

APPENDIX 2

RENCANA PELAKSANAAN PEMBELAJARAN

(experiment class)

Nama sekolah	: SMAN 1 Sungai Loban, Tanah bumbu
Mata Pelajaran	: Bahasa Inggris
Program	: MIA
Kelas/Semester	: XI (Sebelas) / 1
Tema	: Analytical Exposition
Aspek/Skill	: Reading
Alokasi Waktu	: 1 x 45 menit

A. Kompetensi Inti

KI 1 : Mengahyati dan mengamalkan agama yang dianutnya.

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

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

KI 4 : Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajarinya disekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keimuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pembelajaran
3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum sesuai dengan konteks penggunaannya.	3.10 menelaah struktur teks dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum sesuai dengan konteks penggunaannya.
4.14 menangkap makna dalam teks eksposisi analitis topik yang hangat dibicarakan umum	4.14 mengemukakan makna dalam teks eksposisi analitis dengan topik yang hangat dan sesuai

C. Tujuan Pembelajaran:

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis dengan benar.
2. Mampu mengidentifikasi langkah-langkah wacana analytical exposition text.

D. Karakter siswa yang diharapkan

1. Dapat dipercaya
2. Rasa hormat dan perhatian
3. Tekun
4. Tanggung jawab
5. Berani

E. Materi Pembelajaran

1. Definition Analytical Exposition Text

Analytical Exposition Text is a kind of type that presents one side of an issue in a form of arguments. The purpose of analytical exposition text to persuade the reader by presenting one side of an argument. In other word, it can be said than analytical exposition text is used to argue point of view or to persuade the audience to do something. Analytical exposition text can be found in legal defenses, spoken argument, advertisement, announcement, radio commercial and leaflet. Analytical exposition text also the text that elaborates the writer idea about the phenomenon surrounding. Its social function is to show the readers that the idea is the important matter.

2. Generic structure of Analytical Exposition

A. Thesis : introducing the topic and indicating the writer position.

It consists of the author point of view, preview of arguments that will follow in the text next section and a question or emotional statement to get audience attention.

B. Argument : explaining the arguments to support the writer's position. This part is significant to support about the thesis. Therefore, it needs some requirements. They are explained as follow :

- A new paragraph is used for each argument.
- Each new paragraph begins with the topic sentence.
- After topic sentence comes the details to support the argument
- Emotive word is used to persuade the audience into believing the author.

C. Reiteration : restating the writer's position. A conclusion summing up the argument: in this way, the author restates the author's point of view / reiteration. Further fore, summery of what has been stated in the section above may be include here.

Example: Analytical Exposition Text

Global Warming

Everybody should change their way of life to reduce global warming. There are several things that we can do. One of them is by buying and consuming fresh local groceries as much as possible. It of course includes local vegetables, fruits, bread, etc. Local groceries don't need much transportation to get it into the market. It of course means, the amount of carbon dioxide produced is less than the groceries from other region.

Therefore, by buying local groceries we are helping reduce the amount of carbon dioxide produced. Consuming fresh groceries instead of frozen ones are healthier for us. Furthermore, fresh food or groceries means no requirements for it to be freeze up. It means that no electricity is needed and saving energy means reducing carbon dioxide and money. So, from now on we should consume fresh local groceries to reduce global warming.

F. Strategi Pembelajaran:

1. Metode Pembelajaran : Small Group Discussion Technique

G. Langkah-langkah Kegiatan:

Kegiatan	Rincian kegiatan	Waktu
pendahuluan	<ul style="list-style-type: none"> • Guru itu menyapa para siswa dengan mengucapkan selamat pagi, selamat dan sore • Guru memeriksa daftar hadir • Guru memeriksa kondisi ruang kelas 	10 menit
Kegiatan inti	<ul style="list-style-type: none"> • Guru membimbing siswa dalam membentuk diskusi kelompok kecil • Guru memberikan materi tentang teks eksposisi analitis dan siswa dalam setiap kelompok 	30 menit

	<p>memprediksinya</p> <ul style="list-style-type: none"> • Para siswa mendiskusikan suatu topik dalam kelompok mereka dan guru berkeliling kelas • masing-masing kelompok mendiskusikan tentang hasil diskusi mereka dengan kelompok lain • Guru menjelaskan tentang materi • Akhirnya, setiap siswa mencoba menjawab pertanyaan yang telah disiapkan dalam teks 	
<p>Kegiatan Penutup</p>	<ul style="list-style-type: none"> • Guru bertanya kepada peserta didik bagaimana perasaan mereka selama kegiatan • Guru menyimpulkan materi • Guru menutup kelas 	<p>5 menit</p>

H. Alat dan Sumber belajar

a. Alat dan Media

Alat : Laptop, LCD, white board

Media : Power point, papan tulis

b. Sumber Belajar

Buku paket : BSE K.13 Revisi 2017

Penilaian

1. Penilaian proses

Dilakuakn saat kegiatan belajar mengajar berlangsung

2. Penilaian hasil

Dilakukan saat siswa menjawab pertanyaan yang berkaitan dengan materi

Intrument : soal test yang terlampir

Kriteria penilaian : test berjumlah 10 butir soal berbentuk pilihan ganda.

