RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : SMA NU 2 Gresik
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/Genap
Materi Pokok : Teks Analytical Exposition
Alokasi Waktu : 4 Minggu x 2 Jam Pelajaran @45 Menit

A. Kompetensi Inti

- **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Indikator
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks analytical exposition lisan dan tulis, yang tercakup dalam mata pelajaran lain di kelas XI	4.8.1 Memprediksi makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks analytical exposition lisan dan tulis, yang tercakup dalam mata pelajaran lain di kelas XI 4.8.2 Menyusun makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks analytical exposition lisan dan tulis, yang tercakup dalam mata pelajaran lain di kelas XI 4.8.3 Memberitahu makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks analytical exposition lisan dan tulis, yang tercakup dalam mata pelajaran lain di kelas XI 4.8.4 Menulis makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks analytical exposition lisan dan tulis, yang tercakup dalam mata pelajaran lain di kelas XI

	4.8.5 Mengevaluasi makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks analytical exposition lisan dan tulis, yang tercakup dalam mata pelajaran lain di kelas XI

B. Tujuan Pembelajaran

-diberi text, Siswa mampu mengetahui isi text dengan membuat pertanyaan prediksi
-diberi text, siswa mampu menyusun makna yang telah dipahami menggunakan kata-kata sendiri berdasarkan text analytical exposition
-diberi text siswa mampu mendemonstrasikan
-diberi text, siswa mampu menulis jawaban dari prediksi pertanyaan yang telah dibuat masing-masing siswa/i
-diberi text, siswa mampu mengevaluasi hasil kinerja mengenai pemahaman soal text analytical exposition yang telah diberikan

C. Materi Pembelajaran

- Fungsi Sosial
  Menjelaskan sesuatu hal yang penting atau issue yang didukung oleh argumen untuk persuade masyarakat

- Struktur Teks
  -Thesis
  -Argument
  -Reiteration

- Unsur Kebahasaan
- Menggunakan simple present
- Menggunakan internal conjuction
- Menggunakan causal conjuction

- Topik
  Analytical Exposition

- Materi

The Importance of Breakfast

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?. 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! 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.

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. So, breakfast is very important and really affect our daily activity.

D. Metode Pembelajaran

1) Pendekatan : Saintific
2) Model Pembelajaran : Discovery Learning
3) Metode : PORPE

E. Media Pembelajaran

1. Media

- ❖ Worksheet atau lembar kerja (siswa)
- ❖ Lembar penilaian
- ❖ Laptop
- ❖ Proyektor

2. Alat/Bahan

- ❖ Penggaris, spidol, papan tulis

F. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2017, Internet.

G. Rubrik Penilaian Soal essay

- **Ketentuan penilaian**

Skor yang dicapai : skor maksimum X 100

Indicator 1:

	3	2	1	0
Predict	Siswa dapat memprediksi minimal 2 pertanyaan menggunakan salah satu keyword " discuss, contrast, compare or critisize" dengan susunan yang tepat dan benar	Siswa dapat memprediksi minimal 2 pertanyaan menggunakan salah satu keyword " discuss, contrast, compare or critisize" dengan susunan yang kurang tepat	Siswa hanya dapat memprediksi 1 pertanyaan menggunakan salah satu keyword " discuss, contrast, compare or critisize" dengan susunan yang kurang tepat	Siswa tidak dapat membuat pertanyaan prediksi

Indicator 2

	3	2	1	0
Organize	Siswa dapat membuat short-summary yang mencakup inti dari bacaan analytical exposition(thesis, argument, reiteration) menggunakan bahasa mereka sendiri	Siswa dapat membuat short-summary yang kurang mencakup inti dari bacaan analytical exposition (hanya thesis dan argument) dengan menggunakan bahasa mereka sendiri	Siswa dapat membuat short-summary yang kurang mencakup inti dari bacaan analytical exposition (hanya thesis) dengan menggunakan bahasa mereka sendiri	Siswa tidak dapat membuat short summary

Indicator 3

	2	1	0
Rehease	Siswa dapat membaca apa yang sebelumnya mereka summary secara verbal dan mencakup seluruh generic structure.	Siswa dapat membaca apa yang sebelumnya mereka summary secara verbal dengan generic structure yang tidak lengkap	Siswa dapat membaca apa yang sebelumnya mereka summary namun random, tidak sesuai dengan generic sturcture

Indicator 4

	3	2	1	0
Practice	Siswa dapat menjawab pertanyaan prediksi yang mereka buat dengan benar dan jelas dan lengkap.	Siswa dapat menjawab pertanyaan prediksi yang mereka buat dengan benar namun tidak lengkap.	Siswa dapat menjawab satu pertanyaan prediksi yang mereka buat dengan benar namun tidak lengkap.	Siswa tidak dapat menjawab pertanyaan prediksi yang mereka buat sendiri.

Indicator 5

	3	2	1	0
Evaluate	Siswa memperoleh 5 poin centang dalam evaluation point checklist	Siswa memperoleh 3-4 poin centang dalam evaluation poin checklist	Siswa dapat memperoleh 2 – 1 point centang dalam evaluation checklist	Siswa tidak memperoleh checklist centang sama sekali

Gresik, Oktober 2019

Mengetahui,

English Teacher	**Researcher**
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APPENDIX 1

SCHEDULE OF IMPLEMENTATION

TIME	SCHEDULE
1 Oktober 2019	**Pre – Test IPA 3**
2 Oktober 2019	**Pre – Test IPA 2**
3Oktober 2019	**Experimental class IPA 3**
4 Oktober 2019	**Control class IPA 2**
7 Oktober 2019	**Experimental class IPA 3**
8 Oktober 2019	**Control class IPA 2**
9 Oktober 2019	**Experimental class IPA 3**
10 Oktober 2019	**Control class IPA 2**
14 Oktober 2019	**Experimental class IPA 3**
15 Oktober 2019	**Control class IPA 2**
16 Oktober 2019	**Post- Test IPA 3**
17 Oktober 2019	**Post – Test IPA 2**

APPENDIX 2

SYLLABUS OF ANALYTICAL EXPOSITION

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.10 Menganalisis fungsi sosial, 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	**Teks eksposisi analitis** *Fungsi Sosial* Menyatakan pendapat tentang topik yang hangat dibicarakan secara bertanggung jawab *Struktur teks* a. Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan b. Menyebutkan pandangan / pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung c. Diakhiri dengan kesimpulan yang menyatakan kembali pendapat terhadap hal tersebut *Unsur Kebahasaan*: - Kalimat Simple Present - Conditional Clauses Modals	**Mengamati** • Siswa menyimak berbagai contoh teks eksposisi analisis yang diberikan/ diperdengarkan guru • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks eksposisi analitis **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks eksposisi yang ada dalam bahasa Inggris, Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu **Mengeksplorasi** • Siswa mencari beberapa text	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks eksposisi analitis • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah: • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis	4 x 2 JP	• CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

analitis tentang topik yang hangat dibicarakan umum		eksposisi analitis dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu • Siswa secara berkelompok menuliskan /menyalin teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut • Siswa membacakan teks eksposisi kepada teman dengan menggunakan unsur kebahasaan yang tepat **Mengasosiasi** • Secara berpasangan siswa menganalisis beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang	teks eksposisi analitis • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio** • Kumpulan catatan kemajuan belajar • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		

		disampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa membuat laporan berupa catatan hasil membaca dan mendengarkan • Berkelompok, siswa bertukar cerita tentang teks eksposisi dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa mempresentasikannya di kelas • Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks eksposisi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami. Siswa membuat 'learning journal'			

