
Guttman Split-Half Coefficient			.743
a. The items are: item_1, item_2, item_3, item_4, item_5, item_6, item_7, item_8, item_9, item_10, item_11, item_12, item_13, item_14, item_15, item_16, item_17, item_18, item_19, item_20, item_21, item_22, item_23, item_24, item_25, item_26, item_27, item_28, item_29, item_30, item_31, item_32, item_33, item_34, item_35, item_36, item_37, item_38, item_39, item_40.			
b. The items are: item_41, item_42, item_43, item_44, item_45, item_46, item_47, item_48, item_49, item_50, item_51, item_52, item_53, item_54, item_55, item_56, item_57, item_58, item_59, item_60, item_61, item_62, item_63, item_64, item_65, item_66, item_67, item_68, item_69, item_70, item_71, item_72, item_73, item_74, item_75, item_76, item_77, item_78, item_79, item_80.			

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

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

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

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
2. Memahami makna teks fungsional pendek dan monolog berbentuk <i>reports</i> , <i>narrative</i> , dan <i>analytical exposition</i> dalam konteks kehidupan sehari-hari	2.1 Merspon makna yang terdapat dalam teks fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari	• <i>Responding to instructions</i>	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keunggulan hati, optimis), • Berorientasi pada tugas (bermotivasi, tekun/labuh, berkead, energik), • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Mendengarkan undangan rapat yang disampaikan secara lisan melalui tape secara klasikal. • Mendiskusikan isi dan bentuk bahasa yang digunakan secara berkelompok	□ Mengidentifikasi topik sebuah teks fungsional pendek yang didengar □ Mengidentifikasi informasi tertentu dari teks fungsional pendek yang didengar • Mengidentifikasi tujuan komunikasi teks fungsional pendek yang didengar.	Tertulis (PG dan Uraian) Quiz Tugas	2 x45 2 x45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbelanja Inggris Majalah Internet

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
3. Bertukar	2.2. Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>report, narrative, dan analytical exposition</i>	• <i>Responding to instructions</i>	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (kegubahan hati, optimis), Berorientasi pada tugas (bermotivasi, tekun/tabah, berkead- enerjik), Mengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Mendengarkan sebuah cerita/laporan /exposisi secara klasikal • Mendiskusikan isi teks yang didengar secara berpasangan • Mendiskusikan bentuk bahasa lisan berdasarkan teks yang didengar secara kelompok.	• Mengidentifikasi <i>main idea</i> dari teks report yang didengar • Mengidentifikasi tokoh dan cerita yang didengar • Mengidentifikasi kejadian dalam teks yang didengar • Mengidentifikasi ciri-ciri dari benda/orang yang dilaporkan • Mengidentifikasi kasus yang didengar • Mengidentifikasi argumen yang didengar	Tulis (PG dan Urutan)	1 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA)
	3.1. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal	• <i>Using expressions of making, accepting, and deciding an invitation</i>	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan.	• Percaya diri (kegubahan hati, optimis), Berorientasi pada tugas (bermotivasi, tekun/tabah, berkead- enerjik), Mengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	Bermain peran secara berkelompok	• Menggunakan tindak tutur menyampaikan pendapat • Merespon tindak tutur menyampaikan	Tugas	6 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA)

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
resmi dan berlanjut (<i>sustained</i>) dalam konteks kehidupan sehari-hari	Interpersonal i) resmi dan berlanjut (<i>sustained</i>) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas		cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	berkead, enerjik, Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)		pendapat • Menggunakan tindak tutur meminta pendapat • Merespon tindak tutur meminta pendapat • Menggunakan tindak tutur menyatakan puas • Merespon tindak tutur menyatakan puas			School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbela Inggris Majalah Internet
3.2	Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan	• <i>Using expressions of making and canceling an appointment</i>	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan,	• Percaya diri (keunggulan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/abah, secara	• Mendiskusikan tindak tutur yang digunakan dan responnya dalam percakapan yang didengar secara	• Menggunakan tindak tutur memaschati • Merespon tindak tutur memaschati • Menggunakan tindak tutur	Tugas Performans	4 x 45 4 x 45	Developing English Competences for Grade X Senior High