Tanah bumbu , Oktober 9th2018

Mengetahui

Guru bahasa inggris

peneliti

Novi Hardian, S.pd

Ali fathurahman

APPENDIX 3

RENCANA PELAKSANAAN PEMBELAJARAN

(experiment class)

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Mata Pelajaran	: Bahasa Inggris
Program	: MIA
Kelas/Semester	: XI (Sebelas) / 1
Tema	: Analytical Exposition
Aspek/Skill	: Reading
Alokasi Waktu	: 1 x 45 menit

B. Kompetensi Inti

KI 1 : Mengahyati dan mengamalkan agama yang dianutnya.

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

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

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B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pembelajaran
3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum sesuai dengan konteks penggunaannya.	3.10 menelaah struktur teks dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum sesuai dengan konteks penggunaannya.
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C. Tujuan Pembelajaran:

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis dengan benar.
2. Mampu mengidentifikasi langkah-langkah wacana analytical exposition text.

D. Karakter siswa yang diharapkan

1. Dapat dipercaya
2. Rasa hormat dan perhatian
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1. Definition Analytical Exposition Text

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2. Generic structure of Analytical Exposition

A. Thesis : introducing the topic and indicating the writer position.

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C. **Reiteration** : restating the writer's position. A conclusion summing up the argument: in this way, the author restates the author's point of view / reiteration. Further fore, summery of what has been stated in the section above may be include here.

Example: Analytical Exposition Text

The Importance of Breakfast.

Thesis

Why is breakfast important? "Breakfast like a King, Lunch like a Prince and Dine like a Pauper" It's a well-known phrase, but do you follow it?

Argument

Breakfast provides many benefits to our health and wellbeing. Breakfast provides the body and brain with fuel after an overnight fast – that's where its name originates, breaking the fast! Without breakfast you are effectively running on empty, like trying to start the car with no petrol!

Argument

Breakfast support cognitive function. Breakfast also restores glucose levels, an essential carbohydrate that is needed for the brain to function. Breakfast provides energy, studies have shown how eating breakfast can improve memory and concentration levels and it can also make us happier as it can improve mood and lower stress levels.

Re-iteration

Breakfast provides energy needs. People's energy needs vary depending on activity levels and life stage but typically men require more energy than women. Growing children require a lot of energy, as an example boys aged 7-10 years should consume approximately 1970 kcals per day, and girls aged 7-10 years should consume approximately 1740 kcals.

F. Strategi Pembelajaran:

1. Metode Pembelajaran : Small Group Discussion Technique

G. Langkah-langkah Kegiatan:

Kegiatan	Rincian kegiatan	Waktu
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Kegiatan inti	<ul style="list-style-type: none"> • Guru membimbing siswa dalam membentuk diskusi kelompok kecil • Guru memberikan materi tentang teks eksposisi analitis dan siswa dalam setiap kelompok memprediksinya • Para siswa mendiskusikan suatu topik dalam kelompok mereka dan guru berkeliling kelas • masing-masing kelompok mendiskusikan tentang hasil diskusi mereka dengan kelompok lain • Guru menjelaskan tentang materi • Akhirnya, setiap siswa mencoba menjawab pertanyaan yang telah disiapkan dalam teks 	30 menit
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b. Sumber Belajar

Buku paket : BSE K.13 Revisi 2017

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Intrument : soal test yang terlampir

Kriteria penilaian : test berjumlah 10 butir soal berbentuk pilihan ganda.

Tanah bumbu , Oktober 17th2018

Mengetahui

Guru bahasa inggris

peneliti

Novi Hardian, S.pd

Ali faturahman

APPENDIX 4

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C. Tujuan Pembelajaran:

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D. Karakter siswa yang diharapkan

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6. After topic sentence comes the details to support the argument
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Example: Analytical Exposition Text

Seat Belts

Nowadays, the police have been applying the new regulation concerning the use of seat belts. In European countries, this regulation has been applied for a long time. However, this new regulation has become controversial and is an interesting topic to discuss. Here are some of the arguments. The use of seat belts has been proven to reduce the risk of injury or death in an accident. Seat belt has become a standard component in cars. The research shows that most car accident will cause an injury to the head.

Frequently, drivers or the passengers driving without seat belts die because of this. By wearing the seat belts, the injury will not happen since belts restrain our body on the car seat when the accident happens. Unfortunately, many cars, especially the old ones, don't have seat belts. This is because the traffic conditions in the past were unlike the recent traffic conditions.

The designer of old cars didn't consider a seat belt as an important part. Besides, the drivers wearing the seat belt will think that they are completely safe, so they may drive carelessly. They are safe, indeed, but how about safety of others?

The seat belt is only one of the ways to reduce the risk of car accidents. It doesn't mean that we are completely safe. In short, our safety depends on ourselves.

F. Strategi Pembelajaran:

1. Metode Pembelajaran : Small Group Discussion Technique

G. Langkah-langkah Kegiatan:

Kegiatan	Rincian kegiatan	Waktu
pendahuluan	<ul style="list-style-type: none"> • Guru itu menyapa para siswa dengan mengucapkan selamat pagi, selamat dan sore • Guru memeriksa daftar hadir • Guru memeriksa kondisi ruang kelas 	10 menit

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H. Alat dan Sumber belajar

a. Alat dan Media

Alat : Laptop, LCD, white board

Media : Power point, papan tulis

b. Sumber Belajar

Buku paket : BSE K.13 Revisi 2017

1. Penilaian proses Dilakuakn saat kegiatan belajar mengajar berlangsung

2. Penilaian hasil

Dilakukan saat siswa menjawab pertanyaan yang berkaitan dengan materi

Intrument : soal test yang terlampir

Kriteria penilaian : test berjumlah 10 butir soal berbentuk pilihan ganda.