APPENDIX 5

Correlations

		VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	VAR00006	VAR00007	VAR00008	VAR00009	VAR00010	VAR00011	VAR00012	VAR00013	VAR00014	VAR00015	VAR00016	VAR00017	VAR00018	VAR00019	VAR00020	VAR00021	VAR00022	VAR00023	VAR00024	VAR00025	VAR00026	VAR00027	VAR00028	VAR00029	VAR00030	JUMLAH
VAR00001	Pearson Correlation	1	.812**	.431*	.321	.211	.812**	.812**	-.231	.812**	.812**	.812**	.624**	.812**	-.010	.431*	.431*	-.231	-.171	-.231	-.010	-.010	.726**	.211	1.000**	-.010	.909**	-.010	.431*	.431*	.431*	.466*
	Sig. (2-tailed)		.000	.045	.145	.347	.000	.000	.302	.000	.000	.000	.002	.000	.965	.045	.045	.302	.446	.302	.965	.965	.000	.347	.000	.965	.000	.965	.045	.045	.045	.029
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00002	Pearson Correlation	.812**	1	.431*	.321	.211	.812**	1.000**	-.231	.812**	.812**	.812**	.624**	.812**	-.010	.431*	.431*	-.010	-.171	-.231	.211	-.010	.726**	.211	.812**	-.010	.909**	-.010	.431*	.431*	.431*	.518*
	Sig. (2-tailed)	.000		.045	.145	.347	.000	.000	.302	.000	.000	.000	.002	.000	.965	.045	.045	.965	.446	.302	.347	.965	.000	.347	.000	.965	.000	.965	.045	.045	.045	.013
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00003	Pearson Correlation	.431*	.431*	1	.886**	.224	.431*	.431*	-.294	.431*	.652**	.431*	.431*	.652**	-.294	.224	.224	-.035	-.138	-.035	-.035	.482*	.376	.224	.431*	.482*	.492*	.482*	.224	1.000**	.224	.365
	Sig. (2-tailed)	.045	.045		.000	.317	.045	.045	.184	.045	.001	.045	.045	.001	.184	.317	.317	.876	.541	.876	.876	.023	.084	.317	.045	.023	.020	.023	.317	.000	.317	.095
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00004	Pearson Correlation	.321	.321	.886**	1	.155	.321	.321	-.332	.321	.528*	.321	.321	.528*	-.332	.155	.155	.155	-.199	.155	-.089	.399	.261	.155	.321	.399	.386	.399	.155	.886**	.155	.343
	Sig. (2-tailed)	.145	.145	.000		.491	.145	.145	.131	.145	.011	.145	.145	.011	.131	.491	.491	.491	.374	.491	.695	.066	.241	.491	.145	.066	.076	.066	.491	.000	.491	.118
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00005	Pearson Correlation	.211	.211	.224	.155	1	.211	.211	-.294	.211	.431*	.211	-.010	.431*	-.035	.741**	.741**	-.035	.095	-.294	.224	.482*	.158	.224	.211	.482*	.266	.482*	.741**	.224	.741**	.426*
	Sig. (2-tailed)	.347	.347	.317	.491		.347	.347	.184	.347	.045	.347	.965	.045	.876	.000	.000	.876	.673	.184	.317	.023	.481	.317	.347	.023	.231	.023	.000	.317	.000	.048
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00006	Pearson Correlation	.812**	.812**	.431*	.321	.211	1	.812**	-.231	1.000**	.812**	.812**	.624**	.812**	-.010	.431*	.431*	-.231	-.370	-.231	-.010	-.010	.726**	.211	.812**	-.010	.909**	-.010	.431*	.431*	.431*	.363
	Sig. (2-tailed)	.000	.000	.045	.145	.347		.000	.302	.000	.000	.000	.002	.000	.965	.045	.045	.302	.090	.302	.965	.965	.000	.347	.000	.965	.000	.965	.045	.045	.045	.097
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00007	Pearson Correlation	.812**	1.000**	.431*	.321	.211	.812**	1	-.231	.812**	.812**	.812**	.624**	.812**	-.010	.431*	.431*	-.010	-.171	-.231	.211	-.010	.726**	.211	.812**	-.010	.909**	-.010	.431*	.431*	.431*	.518*
	Sig. (2-tailed)	.000	.000	.045	.145	.347	.000		.302	.000	.000	.000	.002	.000	.965	.045	.045	.965	.446	.302	.347	.965	.000	.347	.000	.965	.000	.965	.045	.045	.045	.013
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00008	Pearson Correlation	-.231	-.231	-.294	-.332	-.294	-.231	-.231	1	-.231	-.231	-.231	-.231	-.231	.035	-.294	-.294	-.294	-.138	-.035	-.294	-.294	-.059	-.294	-.231	-.294	-.184	-.294	-.294	-.294	-.294	-.608*
	Sig. (2-tailed)	.302	.302	.184	.131	.184	.302	.302		.302	.302	.302	.302	.302	.876	.184	.184	.184	.541	.876	.184	.184	.793	.184	.302	.184	.411	.184	.184	.184	.184	.003
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00009	Pearson Correlation	.812**	.812**	.431*	.321	.211	1.000**	.812**	-.231	1	.812**	.812**	.624**	.812**	-.010	.431*	.431*	-.231	-.370	-.231	-.010	-.010	.726**	.211	.812**	-.010	.909**	-.010	.431*	.431*	.431*	.363
	Sig. (2-tailed)	.000	.000	.045	.145	.347	.000	.000	.302		.000	.000	.002	.000	.965	.045	.045	.302	.090	.302	.965	.965	.000	.347	.000	.965	.000	.965	.045	.045	.045	.097
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00010	Pearson Correlation	.812**	.812**	.652**	.528*	.431*	.812**	.812**	-.231	.812**	1	.812**	.624**	1.000**	-.010	.431*	.431*	-.231	-.370	-.231	-.010	.211	.726**	.431*	.812**	.211	.909**	.211	.431*	.652**	.431*	.518*
	Sig. (2-tailed)	.000	.000	.001	.011	.045	.000	.000	.302	.000		.000	.002	.000	.965	.045	.045	.302	.090	.302	.965	.347	.000	.045	.000	.347	.000	.347	.045	.001	.045	.013
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00011	Pearson Correlation	.812**	.812**	.431*	.321	.211	.812**	.812**	-.231	.812**	.812**	1	.624**	.812**	.211	.431*	.431*	-.231	-.171	-.231	-.010	-.010	.726**	.211	.812**	-.010	.909**	-.010	.431*	.431*	.431*	.518*
	Sig. (2-tailed)	.000	.000	.045	.145	.347	.000	.000	.302	.000	.000		.002	.000	.965	.045	.045	.302	.446	.302	.965	.965	.000	.347	.000	.965	.000	.965	.045	.045	.045	.013
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00012	Pearson Correlation	.624**	.624**	.431*	.321	-.010	.624**	.624**	-.231	.624**	.624**	.624**	1	.624**	-.010	.211	.211	-.010	-.171	-.010	-.010	-.010	.540**	.211	.624**	-.010	.716**	-.010	.211	.431*	.211	.363
	Sig. (2-tailed)	.002	.002	.045	.145	.965	.002	.002	.302	.002	.002	.002		.002	.965	.347	.347	.965	.446	.965	.965	.965	.009	.347	.002	.965	.000	.965	.347	.045	.347	.097
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00013	Pearson Correlation	.812**	.812**	.652**	.528*	.431*	.812**	.812**	-.231	.812**	1.000**	.812**	.624**	1	-.010	.431*	.431*	-.231	-.370	-.231	-.010	.211	.726**	.431*	.812**	.211	.909**	.211	.431*	.652**	.431*	.518*
	Sig. (2-tailed)	.000	.000	.001	.011	.045	.000	.000	.302	.000	.000	.000	.002		.965	.045	.045	.302	.090	.302	.965	.347	.000	.045	.000	.347	.000	.347	.045	.001	.045	.013
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00014	Pearson Correlation	-.010	-.010	-.294	-.332	-.035	-.010	-.010	-.035	-.010	-.010	.211	-.010	-.010	1	-.035	-.035	-.035	.095	-.294	.224	-.294	.158	-.035	-.010	-.294	.041	-.294	-.035	-.294	-.035	.243
	Sig. (2-tailed)	.965	.965	.184	.131	.876	.965	.965	.876	.965	.965	.347	.965	.965		.876	.876	.876	.673	.184	.317	.184	.481	.876	.965	.184	.856	.184	.876	.184	.876	.275
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00015	Pearson Correlation	.431*	.431*	.224	.155	.741**	.431*	.431*	-.294	.431*	.431*	.431*	.211	.431*	-.035	1	1.000**	-.035	.095	-.294	.482*	.224	.376	-.035	.431*	.224	.492*	.224	1.000**	.224	1.000**	.426*
	Sig. (2-tailed)	.045	.045	.317	.491	.000	.045	.045	.184	.045	.045	.045	.347	.045	.876		.000	.876	.673	.184	.023	.317	.084	.876	.045	.317	.020	.317	.000	.317	.000	.048