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menasehati, memperingatkan, meluluskan permintaan, serta menyatakan perasaan <i>relief, pain, dan pleasure</i>		cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	berkead. enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	berkelompok	<ul style="list-style-type: none"> • Merespon tindak tutur • Mengungkapkan tindak tutur meluluskan permintaan • Merespon tindak tutur meluluskan permintaan • Menggunakan tindak tutur menyatakan perasaan • Merespon tindak tutur menyatakan perasaan 			School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/Poster Gambar Koran berbahasa Inggris Majalah Internet
4. Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk	4.1 Mengungkapkan makna dalam teks lisan fungsional	• <i>Performing a monologue of a procedure text</i>	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis), • Berorientasi pada tugas 	<ul style="list-style-type: none"> • Menyampaikan undangan lisan secara individu di depan kelas 	<ul style="list-style-type: none"> • Menggunakan bahasa lisan dalam menyampaikan teks fungsional 	Performans	2 x 45	Developing English Competencies for Grade

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
<i>report, narrative dan analytical exposition dalam konteks kehidupan sehari-hari</i>	pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari		semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	(berinovasi, tekun/abah, berdedikasi, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)		pendek			X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet
4.2	Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam	• <i>Performing a monologue of a procedure text</i>	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai,	• Percaya diri (kegigihan hati, optimis), Berorientasi pada tugas (berinovasi, tekun/abah, berdedikasi, enerjik). • Pengambil resiko (suka tantangan,	• Melakukan <i>case building</i> berdasarkan kelompok pro dan kontra. • Melakukan debat secara berkelompok dengan tema permasalahan daerah setempat.	□ Menggunakan kalimat simple present dalam menyampaikan report • Melakukan monolog berbentuk <i>narrative</i> • Melakukan monolog berbentuk	Unjuk kerja	4 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	konteks kehidupan sehari-hari dalam teks berbentuk: <i>report, narrative, dan analytical exposition</i>		gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)		• <i>analytical exposition</i> • Melakukan debat			Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet
5. Membaca 5.1. Memahami makna teks fungsional pendek dan esai berbentuk <i>report, narrative dan analytical exposition</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	5.1. Merespon makna dalam teks fungsional pendek (misalnya <i>banner, poster, pamphlet, dll</i>) resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan	• <i>Identifying the structure of a procedure text</i>	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (kepercayaan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/labuh, berkead, energik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Membaca nyaring bermakna teks berita/deskrip si/naratif secara individu • Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok. • Berlatih menggunakan kalimat <i>simple present</i> untuk menyatakan fakta dan kalimat pasif untuk	• Membaca nyaring bermakna ragam tulis yang dibahas dengan ucapan dan intonasi yang benar • Mengidentifikasi topik dari teks yang dibaca • Mengidentifikasi informasi tertentu dari teks fungsional pendek	Performans Tertulis 1 x 45 (PG dan Urutan) 1 x 45	1 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA)) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar

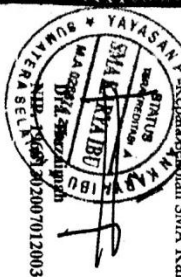
Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	sehari-hari				menyatakan inti berita				Koran berbahasa Inggris Majalah Internet
	5.2. Merspon 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: <i>report, narrative, dan analytical exposition</i>	<ul style="list-style-type: none"> • <i>Reading procedure texts</i> 	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> • Percaya diri (kepercayaan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/labuh, berckad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> • Membaca nyaring bermakna teks <i>narrative report / analytical exposition</i> secara individu • Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok. 	<ul style="list-style-type: none"> • Mengidentifikasi makna kata dalam teks yang dibaca. • Mengidentifikasi komplikasi dalam sebuah cerita narasi • Mengidentifikasi kejadian dalam teks yang dibaca • Mengidentifikasi ciri-ciri dari benda/orang yang dilaporkan • Mengidentifikasi kasus yang dibahas dalam teks • Mengidentifikasi argument yang diberikan • Mengidentifikasi langkah-langkah retorika dari teks • Mengidentifikasi tujuan 	<p>Quiz</p> <p>Tes tertulis</p> <p>Tugas</p>	<p>2 x 45</p> <p>2 x 45</p>	<p>Dev elopin g English Competenc ies</p> <p>for Grade X Senior High School (SMA/MA)</p> <p>Tape</p> <p>Kamus</p> <p>Kaset/CD</p> <p>Tape/CD</p> <p>Player</p> <p>OHP/LCD</p> <p>Foto/ Poster</p> <p>Gambar</p> <p>Koran</p> <p>berbahasa Inggris</p> <p>Majalah</p> <p>Internet</p>