Tanah bumbu , Oktober 24th2018

Mengetahui

Guru bahasa inggris

peneliti

Novi Hardian, S.pd

Ali fathurahman

APPENDIX 5

SOAL PRE-TEST

NAME :

CLASS :

Chose the correct answer by crossing (X) a, b, c, d or, e

The text for question number 1-7

Cars Should Be Banned In The City

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 this illness is so bad that people can die from them. Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers. 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 should be banned from the city for the reasons listed.

1. What type of the text above?
 - a. Narrative.
 - b. Report.
 - c. Analytical.
 - d. Explanation.
 - e. Description.

2. What one of the diseases caused by pollution?
 - a. HIV / AIDS
 - b. BRONCHITIS
 - c. LIVER
 - d. IMPOTENT
 - e. CHOLERA

3. We usually call the last paragraph as.....
 - a. Resolution
 - b. Reiteration
 - c. Conclusion
 - d. Recommendation
 - e. Twist

4. 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

5. 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 cans accelerate the transport.
 - e. the cars today are our roads biggest killers.

6. What the title text above?
 - a. Cars Should Be Banned In The City
 - b. Cars cause pollution.
 - c. Car giant killer street.
 - d. Car facilitates transportation.
 - e. Cars cause noise of the city.

7. Which paragraph is called arguments?

- a. I and II.
- b. IV
- c. All paragraphs
- d. II, III, and III

The text for question number 8-10

Use of Formalin and Other Additives in Foods

The use of formalin and other dangerous preservatives in food has been serious problem for three reasons. Firstly, formalin is not for human beings, but it is for biological specimens and experiments. Formalin in Biology is a 10% solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservatives. Of course when it is used for food preservative, it will be very dangerous to human's body. The second reason is that there is no tight control from the government.

This condition makes the people's health is really in a threat. When the control is weak and the use formalin was spread wide all over the Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products which contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses?

Considering the reasons, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

8. Why is formalin dangerous for human`s body?

- a. It is not food preservatives.
- b. It is a disinfectant for human beings.
- c. It is used to preserve biological specimens.
- d. It is 10% solution of formaldehyde in water.
- e. It is controlled flighty from the government.

9. The main idea of paragraph 2 is....

- a. the human`s bodies will be harmful after consuming the formalin
- b. the government has not controlled the use of formalin firmly.
- c. the weak control of using formalin is not threatening the human
- d. the human`s bodies will be harmful after consuming the formalin
- e. the use of formalin is known all over the regions

10. Based on the facts above, the writer suggest that ...

- a. people have to avoid consuming formalin in their food
- b. the use of formal deeded is necessary to control the food
- c. people should add 100% solution of formaldehyde in water
- d. the food preservative is required to make the food delicious
- e. food seller is supposed to pour formalin for vegetables and food products

The text for question number 11-13

**To improve Comfort and Cleanliness at our School, a Number of Dust Bins
Should be Increased.**

When we look at classrooms, school corridors and school yard, there are paper mineral water cups, straws, and napkins here and there. The condition of uncleanliness and discomfort really hinders learning and teaching environment. Litters thrown carelessly cause disease, especially empty plastic cup or glasses. They can be filled out with water coming from the rain. This can be placed for dengue mosquitoes to spread out. Besides, this rubbish can deteriorate the scene. Well painted wall and green school yard do not mean anything litters are scattered everywhere.

Anyway I notice that most of the students in our school have responsibilities for the school environment. They put their litters on the proper places. But some are not diligent enough to find the dust bins.

The numbers of dust binds in our schools are not enough. Ore dust bins should be put beside each of steps, outside of the classrooms, and some more also the corridors. Probably one dust bin should be in every ten meters. So when students want to throw away their litters, they can find the dust bins easily. When school is equipped with sufficient dust bins, we do not have problems of freak and discomfort any more. Our school will be very clean and become a nice place to study.

11. What is the writer's intention? To readers to do something good.

- a. informs
- b. explain
- c. describe
- d. entertain
- e. persuade

12. What is the writer's argument on a sufficient number of dust bins?

- a. They can prevent litters
- b. They can save janitor's energy
- c. Students are asked to clean them
- d. They make school environment neat
- e. Students can throw garbage away easily

13. What is the writer's suggestion?

- a. To buy more dustbins
- b. To hire more gardeners
- c. To use dustbins efficiently
- d. To ask parents to give more dustbins
- e. To ask students to clean the school yard

The text for question number 14-17

Seat Belts

Nowadays, the police have been applying the new regulation concerning the use of seat belts. In European countries, this regulation has been applied for a long time. However, this new regulation has become controversial and is an interesting topic to discuss. Here are some of the arguments. The use of seat belts has been proven to reduce the risk of injury or death in an accident. Seat belt has become a standard component in cars. The research shows that most car accident will cause an injury to the head.

Frequently, drivers or the passengers driving without seat belts die because of this. By wearing the seat belts, the injury will not happen since belts restrain our body on the car seat when the accident happens. Unfortunately, many cars, especially the old ones, don't have seat belts. This is because the traffic conditions in the past were unlike the recent traffic conditions.