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00016	Pearson Correlation	.431*	.431*	.224	.155	.741**	.431*	.431*	-.294	.431*	.431*	.431*	.211	.431*	-.035	1.000**	1	-.035	.095	-.294	.482*	.224	.376	-.035	.431*	.224	.492*	.224	1.000**	.224	1.000**	.426*
	Sig. (2-tailed)	.045	.045	.317	.491	.000	.045	.045	.184	.045	.045	.045	.347	.045	.876	.000		.876	.673	.184	.023	.317	.084	.876	.045	.317	.020	.317	.000	.317	.000	.048
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00017	Pearson Correlation	-.231	-.010	-.035	.155	-.035	-.231	-.010	-.294	-.231	-.231	-.231	-.010	-.231	-.035	-.035	-.035	1	.095	-.035	.482*	.224	-.277	-.035	-.231	.224	-.184	.224	-.035	-.035	-.035	.243
	Sig. (2-tailed)	.302	.965	.876	.491	.876	.302	.965	.184	.302	.302	.302	.965	.302	.876	.876	.876		.673	.876	.023	.317	.212	.876	.302	.317	.411	.317	.876	.876	.876	.275
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00018	Pearson Correlation	-.171	-.171	-.138	-.199	.095	-.370	-.171	-.138	-.370	-.370	-.171	-.171	-.370	.095	.095	.095	.095	1	-.138	.095	.095	-.232	-.370	-.171	.095	-.314	.095	.095	-.138	.095	.109
	Sig. (2-tailed)	.446	.446	.541	.374	.673	.090	.446	.541	.090	.090	.446	.446	.090	.673	.673	.673	.673		.541	.673	.673	.300	.090	.446	.673	.155	.673	.673	.541	.673	.628
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00019	Pearson Correlation	-.231	-.231	-.035	.155	-.294	-.231	-.231	-.035	-.231	-.231	-.231	-.010	-.231	-.294	-.294	-.294	-.035	-.138	1	-.294	-.035	-.059	-.035	-.231	-.035	-.184	-.035	-.294	-.035	-.294	.000
	Sig. (2-tailed)	.302	.302	.876	.491	.184	.302	.302	.876	.302	.302	.302	.965	.302	.184	.184	.184	.876	.541		.184	.876	.793	.876	.302	.876	.411	.876	.184	.876	.184	1.000
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00020	Pearson Correlation	-.010	.211	-.035	-.089	.224	-.010	.211	-.294	-.010	-.010	-.010	-.010	-.010	.224	.482*	.482*	.482*	.095	-.294	1	-.035	-.059	-.294	-.010	-.035	.041	-.035	.482*	-.035	.482*	.304
	Sig. (2-tailed)	.965	.347	.876	.695	.317	.965	.347	.184	.965	.965	.965	.965	.965	.317	.023	.023	.023	.673	.184		.876	.793	.184	.965	.876	.856	.876	.023	.876	.023	.169
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00021	Pearson Correlation	-.010	-.010	.482*	.399	.482*	-.010	-.010	-.294	-.010	.211	-.010	-.010	.211	-.294	.224	.224	.224	.095	-.035	-.035	1	.158	.482*	-.010	1.000**	.041	1.000**	.224	.482*	.224	.365
	Sig. (2-tailed)	.965	.965	.023	.066	.023	.965	.965	.184	.965	.347	.965	.965	.347	.184	.317	.317	.317	.673	.876	.876		.481	.023	.965	.000	.856	.000	.317	.023	.317	.095
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00022	Pearson Correlation	.726**	.726**	.376	.261	.158	.726**	.726**	-.059	.726**	.726**	.726**	.540**	.726**	.158	.376	.376	-.277	-.232	-.059	-.059	.158	1	.376	.726**	.158	.828**	.158	.376	.376	.376	.563**
	Sig. (2-tailed)	.000	.000	.084	.241	.481	.000	.000	.793	.000	.000	.000	.009	.000	.481	.084	.084	.212	.300	.793	.793	.481		.084	.000	.481	.000	.481	.084	.084	.084	.006
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00023	Pearson Correlation	.211	.211	.224	.155	.224	.211	.211	-.294	.211	.431*	.211	.211	.431*	-.035	-.035	-.035	-.035	-.370	-.035	-.294	.482*	.376	1	.211	.482*	.266	.482*	-.035	.224	-.035	.304
	Sig. (2-tailed)	.347	.347	.317	.491	.317	.347	.347	.184	.347	.045	.347	.347	.045	.876	.876	.876	.876	.090	.876	.184	.023	.084		.347	.023	.231	.023	.876	.317	.876	.169
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00024	Pearson Correlation	1.000**	.812**	.431*	.321	.211	.812**	.812**	-.231	.812**	.812**	.812**	.624**	.812**	-.010	.431*	.431*	-.231	-.171	-.231	-.010	-.010	.726**	.211	1	-.010	.909**	-.010	.431*	.431*	.431*	.466*
	Sig. (2-tailed)	.000	.000	.045	.145	.347	.000	.000	.302	.000	.000	.000	.002	.000	.965	.045	.045	.302	.446	.302	.965	.965	.000	.347		.965	.000	.965	.045	.045	.045	.029
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00025	Pearson Correlation	-.010	-.010	.482*	.399	.482*	-.010	-.010	-.294	-.010	.211	-.010	-.010	.211	-.294	.224	.224	.224	.095	-.035	-.035	1.000**	.158	.482*	-.010	1	.041	1.000**	.224	.482*	.224	.365
	Sig. (2-tailed)	.965	.965	.023	.066	.023	.965	.965	.184	.965	.347	.965	.965	.347	.184	.317	.317	.317	.673	.876	.876	.000	.481	.023	.965	.000	.856	.000	.317	.023	.317	.095
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00026	Pearson Correlation	.909**	.909**	.492*	.386	.266	.909**	.909**	-.184	.909**	.909**	.909**	.716**	.909**	.041	.492*	.492*	-.184	-.314	-.184	.041	.041	.828**	.266	.909**	.041	1	.041	.492*	.492*	.492*	.530*
	Sig. (2-tailed)	.000	.000	.020	.076	.231	.000	.000	.411	.000	.000	.000	.000	.000	.856	.020	.020	.411	.155	.411	.856	.856	.000	.231	.000	.856		.856	.020	.020	.020	.011
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00027	Pearson Correlation	-.010	-.010	.482*	.399	.482*	-.010	-.010	-.294	-.010	.211	-.010	-.010	.211	-.294	.224	.224	.224	.095	-.035	-.035	1.000**	.158	.482*	-.010	1.000**	.041	1	.224	.482*	.224	.365
	Sig. (2-tailed)	.965	.965	.023	.066	.023	.965	.965	.184	.965	.347	.965	.965	.347	.184	.317	.317	.317	.673	.876	.876	.000	.481	.023	.965	.000	.856		.317	.023	.317	.095
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00028	Pearson Correlation	.431*	.431*	.224	.155	.741**	.431*	.431*	-.294	.431*	.431*	.431*	.211	.431*	-.035	1.000**	1.000**	-.035	.095	-.294	.482*	.224	.376	-.035	.431*	.224	.492*	.224	1	.224	1.000**	.426*
	Sig. (2-tailed)	.045	.045	.317	.491	.000	.045	.045	.184	.045	.045	.045	.347	.045	.876	.000	.000	.876	.673	.184	.023	.317	.084	.876	.045	.317	.020	.317		.317	.000	.048
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00029	Pearson Correlation	.431*	.431*	1.000**	.886**	.224	.431*	.431*	-.294	.431*	.652**	.431*	.431*	.652**	-.294	.224	.224	-.035	-.138	-.035	-.035	.482*	.376	.224	.431*	.482*	.492*	.482*	.224	1	.224	.365
	Sig. (2-tailed)	.045	.045	.000	.000	.317	.045	.045	.184	.045	.001	.045	.045	.001	.184	.317	.317	.876	.541	.876	.876	.023	.084	.317	.045	.023	.020	.023	.317		.317	.095
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00030	Pearson Correlation	.431*	.431*	.224	.155	.741**	.431*	.431*	-.294	.431*	.431*	.431*	.211	.431*	-.035	1.000**	1.000**	-.035	.095	-.294	.482*	.224	.376	-.035	.431*	.224	.492*	.224	1.000**	.224	1	.426*
	Sig. (2-tailed)	.045	.045	.317	.491	.000	.045	.045	.184	.045	.045	.045	.347	.045	.876	.000	.000	.876	.673	.184	.023	.317	.084	.876	.045	.317	.020	.317	.000	.317		.048
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
JUMLAH	Pearson Correlation	.466*	.518*	.365	.343	.426*	.363	.518*	-.608**	.363	.518*	.518*	.363	.518*	.243	.426*	.426*	.243	.109	.000	.304	.466*	.365	.563**	.304	.466*	.365	.530*	.365	.426*	.365	.426*	1
	Sig. (2-tailed)	.029	.013	.095	.118	.048	.097	.013	.003	.097	.013	.013	.097	.013	.275	.048	.048	.275	.628	1.000	.169	.095	.006	.169	.029	.095	.011	.095	.048	.095	.048	
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22