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
Menulis	6. Mengungkapkan makna dalam teks esei berbentuk <i>report</i> , <i>narrative</i> , dan <i>analytical exposition</i> dalam konteks kehidupan sehari-hari	6.1 Mengungkapkan makna dalam bentuk teks fungsional pendek (misalnya <i>banner</i> , <i>poster</i> , <i>pamphlet</i> , dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> • Percaya diri (kepercayaan hati, optimis), Berorientasi pada tugas (bermotivasi, tekun/labih berkead, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> • Membuat <i>draft</i> teks naratif berita atau deskripsi dengan melakukan <i>chain writing</i>. • Melakukan koreksi 	<ul style="list-style-type: none"> • Menggunakan kata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat • Menulis gagasan utama • Mengelaborasi gagasan utama • Membuat <i>draft</i>, merevisi, menyunting • Menghasilkan <i>banner</i>, <i>poster</i>, atau <i>pamphlet</i> 	Tugas Portofolio	1 x 45 1 x 45	Developin g English Competenc es for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbela saja Inggris Majalah Internet
	6.2 Mengungkapkan makna dalam langkah	6.2 <i>Writing procedure texts</i>	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, 	<ul style="list-style-type: none"> • Percaya diri (kepercayaan hati, optimis), Berorientasi pada tugas 	<ul style="list-style-type: none"> • Membaca nyaring bermakna teks <i>explanation</i> secara individu 	<ul style="list-style-type: none"> • Mengidentifikasi makna kata dalam teks yang dibaca • Mengidentifikasi 	Tugas	1 x 45	Developin g English Competenc es for Grade

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>retorika dalam esai dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>report, narrative, dan analytical exposition</i></p>		<p>rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</p>	<p>(bermotivasi, tekun/abah, berkead, enerjik), • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)</p>	<p>• Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok. • Berlatih menggunakan kalimat <i>present tense</i> dalam bentuk kalimat komplit yang menyatakan proses terjadinya sesuatu dan kalimat yang menyatakan kontra.</p>	<p>maka kalimat dalam teks yang dibaca • Mengidentifikasi komposisi dalam sebuah cerita narasi • Mengidentifikasi kejadian dalam teks yang dibaca • Mengidentifikasi proses sebuah peristiwa • Mengidentifikasi argument yang pro dan kontra dalam teks • Mengidentifikasi langkah-langkah retorika dari teks</p>	Portofolio	1 x 45	<p>X Senior High School (SMA/MA)</p> <p>) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/Poster Gambar Koran berbelah Inggris Majalah Internet</p>

Mengetahui,

Kepala Sekolah SMA Karya Ibu Palembang



Palembang, September 2016

Guru Mata Pelajaran Bahasa Inggris

Tri Wulandari, S.Pd.

LESSON PLAN

School	: SMA Kaya Ibu Palembang
Subject	: Reading Analytical Exposition
Class/Semester	: XI /1 (Odd)
Time Allocation	: 2 x 45 minutes
Meeting	: 1 st

A. Standard of Competence

Reading

5. Comprehending short functional written text and simple essay in the form of *report*, *narrative* and *analytical exposition* texts in daily life and to access knowledge.

B. Basic Competency

5.2. Responding the meaning and rhetorical steps of an essay using various written language accurately, fluently, and appropriately in daily contexts and to access knowledge in the form of *report*, *narrative* and *analytical exposition* texts.

C. Indicator

1. Identifying the main idea of each paragraph
2. Understanding the purpose of expository text in type of analytical exposition text
3. Identifying the certain information of the text
4. Understanding the generic structure of analytical exposition text
5. Identifying the word meaning
6. Identifying the meaning of sentence
7. Identifying the suggestion of the text

D. The Goal of Learning

At the end of the study, students are able to:

1. Identifying the main idea of each paragraph
2. Understanding the purpose of expository text in type of analytical exposition text
3. Identifying the certain information of the text
4. Understanding the generic structure of analytical exposition text

5. Identifying the word meaning
6. Identifying the meaning of sentence
7. Identifying the suggestion of the text

E. Method of Teaching and Learning:

Feature Walks Strategy

F. Material

Analytical Exposition text is a text that elaborates the writer's idea about the phenomenon surrounding. The social unction of the text are to persuade the readers or listeners that something is the case. The generic structure of analytical exposition text are divided into three parts: Thesis, Argument, and Conclusion. Example:

The Factors Causing Global Warming



Thesis

Global warming is a complex *phenomenon*, and its full-scale impacts are hard to predict far in advance. But each year people learn more about what causes global warming. From the case mentioned above, the writer is going to explain three factors causing global warming.