The designer of old cars didn't consider a seat belt as an important part. Besides, the drivers wearing the seat belt will think that they are completely safe, so they may drive carelessly. They are safe, indeed, but how about safety of others?

The seat belt is only one of the ways to reduce the risk of car accidents. It doesn't mean that we are completely safe. In short, our safety depends on ourselves.

14. Which one is true according to paragraph 3?

- a. old cars do not use seat belts
- b. the old cars have seat belts for their safety
- c. the drivers wearing seat belts may drive carefully
- d. the traffic conditions in the past were similar to the recent
- e. the old cars' designer considered a seat belt as an important part

15. What is the function of seat belts?

- a. to reduce the traffic conditions
- b. to become a standard component in cars
- c. to reduce the risk of injury or death in an accident
- d. to prevent the drivers driving cars carefully
- e. to increase the risk of injury in car accidents

16. Who considered a seat belt as an unimportant part?

- a. police
- b. people
- c. driver's
- d. passenger's
- e. old cars designers

17. "that they are completely safe." (Paragraph 3) What does the word 'they' refer to?

- a. cars
- b. seat belts

- c. drivers
- d. designer's
- e. Others

The text for question number 18-20

Global Warming

Everybody should change their way of life to reduce global warming. There are several things that we can do. One of them is by buying and consuming fresh local groceries as much as possible. It of course includes local vegetables, fruits, bread, etc. Local groceries don't need much transportation to get it into the market. It of course means, the amount of carbon dioxide produced is less than the groceries from other region.

Therefore, by buying local groceries we are helping reduce the amount of carbon dioxide produced. Consuming fresh groceries instead of frozen ones are healthier for us. Furthermore, fresh food or groceries means no requirements for it to be freeze up. It means that no electricity is needed and saving energy means reducing carbon dioxide and money. So, from now on we should consume fresh local groceries to reduce global warming.

18. The text gives us information about...

- a. The ways to minimize global warming
- b. The ways to increase global warming
- c. The effects of global warming
- d. The importance of consuming local groceries
- e. The importance of knowing global warming

19. To reduce the global warming we should.....

- a. Buy import product
- b. Buy expensive clothes
- c. Consume frozen foods
- d. Consume fresh foods
- e. Not use electricity efficiently

20. We are helping reduce the amount of global warming” (Paragraph 2) The underlined word can be replaced by

- a. Increase
- b. Decrease
- c. Improve
- d. Add
- e. Maximize

Key Answers

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

APPENDIX 6

The Reading score of students XI MIA 4 (Experiment class)

No	Name	Score	
		pre-test	Post-test
1	AENUR FITRI	50	80
2	AHMAD SUBANDI	45	70
3	ARDI ARIFIN	45	75
4	DIAH PUSPITA SARI	70	75
5	DICKY PUTRA WIGUNA	65	75
6	DEWI PARWATI	70	80
7	DIYAH AYU ILHAM R	60	65
8	DYKA VIAN NURVITA	75	75
9	EDO RONYYO	75	85
10	EKA SUSILAWATI	60	75
11	ELMA NANDA PUTRI	55	70
12	HALIM MUHAIMIN	60	70
13	HARIANTO ADI	55	70
14	HUSNUS SANIAH	65	75
15	INDAH KHUSNUL K	50	80
16	KUKUH PAMBUJI	70	70
17	LAELI LUFTIANI	45	70
18	LAILATUL FITRIA	45	75
19	LINA APRILIA	75	70
20	LUSIANA	45	85
21	MUHAMAD NOOR	40	75
22	MUHAMAD ANGGA N	65	70
23	SLAMET SANTOSO	50	55
24	TOMMY NOOR CAHYO	55	80
25	ZULFIKAR MULYAWAN	60	75

APPENDIX 7

The Reading score of students XI MIA 2 (Control Class)

No	Name	Score	
		pre-test	Post-test
1	RIYAN	45	60
2	SITI NURLAILA ISNAINI	70	75
3	DODY	65	65
4	AULIA NANDA VIYANTI	70	70
5	DIDNDA NUR KHOITIANA	65	80
6	EKA SOFIA MAHARANI	55	60
7	ERNAWATI	55	75
8	NUR EVANI KHOIRUNISA	60	65
9	RAHMA BERLIANI AGUSTIN	75	80
10	DIANA FITRIANI	75	80
11	M ARSYAT	70	75
12	LISA AGUSTINA	70	85
13	KETUT DEWI	60	60
14	JULPATON	65	60
15	ONKY WIDIAN PRAYOGA	50	85
16	MUHAMAD JEMI	75	65
17	MUHAMAD YOGA YUDISTIRA	50	55
18	RAH,MADANI	60	65
19	HENDRA IRAWAN	55	60
20	I KOMANG HERI YOGA	65	70
21	LILIN RIZKIANA	45	50
22	SRI YATMI	50	60
23	I MADE REVI	45	70

24	NURUL HIDAYAH	45	50
25	NI WAYAN SETIAWATI	45	60

APPENDIX 8

The Result of Experiment Class and Control Class (Pre-Test)

Statistics

	PretestMIA4	PretestMIA2
N Valid	25	25
Missing	0	0
Mean	58,0000	59,4000
Median	60,0000	60,0000
Mode	45,00	45,00
Std. Deviation	10,89725	10,53961
Variance	118,750	111,083
Minimum	40,00	45,00
Maximum	75,00	75,00
Sum	1450,00	1485,00