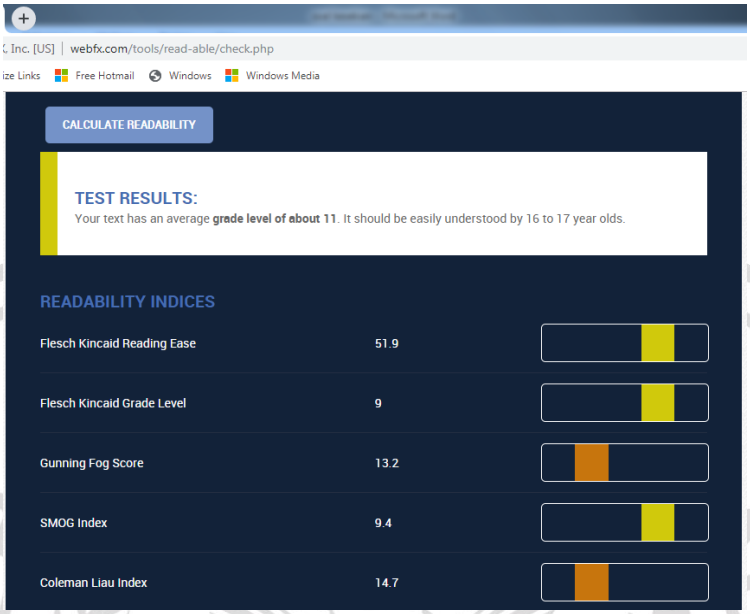
**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

APPENDIX 6

READABILITY DATA

1. Text For Grade 11



In Australia there are three levels of governments, the federal government, state governments and local governments. All of these levels of government are necessary. This is so for number of reasons. First, the federal government is necessary for the big things. They keep the economy in order and look after like defensE. Similarly, the state governments look after the middle sized things. For example they look after law and order, preventing things like vandalism in school. Finally, local government look after the small thins. They look after things like collecting rubbish, otherwise everyone would have diseasE. Thus for the reason above, we can conclude that the three levels of the government are necessary.