Argument 1

First, people argue that **vehicles** and industries pollution make global warming happen. We know that emission gas of industries and vehicles cause increasing of **carbon dioxide** and **air vapor** in atmosphere which makes world temperature hotter, called *greenhouse effect*.

Argument 2

Second, *illegal logging* is one of causes global warming. For example, in our country, Indonesia, illegal logging is most popular activity. Many people, government or commoners like do it. Ironical, they know, if they cut trees more and

more, temperature of world will increase. Consequently, Earth to be hotter. But no one care with this problem.

Argument 3

Third, using electricity much more, it can cause temperature of earth **warm up**. In common, people produce energy by using **fossil** power that makes **carbon dioxide** in atmosphere increase.

Reiteration

From the facts above, I can conclude that global warming can be caused by *vehicles* and industries pollution, illegal logging and the use of over-electricity. So, we should have to save our earth right.

G. Source of Learning: Book and hard copies of text

Interlanguage: English for Senior High School Students XI (Joko Priyana, dkk)

H. Media : Dictionary, English Book, Questions Paper and The text

I. Teaching and Learning Activities:

Pre- Teaching Activities (10 minutes)

1. The teacher greets the students
2. The teacher checks the students' attendance list.
3. The teacher gives some questions that will relate to the analytical exposition text and lets the students guess what will be going to learn.

Whilst-Activities (70 Minutes)

1. The teacher introduce features text
2. The teacher divides the students into small group by random
3. The teacher gives the student analytical exposition text
4. The teacher ask the students in group to overview the text and find the text feature
5. The teacher asks one of the member in group to read and after that the other members discuss the predictions, questions, connections about what is the main idea of the text

6. The teacher asks one student of each group to convey about what they have been discussed
7. The students compare between their opinions and their predicted main idea
8. After finishing the discussion, the teacher asks the students to get back their as a seats class.
9. The teacher gives explanation about the main idea of the text using text features
10. The teacher give some exercise related to the text they have read and comprehended.

Post-Activities (10 minutes)

1. Together with the teacher, the students summarize the lesson
2. The teacher closes the class and greets the students

J. Assessment

a. Questions

1. The organization of the text above is
 - a. Orientation, complication, resolution, re-orientation
 - b. Thesis, argument, conclusion
 - c. Newsworthy event, background even, sources
 - d. Goal, material, steps
 - e. Identification, description
2. The social function of the text above is
 - a. To deal with actual or vicarious experience in different ways
 - b. To entertain the readers about harnessing solar energy
 - c. To explain the process involved in the information
 - d. To describe the harnessing solar energy
 - e. To persuade the readers that something is the case
3. Which is TRUE according to the text?
 - a. Using fossil power that makes carbon dioxide in atmosphere increase
 - b. The topic of the text above is exploiting illegal logging
 - c. Using electricity much more it can cause temperature of earth warm up
 - d. Emission gas of industries and vehicles cause increasing of carbon dioxide
 - e. Vehicles and industries pollution make global warming happen
4. “. Irony, they know, if they cut trees more and more, temperature of world will increase.”
 The underlined word most nearly means
 - a. Move

- b. Produce
 - c. Transfer
 - d. Improve
 - e. Switch
5. The text above mainly tells us about
- a. Fossil fuel
 - b. Exploiting bright light
 - c. Global warming
 - d. Illegal logging
 - e. Two points of views

Answer Key:

1. B 2. B 3. E 4. D 5. C

b. Guided Assessment

The correct answer: 20 point

Total = total correct answer x 20 point

Palembang, 23 August 2016

Teacher of English

Researcher

Tri Wulandari, S.Pd.

Nurnajati

**Distribution of Frequency Data Students' Pretest and Posttest Scores in
Control Group**

Pretest_Experimental					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35	1	3.3	3.3	3.3
	48	2	6.7	6.7	10.0
	55	1	3.3	3.3	13.3
	58	5	16.7	16.7	30.0
	60	5	16.7	16.7	46.7
	63	2	6.7	6.7	53.3
	65	3	10.0	10.0	63.3
	68	3	10.0	10.0	73.3
	70	3	10.0	10.0	83.3
	73	4	13.3	13.3	96.7
	75	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Posttest_Experimental					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	3.3	3.3	3.3
	50	2	6.7	6.7	10.0
	58	1	3.3	3.3	13.3
	60	8	26.7	26.7	40.0
	63	5	16.7	16.7	56.7
	65	2	6.7	6.7	63.3
	68	2	6.7	6.7	70.0
	70	3	10.0	10.0	80.0
	73	2	6.7	6.7	86.7
	75	3	10.0	10.0	96.7
	78	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Descriptive Statistics of Pretest and Posttest in Experimental and Control Group