APPENDIX 9

The Result of Experiment Class and Control Class (Post-Test)

Statistics

	PretestMIA4	PretestMIA2
N Valid	25	25
Missing	0	0
Mean	73,8000	67,2000
Median	75,0000	65,0000
Mode	75,00	60,00
Std. Deviation	6,33772	10,11187
Variance	40,167	102,250
Minimum	55,00	50,00
Maximum	85,00	85,00
Sum	1845,00	1680,00

APPENDIX 10

The Table of Normality Test of pre-Test of Experiment Class and Control Class

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Experiment	25	58,000 0	10,89725	40,00	75,00

One-Sample Kolmogorov-Smirnov Test

		Experiment
N		25
Normal	Mean	58,0000
Parameters ^{a,b}	Std. Deviation	10,89725
Most Extreme	Absolute	,129
Differences	Positive	,129
	Negative	-,105
Test Statistic		,129
Asymp. Sig. (2-tailed)		,200 ^{c,d}

a. Test distribution is Normal.

One-Sample Kolmogorov-Smirnov Test

		Control
N		25
Normal	Mean	59,4000
Parameters ^{a,b}	Std. Deviation	10,53961
Most Extreme	Absolute	,142
Differences	Positive	,134
	Negative	-,142
Test Statistic		,142
Asymp. Sig. (2-tailed)		,200 ^{c,d}

a. Test distribution is Normal.

APPENDIX 11

The Table of Normality Test of Post-Test of

Experiment Class and Control Class

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Experiment	25	73,8000	6,33772	55,00	85,00

One-Sample Kolmogorov-Smirnov Test

		Experiment
N		25
Normal	Mean	73,8000
Parameters ^{a,b}	Std. Deviation	6,33772
Most Extreme	Absolute	,194
Differences	Positive	,185
	Negative	-,194
Test Statistic		,194
Asymp. Sig. (2-tailed)		,016 ^c

a. Test distribution is Normal.

One-Sample Kolmogorov-Smirnov Test

		Control
N		25
Normal	Mean	67,2000
Parameters ^{a,b}	Std. Deviation	10,11187
Most Extreme	Absolute	,162
Differences	Positive	,162
	Negative	-,118
Test Statistic		,162
Asymp. Sig. (2-tailed)		,090 ^c

a. Test distribution is Normal.

A

APPENDIX 12

The Table of Homogeneity Test of Pre-Test of Experiment Class and Control Class

Levene Statistic	df1	df2	Sig
0,20	1	48	0,888

APPENDIX 13

**The Table of Homogeneity test of Post-Test of
Experiment Class and Control Class**

Levene Statistic	df1	df2	Sig
8,058	1	48	0,07

APPENDIX 14

The Table of Independent Sample T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	Df	Sig.2 tailed
	Equal variances assumed	8,058	,007	-2,765	48	,008
	Equal variances not assumed			-2,765	40,335	,009

APPENDIX 15

The Students Difficulty in Answering Main Idea Questions

18. The text gives us information about...
- a. The ways to minimize global warning
 - b. The ways to increase global warning
 - c. The effects of global warning
 - d. The importance of consuming local groceries
 - e. The importance of knowing global warning
9. The main idea of paragraph 2 is....
- a. the human`s bodies will be harmful after consuming the formalin
 - b. the government has not controlled the use of formalin firmly.
 - c. the weak control of using formalin is not threatening the human
 - d. the human`s bodies will be harmful after consuming the formalin
 - e. the use of formalin is known all over the regions
6. What the title text above?
- a. Cars Should Be Banned In The City
 - b. Cars cause pollution.
 - c. Car giant killer street.
 - d. Car facilitate transportation

APPENDIX 16

The Students Difficulty in Answering Vocabulary Questions

20. We are helping reduce the amount of global warming” (Paragraph 2) The underlined word can be replaced by

- a. Increase
- b. Decrease
- c. Improve
- d. Add
- e. Maximize

17. that they are completely safe.” (Paragraph 3) What does the word ‘they’ refer to?

- a. cars
- b. seat belts
- c. drivers
- d. designer’s
- e. Others

APPENDIX 17

The Students Difficulty in Answering Sentences and phrase Questions

19. To reduce the global warming we should.....
 - a. Buy import product
 - b. Buy expensive clothes
 - c. Consume frozen foods
 - d. Consume fresh foods
 - e. Not use electricity efficiently

5. 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 cans accelerate the transport.
 - e. the cars today are our roads biggest killers



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN
UIN ANTASARI BANJARMASIN
NOMOR 55 TAHUN 2018
TENTANG
PENETAPAN DOSEN PEMBIMBING SKRIPSI SEMESTER GENAP
TAHUN AKADEMIK 2017/2018

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN ANTASARI,

- Menimbang : a. bahwa untuk kelancaran mahasiswa Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin membuat skripsi, maka perlu menetapkan Dosen-Dosen Fakultas Tarbiyah dan Keguruan untuk menjadi pembimbing;
- b. bahwa nama-nama sebagaimana tersebut dalam Surat Keputusan ini dipandang mampu dan cakap untuk ditetapkan sebagai Dosen Pembimbing Skripsi dimaksud.