2. Text For Grade 11

There is no best way to deal with pests in agriculture. Pesticides which are commonly used may cause many problems. I think combining different management operations is the most effective way to control pests.

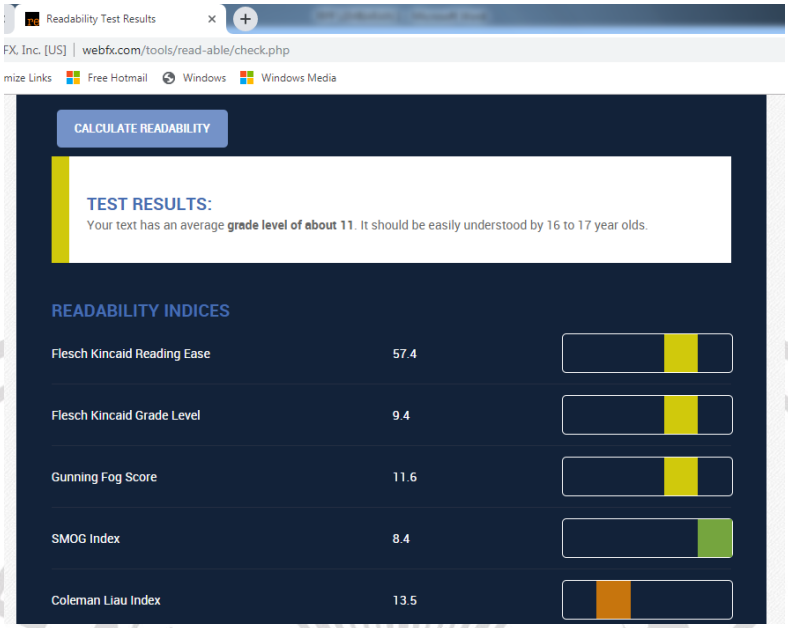
Firstly, the chemicals in the pesticides may build up as residues in the environment and in the soil which absorbs the chemicals. This reduces the quality of farm product.

Secondly, pests can gradually become resistant to pesticides. This means that newer and stronger ones have to be developed.

Lastly, some pesticides affect non target plants and animals such as fish and bees. This affects the ecology and environment as well.

So, understanding of ecology of an area helps a lot in pest control. Pesticides should be chosen and applied carefully so that they don't affect the ecological balance and environment. Therefore, integrated pest management is a safe and more effective option to fight pest in agriculture and livestock.

3. Text For Grade 11



Thousands of macaques are bred or captured from the wild to be used as street performers, or known as “topeng monyet”. The macaques are used to perform street shows; wearing funny masks, riding bicycles, performing acrobatic moves and doing amusing things. However, such shows should be banned for few reasons.

First, topeng monyet is a kind of exploitation of monkeys for money. The monkeys are hung from chains for long periods to train them to walk on their hind legs like humans. Their teeth are extracted so they can’t bite and they are tortured to remain obedient. The monkeys are often outfitted in dresses and cowboy hats and forced to carry parasols or ride tiny bikes. This animal abuse will definitely hurt the monkeys.

Second, the ban of masked monkey show can help improve public order. Topeng monyet is often performed when traffic is backed up at notoriously congested intersections. This will disturb the sight and create traffic jams for many motorists or pedestrians will slow down to watch the shows.

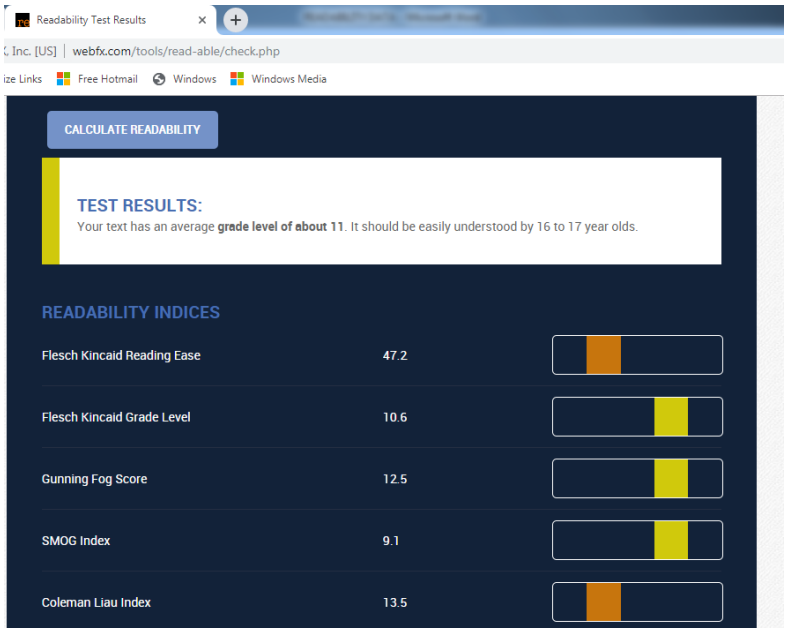
Third, banning the dancing monkeys is a necessary public health measure. It is important to rescue the monkeys from street performances and help prevent diseases carried by the monkeys.

The monkeys used in topeng monyet may not be healthy and may have potential to some diseases such as tuberculosis and hepatitis.

Considering the reasons stated above, topeng monyet should be banned for it exploits the monkeys, causes traffic jams and spreads illnesses such as tuberculosis and hepatitis.

https://www.englishcafe.co.id/ujian-nasional-analytical-exposition/

4. Text For Grade 11

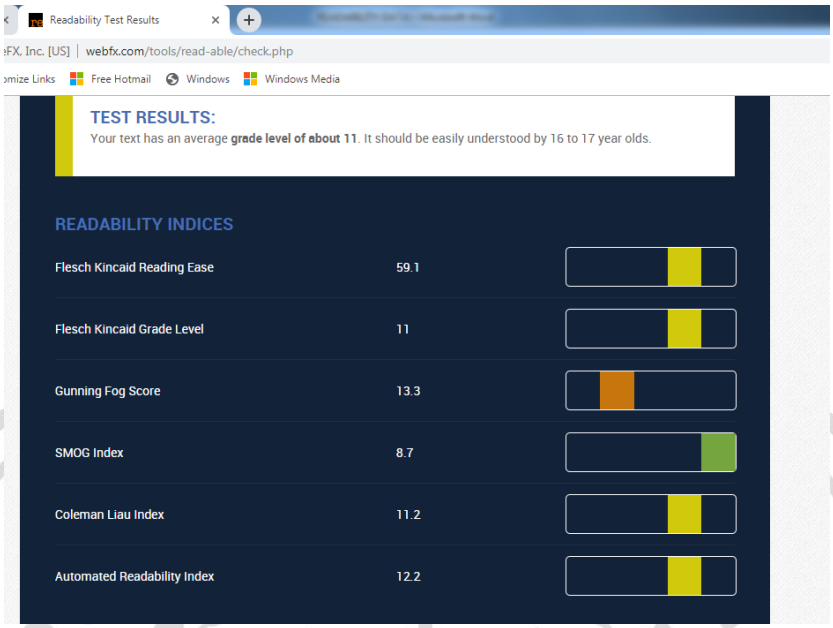


There are many reasons why people become vegetarians, including personal health, the environment, and the economy. A vegetarian is a person who does not eat meat, poultry, and fish. Vegetarians mostly eat fruit, vegetables, legumes, grains, seeds, and nuts. Vegetarians also consume eggs and dairy products, but they avoid meat products, such as beef, chicken stocks, and gelatin. According to research, vegetarians have lower risk of heart disease, high cholesterol, diabetes, obesity, and high blood pressure. This may happen due to a healthy vegetarian diet, which has low fat but high fibre.