Pretest Control Group

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_Experiment	30	45	75	65.42	6.762
Valid N (listwise)	30				

Posttest Control Group

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest_Experiment	30	45	78	68.42	6.994
Valid N (listwise)	30				

Pretest Experimental Group

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_Control	30	35	75	62.33	8.782
Valid N (listwise)	30				

Post test Experimental Group

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest_Control	30	45	78	63.92	7.787
Valid N (listwise)	30				

APPENDIX P**Normality of Pretest and Posttest in Control and Experimental Group****Normality Test of Students' Pretest Scores in Control Group****One-Sample Kolmogorov-Smirnov Test**

		pre_control
N		30
Normal Parameters ^a	Mean	65.42
	Std. Deviation	6.762
Most Extreme Differences	Absolute	.254
	Positive	.116
	Negative	-.254
Kolmogorov-Smirnov Z		1.393
Asymp. Sig. (2-tailed)		.041
a. Test distribution is Normal.		

Normality Test of Students' Posttest Scores in Control Group**One-Sample Kolmogorov-Smirnov Test**

		post_control
N		30
Normal Parameters ^a	Mean	68.42
	Std. Deviation	6.994
Most Extreme Differences	Absolute	.281
	Positive	.119
	Negative	-.281
Kolmogorov-Smirnov Z		1.540
Asymp. Sig. (2-tailed)		.017
a. Test distribution is Normal.		

Normality Test of Students' Pretest Scores in Experimental Group

One-Sample Kolmogorov-Smirnov Test			pre_experimental
N			30
Normal Parameters ^a	Mean		62.33
	Std. Deviation		8.782
Most Extreme Differences	Absolute		.158
	Positive		.090
	Negative		-.158
Kolmogorov-Smirnov Z			.864
Asymp. Sig. (2-tailed)			.445
a. Test distribution is Normal.			

Normality Test of Students' Posttest Scores in Experimental Group

One-Sample Kolmogorov-Smirnov Test			post_experimental
N			30
Normal Parameters ^a	Mean		63.92
	Std. Deviation		7.787
Most Extreme Differences	Absolute		.174
	Positive		.139
	Negative		-.174
Kolmogorov-Smirnov Z			.954
Asymp. Sig. (2-tailed)			.323
a. Test distribution is Normal.			

Homogeneity Test on Students' Pretest and Posttest Scores in Control and Experimental groups

Pretest Scores in Control and Experimental groups

Test of Homogeneity of Variances

HomoPre

Levene Statistic	df1	df2	Sig.
1,706	1	58	,197

ANOVA

HomoPre

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	142,604	1	142,604	2,322	,133
Within Groups	3562,708	58	61,426		
Total	3705,313	59			

Posttest Scores in Control and Experimental groups

Test of Homogeneity of Variances

HomoPost

Levene Statistic	df1	df2	Sig.
1,223	1	58	,273

ANOVA

HomoPost

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	303,750	1	303,750	5,545	,022
Within Groups	3177,083	58	54,777		
Total	3480,833	59			

Result of Paired and Independent Sample T-Test

Hypothesis Testing of Students' Pretest and Posttest Score in Control and Experimental Groups Measuring Means Significant Improvement

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 PreExp & PostExp	30	,766	,000
Pair 2 PreCntrl & PostCntrl	30	,955	,000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreExp - PostExp	-3,00000	4,70693	,85936	-4,75760	-1,24240	-3,491	29	,002
Pair 2	PreCntrl - PostCntrl	-1,58333	2,66550	,48665	-2,57865	-,58802	-3,254	29	,003

Hypothesis Testing of Students' Pretest and Posttest Score in Experimental and Control Groups Measuring Means Significant Difference

Pretest Score in Experimental and Control Groups

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
IndepPost	Equal variances assumed	1,223	,273	-2,355	58	,022	-4,50000	1,91097	-8,32523	-,67477
	Equal variances not assumed			-2,355	57,343	,022	-4,50000	1,91097	-8,32616	-,67384

Posttest Score in Experimental and Control Groups

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
IndepPost	Equal variances assumed	1,223	,273	-2,355	58	,022	-4,50000	1,91097	-8,32523	-,67477
	Equal variances not assumed			-2,355	57,343	,022	-4,50000	1,91097	-8,32616	-,67384

Research Gallery Photos Gallery

Try out at SMA Muhammadiyah 1 Palembang