- Mengingat : 1. Peraturan Pemerintah No. 60 Tahun 1999 tentang Pendidikan Tinggi;
2. Undang-Undang RI No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
3. Keputusan Rektor IAIN No. 217A Tahun 2012 tentang Perubahan atas Keputusan Rektor No. 72 Tahun 2007 tentang Pedoman Penulisan Skripsi Program Strata Satu (S-1) IAIN Antasari Banjarmasin;
4. Surat Keputusan Menteri Agama No. 30 Tahun 2017 tentang Organisasi dan Tata Kerja UIN Antasari;
5. Peraturan Presiden RI Nomor 36 Tahun 2017 tanggal 3 April 2017 tentang Universitas Islam Negeri Antasari Banjarmasin;
6. Surat Keputusan Menteri Agama No. 36 Tahun 2017 tentang Statuta UIN Antasari Banjarmasin.

Memperhatikan : Usul Ketua Jurusan PBI Tanggal 6 Juni 2018

MEMUTUSKAN:

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN ANTASARI TENTANG PENETAPAN DOSEN PEMBIMBING SKRIPSI MAHASISWA SEMESTER GENAP TAHUN AKADEMIK 2017/2018

Pertama : Menunjuk dan menugaskan kepada:

1. Nama : Dra. Hj. Wardah Hayati, M.A.
NIP : 196705071994032003
Pangkat/Golongan : Pembina/IV/a
Jabatan Akademik : Lektor Kepala
Sebagai Pembimbing Bidang Konten dan Metodologi

2. Nama : Hidayah Nor, S.Pd, M.Pd
NUP : 201701017
Pangkat/Golongan : /
Jabatan Akademik :
Sebagai Pembimbing Bidang Bahasa dan Teknik Penulisan

Untuk membimbing mahasiswa penyusun skripsi:

Nama : Ali Faturrahman
NIM : 1401240807
Jurusan/Prodi : PBI
Judul Skripsi : The Effectiveness of Small Group Discussion Method in Teaching Reading Comprehension (An Experimental Study at SMAN 1 Sei Loban Tanah Bumbu)

Kedua : Keputusan ini berlaku sejak tanggal ditetapkan, dengan ketentuan bahwa apabila terdapat kekeliruan dalam penetapan ini, maka akan diadakan perbaikan dan perubahan seperlunya.

Ditetapkan di Banjarmasin
pada tanggal 6 Juni 2018



WAKIL DEKAN BIDANG AKADEMIK DAN KELEMBAGAAN,

Dr. HAIRUL HUDAYA, M.Ag
NIP. 197510232006041003

Tembusan:



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH DAN KEGURUAN
BIRO SKRIPSI**

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Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

SURAT KETERANGAN

Nomor: 1216/Un.14/III.1.t/08/2018

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Ali Faturahman
N I M : 1401240807
Jurusan/Prodi : TBI
Alamat : Jln.Citrawati No.12 RT.15 Kelurahan Kebun
Bunga Kec. Banjarmasin Timur

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

**THE EFFECTIVENESS OF SMALL GROUP DISCUSSION METHOD IN
TEACHING READING COMPREHENSION
(AN EXPERIMENTAL STUDY AT SMAN 1 SEI LOBAN TANAH BUMBU)**

Pada Hari/Tanggal : Jum'at, 10 Agustus 2018

Tempat : PGMI/2.01

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 14 Agustus 2018



Mahmudiah, M.Pd.I

NIP. 198708212015032004



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Nomor : B-6634/Un.14/III.1.t/09/2018 Banjarmasin, September 2018
Sifat : Penting
Lampiran : I (satu) lembar
Hal : Riset Dalam Rangka Penyusunan Skripsi

K e p a d a,

Yth. **Kepala Dinas Pendidikan dan Kebudayaan
Kabupaten Tanah Bumbu**
di – Banjarmasin

Assalamu'alaikum Warahmatullah Wabarakatuh

Dengan hormat, sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Ali Faturahman

N I M : 1401240807

Jurusan : TBI

Fakultas : Tarbiyah dan Keguruan

Alamat : Jln.Citrawati NO.12 RT 15 Kelurahan Kebun Bunga Kec.Banjarmasin Timur

Demikian surat ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh

Wakil Dekan Bidang Akademik dan
Kelembagaan,

Dr. Hairul Hudaya, M.Ag
NIP. 197510232006041003

Tembusan :

1. Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari;
2. Kepala SMAN 1 Sei Loban, Tanah Bumbu



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Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

SURAT RISET

Nomor: B- ~~624~~/Un.14/III.1.t/09/2018

Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama : Ali Faturahman
Nomor Induk Mahasiswa : 1401240807
Semester : IX (Sembilan)
Alamat : Jln.Citrawati NO.12 RT 15 Kelurahan Kebun Bunga
Kec. Banjarmasin Timur
Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi Sarjana dengan Judul :

THE EFFECTIVENESS OF SMALL GROUP DISCUSSION TECHNIQUE IN TEACHING READING COMPREHENSION (AN EXPERIMENTAL STUDY AT SMAN 1 SEI LOBAN TANAH BUMBU)

Tempat yang dituju : SMAN 1 Sei Loban, Tanah Bumbu
Barang yang dibawa : Seperangkat alat riset
Lamanya Riset : 2 (Dua) bulan
Dari tanggal : 29 September 2018
Sampai dengan tanggal : 29 November 2018

Demikian Surat Riset ini diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan seperlunya.