However, a vegetarian diet can be high in fat if it includes excessive amounts of fatty snacks, fried food, whole dairy products, and eggs. At the same time, a vegetarian diet can be simple and easy to prepare. Therefore, a vegetarian diet must be well-planned to prevent and treat certain diseases.

https://www.englishcafe.co.id/ujian-nasional-analytical-exposition/

5. Text For Grade 11



Mentally Ill Person Wander Around Freely On The Street

I personally think that a person with a mental illness that we usually find wandering around our neighborhood aimlessly is not dangerous, but a serious act need to be done on this matter. The following reasons will show you why we need to do something to insane people.

Firstly, people with mental illness who walk around our neighborhood or workplace may look scary beause most of the time they are found in dirty condition and in zombie-like state (having no consciousness), but they rarely endanger the people around them, except they were disturbed first. Placing them in a secure place will minimize the chance of them being disturbed by irresponsible people compare to when we let them wander around on the street freely.

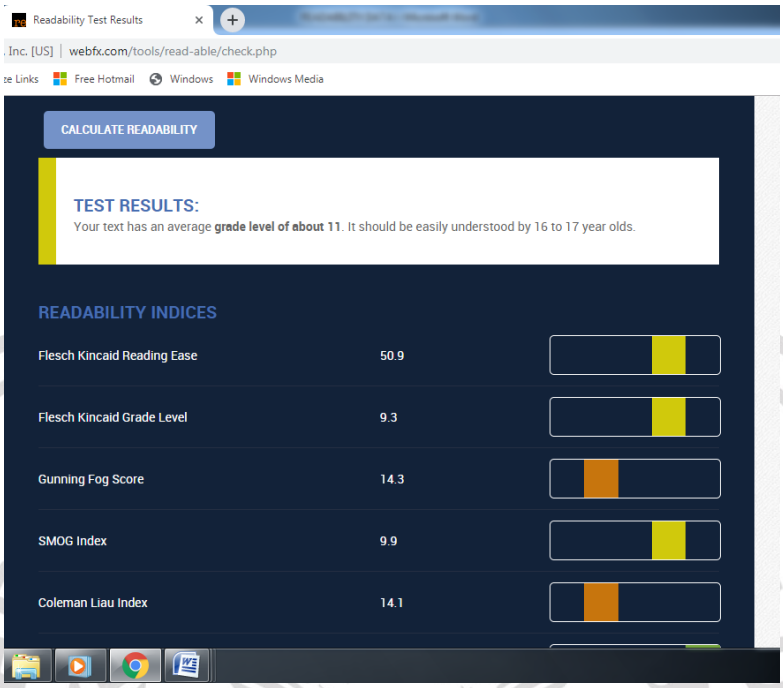
Secondly, loosing their conscious mind does not mean that they have forgotten their basic instinct for food, drinks and self preservation. We can imagine what will happen when they feel hungry or thirsty when they are roaming around on the street. They will cause trouble to the people around them. Keeping them in a special place will prevent this problem. It will bring security for the insane people and also for the society.

Thirdly, people with mental illness may not have a healthy mind, but they do have a healthy body or at least healthy body parts. Without anyone caring, they are the best target of human trafficking business as no one will notice if they are disappear. That is why we need to protect them by placing them in a secure facility where we can always check on their condition and make sure that they are safe.

Based on the explanations above, it is clear that we need to protect the people with mental illness by placing them in a special and secure facility where we can take care of them and cure them if it is possible.

https://www.bigbanktheories.com/penjelasan-lengkap-analytical-exposition-text-dan-contohnya/

6. Text For Grade 11



Integrated Pest Management

There is no best way to deal with pests in agriculture. Pesticides which are commonly used may cause many problems. I think combining different management operations is the most effective way to control pests.

Firstly, the chemicals in the pesticides may build up as residues in the environment and in the soil which absorbs the chemicals. This reduces the quality of farm product.

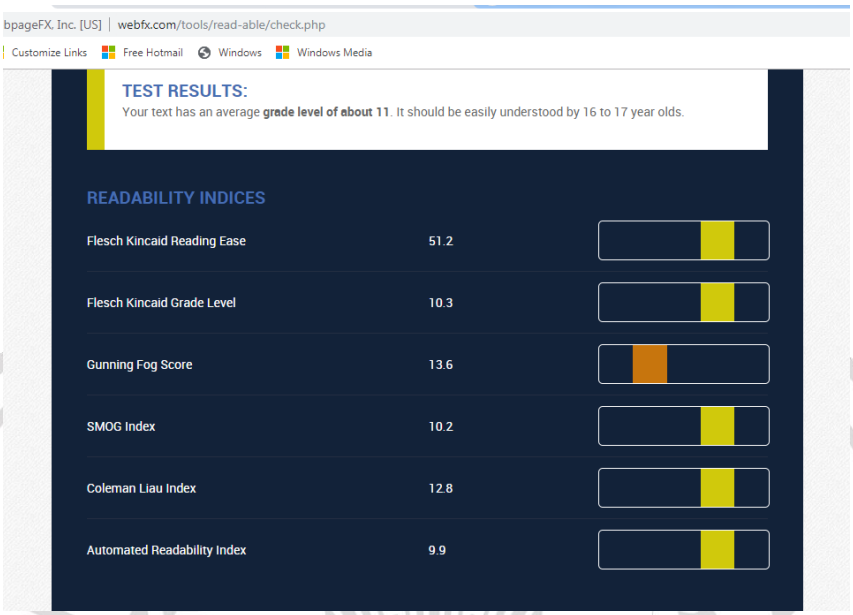
Secondly, pests can gradually become resistant to pesticides. This means that newer and stronger ones have to be developed.

Lastly, some pesticides affect non target plants and animals such as fish and bees. This affects the ecology and environment as well.

So, understanding of ecology of an area helps a lot in pest control. Pesticides should be chosen and applied carefully so that they don't affect the ecological balance and environment. Therefore, integrated pest management is a safe and more effective option to fight pest in agriculture and livestock.

https://englishahkam.blogspot.com/2012/12/teks-analytical-exposition-jawaban.html

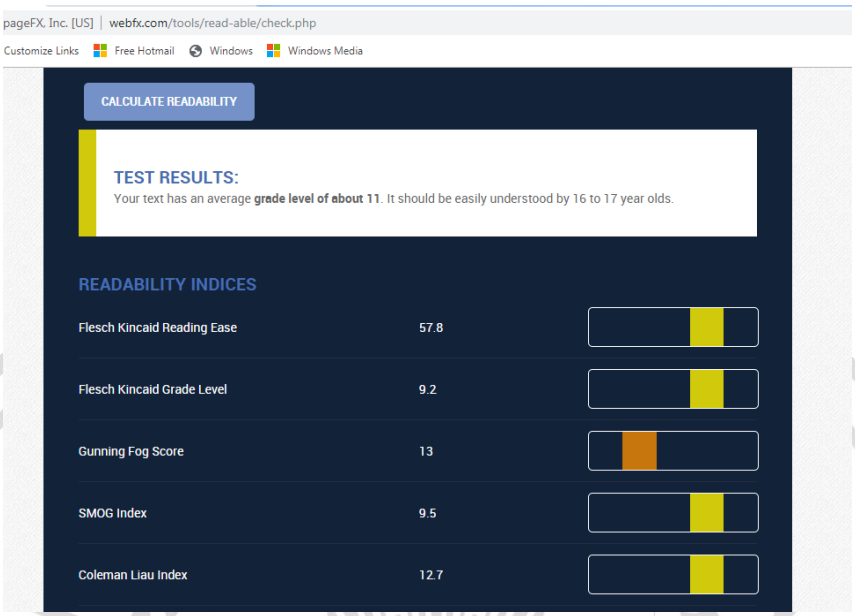
7. Text For Grade 11



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.

8. Text For Grade 11



Corruption has happened for many years and today it becomes a bad culture in indonesia for three reasons . most adult indonesian or foreigners have known and admitted that corruptions happen in many places the daily newspapers, news programs on TV and radio have reported corruptions are done everywhere, almost in all departments or public services of this country. Corruption happen in health, education departments and banks. When we manage to get some documents in public service offices, we usually need much money to pay and manipulations happen everywhere.

The actions to eliminate corruption are weak. The ever stronger culture seems not to come to end when the responsibility of institutions who have to reinforce the justice today commit corruption. This is the worst. Corruptions happen in police department, courts where judges, public prosecutors, lawyers make deals to do corruption. All of us also heard in the end of 2004, probpsutejo reported that he had bribed the supreme court, or called mahkamah agung which becomes the highest level where the justice can be obtained. Perhaps you have to try to come to the local courts and see what happen there. You will see pratices of bribery and other kinds of corruption. Therefore, we can say that corruption becomes our culture. do you like it?. The citizens have no goodwill to fight against the corruption. They create the situasions in which people have opportunities to do corruptions. The citizens like to break the rules because they are not disciplined. For example, in the street when they drive a car or ride motorcycle, they do not have the driving license or necessary documents. Then they are caught by the local poloceman to avoid more difficulties, they like to bribe the officer. The officer let them go then. In other words, the citizens and officers are the same doing corruption together. If only the people were critical disciplined and obey the rules and willing

to report any wrong behaviours. This country will not be number one of corrupting country in the world.

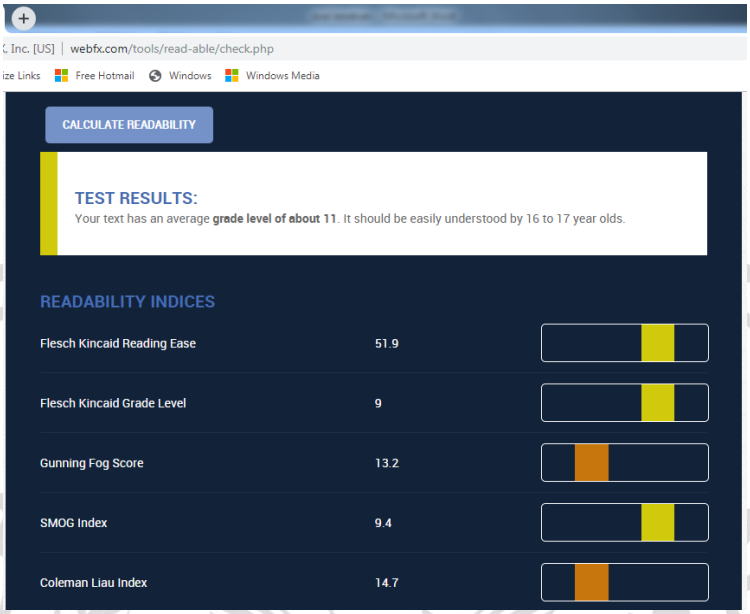
We can conclude that corruption is becoming a bad culture in indonesia, if it is not ended soon by all of us, it seems that there mus be more severe penalty for the corruptors. Do we stii care about the future of this countryy?.

http://typeoftext.blogspot.com/2009/01/analytical-exposition.html

APPENDIX 6

READABILITY DATA

1. Text For Grade 11



In Australia there are three levels of governments, the federal government, state governments and local governments. All of these levels of government are necessary. This is so for number of reasons. First, the federal government is necessary for the big things. They keep the economy in order and look after like defensE. Similarly, the state governments look after the middle sized things. For example they look after law and order, preventing things like vandalism in school. Finally, local government look after the small thins. They look after things like collecting rubbish, otherwise everyone would have diseasE. Thus for the reason above, we can conclude that the three levels of the government are necessary.

2. Text For Grade 11

There is no best way to deal with pests in agriculture. Pesticides which are commonly used may cause many problems. I think combining different management operations is the most effective way to control pests.

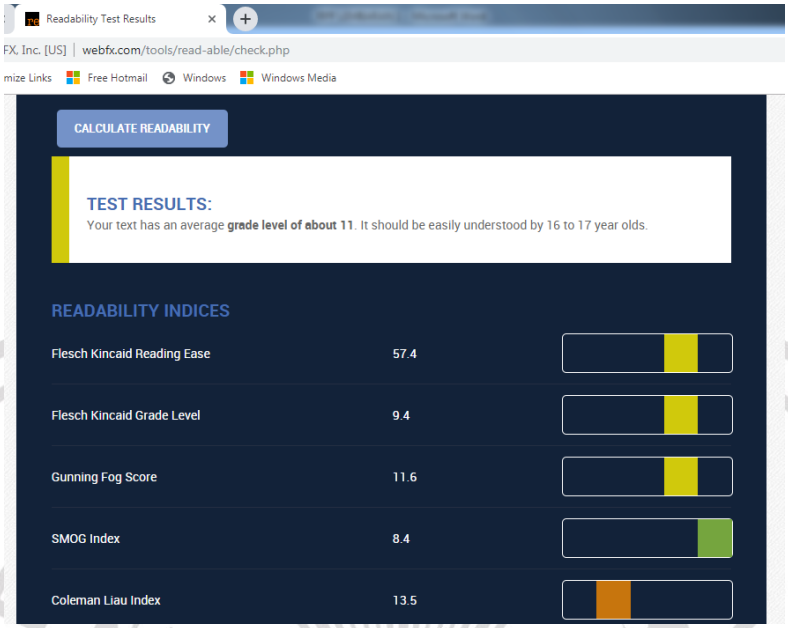
Firstly, the chemicals in the pesticides may build up as residues in the environment and in the soil which absorbs the chemicals. This reduces the quality of farm product.