Wakil Dekan Bidang Akademik dan Kelembagaan,

Dr. Hairul Hudaya, M.Ag
NIP. 197510232006041003

Mahasiswa yang bersangkutan,

Ali Faturahman
1401240807





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CATATAN KONSULTASI BIMBINGAN SKRIPSI

1. Nama Mahasiswa : AU. Fathurrahman
2. N I M : (401.240807
3. Program Studi : PBI
4. Judul Skripsi : The effectiveness of small group discussion technique in teaching reading comprehension (an experimental study at SMPN 1 Surget Wan
5. Dosen Pembimbing : Dra. Hj. Hidayah Hayati, M.Pd
: Hidayah Nor, M.Pd
6. Catatan Konsultasi :

NO	Pemb. Konten & Metodologi	No.	Pemb. Bahasa & Teknik Penulisan
-	Revise conclusion.	1.	Revise all your writing mistakes and make sure that you have already followed the new thesis guide from TBI
-	Complete with all the requirement pages.	2.	please revise based on my notes and ready for exam
-	Proceet to exam.		11/1/2019  Hidayah Nor, M.Pd
	4/1/2019 		

Catatan :

1. Setiap konsultasi, lembaran catatan ini harus dibawa untuk diisi oleh Pembimbing
2. Konsultasi berikutnya harus membawa lembaran baru yang masih kosong



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CATATAN KONSULTASI BIMBINGAN SKRIPSI

1. Nama Mahasiswa : AU. Fathurrahman
2. NIM : 1401240807
3. Program Studi : PSI
4. Judul Skripsi : The effectiveness of small-group discussion technique in teaching reading comprehension (an experimental study of SMPN 1 Sungai Luban Tanah Bumbu)
5. Dosen Pembimbing : Dra. Hj. Nurzadah Hayati, M.Pd
Hidayah Hidayah Mlor, M.Pd.
6. Catatan Konsultasi :

NO	Pemb. Konten & Metodologi	No.	Pemb. Bahasa & Teknik Penulisan
1.	<p>Riset Statement problem mu ada 2 ← effect teacher difficulties Apakah kamu membahas & menyimpulkan effect. Apakah kamu akan membuat satu statement problem? atau menambal data, di discussion and conclusion lagi?</p>		
2.	<p>Kesimpulan → Revisi. - beri pengantar. - Bagaimana mungkin kesimpulannya H_0 dan H_a & terima?</p>		

26/ - 2018.

Catatan :

1. Setiap konsultasi, lembaran catatan ini harus dibawa untuk diisi oleh Pembimbing
2. Konsultasi berikutnya harus membawa lembaran baru yang masih kosong



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CATATAN KONSULTASI BIMBINGAN SKRIPSI

1. Nama Mahasiswa : Au Futurrahman
2. NIM : 1012007
3. Program Studi : PBI
4. Judul Skripsi : The effectiveness of small group discussion technique in teaching reading comprehension (an experimental study at ~~SMAN~~ SMP. / Sengul Lahan)
5. Dosen Pembimbing : Dra. Hj. Wardah Hidayat, M.Pd.
: Hidayat M.Pd.
6. Catatan Konsultasi :

NO	Pemb. Konten & Metodologi	No.	Pemb. Bahasa & Teknik Penulisan
	<p>- Revise conclusion give introductory before conclusion pointer</p> <p>- Revise mistake in spelling & capitali- zation.</p> <p>- Revise abstract & bibliography.</p> <p>to 2/12/2018. </p>		

Catatan :

1. Setiap konsultasi, lembaran catatan ini harus dibawa untuk diisi oleh Pembimbing
2. Konsultasi berikutnya harus membawa lembaran baru yang masih kosong



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CATATAN KONSULTASI BIMBINGAN SKRIPSI

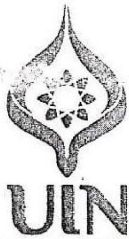
1. Nama Mahasiswa : AU. Fatmahan
2. NIM : 401.20807
3. Program Studi : PB?
4. Judul Skripsi : The effectiveness of small group discussion technique in teaching reading comprehension (an experimental study at SMPN 1 Sangay (Lecan Tanah Bumbu)
5. Dosen Pembimbing : Dra. Hj. Mardiah Haryanti, M.Pd
: Mulyati, M.Pd
6. Catatan Konsultasi :

NO	Pemb. Konten & Metodologi	No.	Pemb. Bahasa & Teknik Penulisan
1	Write the basis of your statement.		
2	Pay attention to the way of using " according to ... "		
3	Be consistent & persistent SGD is a technique or method ?		
4	Explain the relation of the verse and your research.		
5	Add previous research of the same theme		
6	Change the <u>statement of problem (no 2)</u> . Eliminate <u>reading class</u> and analytical expositi text. just mention <u>Analytical expositi text in reading comprehension</u>		
7	Donot repeating the same words		

Catatan:
1. Setiap konsultasi, lembaran catatan ini harus dibawa untuk diisi oleh Pembimbing
2. Konsultasi berikutnya harus membawa lembaran baru yang masih kosong

8. Sub title C P 12 → Replace with Analytical.
9. F&G → leave out ' 1 - N '
10. Rearrange the subtitle

7/9-18
OR



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BIRO SKRIPSI**

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Telepon (0511) 3253939 Faksimile (0511) 3274492
Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

CATATAN KONSULTASI BIMBINGAN SKRIPSI

1. Nama Mahasiswa : Ali Fathurrahman
2. NIM : 1901240807
3. Program Studi : PB
4. Judul Skripsi : The effectiveness of small group discussion technique in teaching reading comprehension (an experimental study at smart 1 sel loban, Tanah Bumbu)
5. Dosen Pembimbing : Dra. Hj. Nur dahl Hayati, MA
: Hidayah M., S.pd. M.Pd.
6. Catatan Konsultasi :

NO	Pemb. Konten & Metodologi	No.	Pemb. Bahasa & Teknik Penulisan
1.	space between paragraph		
2.	No question words a objective of study		
3.	Definition of key terms Reading → be operational. apa still ya aka kamu lihat di RC ini		
4.	Reading problem 1-2 → are they all from one source?		
5.	leave out the sub title small group discussion part of cooperative learning		
6.	p. 28 → lihat petunjuk penulis (spasi)		

Catatan:

1. Setiap konsultasi, lembar catatan ini harus dibawa untuk diisi oleh Pembimbing
2. Konsultasi berikutnya harus membawa lembar baru yang masih kosong

[Signature]
25/9/18



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CATATAN SEMINAR PROPOSAL SKRIPSI

- | | |
|---------------------------|---|
| 1. Nama Mahasiswa | : An Faturrahman |
| 2. N I M | : 1401140120007 |
| 3. Program Studi | : PBI |
| 4. Judul Proposal Skripsi | : The effectiveness of small group discussion method in teaching reading comprehension (An experimental study at SMA set Coton tahun 13 umbu) |
| 5. Dosen Pembimbing | : Dra. H. Wardah, M.Pd., MA
Hikmah, M.Pd., M.Pd. |
| 6. Catatan Hasil Seminar | : |

NO	Catatan/saran Penanggap	NO	Catatan/saran Dosen
1	Mosi: Job -> Control class and experiment?		Ibu Wardah
2	Diyaiti -> kelas apa at any students		1. Tambal kan Giras atau Handts.
3	Merlana => why did you choose small group.		2. Bagaimana cara melakukan class control?
4	Yusuf => what are ind-p. Dpe.		3. Bagaimana layout kamu. melakukan teknik tersebut.
	8-> pretest -> treatment -> and posttest.		4. Bertalu Bahan Readngnya. Soalnya apa aja?
	9) References.		5. idnya untuk background harus Runtut dan sany berbunyi antar paragraf
	10) Give the text!		6. Problematika diperu diperhatikan.
	Ibu Bayah.		7-> Research Question diperbaiki -> hrs Pitus (kontur lg diperbaiki)

1. Hal diperbaiki (terutama) Banjarmasin, 16... 201...
dibawah -> Cat sistem Moderator,
penulisan.

Saidi Imani

Catatan :
Lembaran seminar ini, diisi oleh moderator

1. the effectiveness -> technique or method
2. perbaikan sub judul.

7) Significance = Manfaat penelitian.

8) pertanya Manfaat penelitian tersebut lebih

Spesifik

6) Buat silabus class XI (diteliti.)

7) Chapter 1 sama dg introduction,

8) eksperimen metalisasi, atau yg lainnya yang mana kamu pilih?

9) Referensi harus terdusun Dr A-Z



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CATATAN KONSULTASI BIMBINGAN SKRIPSI

1. Nama Mahasiswa : Ali Fathurahman
2. NIM : 140240807
3. Program Studi : PBI
4. Judul Skripsi : The effectiveness of small-group discussion technique
in teaching reading comprehension (an experimental study
at SMIAM 1 sengkul
Cebuun Tanah Buntar
5. Dosen Pembimbing : Dra. Hj. Widadah Hafidat, MIA
Hedalyah Mar, M.Pd.
6. Catatan Konsultasi :

NO	Pemb. Konten & Metodologi	No.	Pemb. Bahasa & Teknik Penulisan
-	Be careful with the terms of post & pre test		
-	Revise the discussion, include data about difficulties		
-	Revise conclusion : make numbering 1. effect, 2. difficulties		
	18/12/18 		

Catatan :

1. Setiap konsultasi, lembaran catatan ini harus dibawa untuk diisi oleh Pembimbing
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3. Program Studi : PBI
4. Judul Skripsi :
5. Dosen Pembimbing : Dra. Hj. Wardah Hayati, MA
: Hidayah Nor, M.Pd.
6. Catatan Konsultasi :

NO	Pemb. Konten & Metodologi	No.	Pemb. Bahasa & Teknik Penulisan
	<p>Revise all the marked words / sentences. - Population & samples ?</p> <p>12/10/2018</p>		<p>- Please revise your chapter III (pre test, post test, and observation) Give more explanation. - please make it clearer for your chapter IV of your data findings and discussion. - please give more explanation about your steps of treatment, how many treatments that you had.</p> <p>8/10/2018</p> Hidayah Nor, M.Pd

Catatan :

1. Setiap konsultasi, lembaran catatan ini harus dibawa untuk diisi oleh Pembimbing
2. Konsultasi berikutnya harus membawa lembaran baru yang masih kosong

CURRICULUM VITAE

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Parents : Father's name : Kusman
Mother's name : Karyani