Secondly, pests can gradually become resistant to pesticides. This means that newer and stronger ones have to be developed.

Lastly, some pesticides affect non target plants and animals such as fish and bees. This affects the ecology and environment as well.

So, understanding of ecology of an area helps a lot in pest control. Pesticides should be chosen and applied carefully so that they don't affect the ecological balance and environment. Therefore, integrated pest management is a safe and more effective option to fight pest in agriculture and livestock.

3. Text For Grade 11



Thousands of macaques are bred or captured from the wild to be used as street performers, or known as “topeng monyet”. The macaques are used to perform street shows; wearing funny masks, riding bicycles, performing acrobatic moves and doing amusing things. However, such shows should be banned for few reasons.

First, topeng monyet is a kind of exploitation of monkeys for money. The monkeys are hung from chains for long periods to train them to walk on their hind legs like humans. Their teeth are extracted so they can’t bite and they are tortured to remain obedient. The monkeys are often outfitted in dresses and cowboy hats and forced to carry parasols or ride tiny bikes. This animal abuse will definitely hurt the monkeys.

Second, the ban of masked monkey show can help improve public order. Topeng monyet is often performed when traffic is backed up at notoriously congested intersections. This will disturb the sight and create traffic jams for many motorists or pedestrians will slow down to watch the shows.

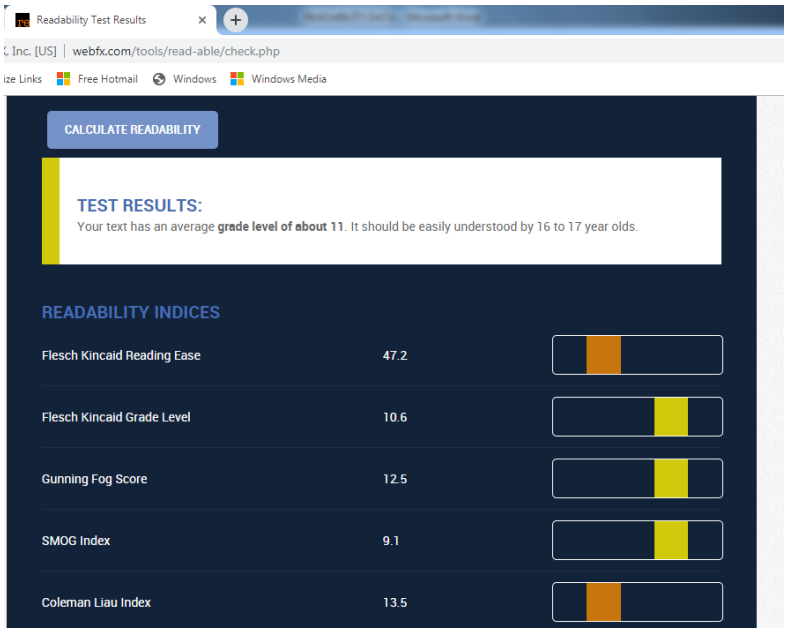
Third, banning the dancing monkeys is a necessary public health measure. It is important to rescue the monkeys from street performances and help prevent diseases carried by the monkeys.

The monkeys used in topeng monyet may not be healthy and may have potential to some diseases such as tuberculosis and hepatitis.

Considering the reasons stated above, topeng monyet should be banned for it exploits the monkeys, causes traffic jams and spreads illnesses such as tuberculosis and hepatitis.

https://www.englishcafe.co.id/ujian-nasional-analytical-exposition/

4. Text For Grade 11

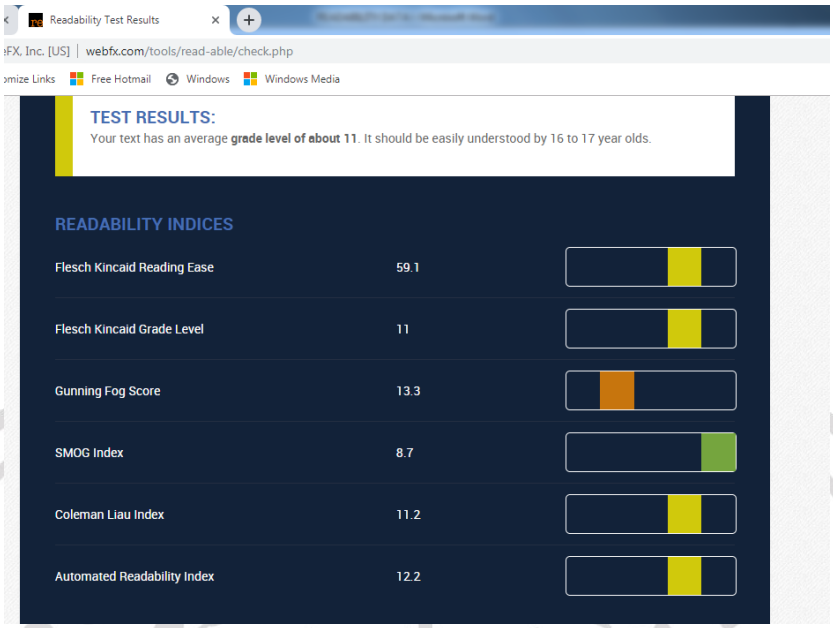


There are many reasons why people become vegetarians, including personal health, the environment, and the economy. A vegetarian is a person who does not eat meat, poultry, and fish. Vegetarians mostly eat fruit, vegetables, legumes, grains, seeds, and nuts. Vegetarians also consume eggs and dairy products, but they avoid meat products, such as beef, chicken stocks, and gelatin. According to research, vegetarians have lower risk of heart disease, high cholesterol, diabetes, obesity, and high blood pressure. This may happen due to a healthy vegetarian diet, which has low fat but high fibre.

However, a vegetarian diet can be high in fat if it includes excessive amounts of fatty snacks, fried food, whole dairy products, and eggs. At the same time, a vegetarian diet can be simple and easy to prepare. Therefore, a vegetarian diet must be well-planned to prevent and treat certain diseases.

https://www.englishcafe.co.id/ujian-nasional-analytical-exposition/

5. Text For Grade 11



Mentally Ill Person Wander Around Freely On The Street

I personally think that a person with a mental illness that we usually find wandering around our neighborhood aimlessly is not dangerous, but a serious act need to be done on this matter. The following reasons will show you why we need to do something to insane people.

Firstly, people with mental illness who walk around our neighborhood or workplace may look scary beause most of the time they are found in dirty condition and in zombie-like state (having no consciousness), but they rarely endanger the people around them, except they were disturbed first. Placing them in a secure place will minimize the chance of them being disturbed by irresponsible people compare to when we let them wander around on the street freely.

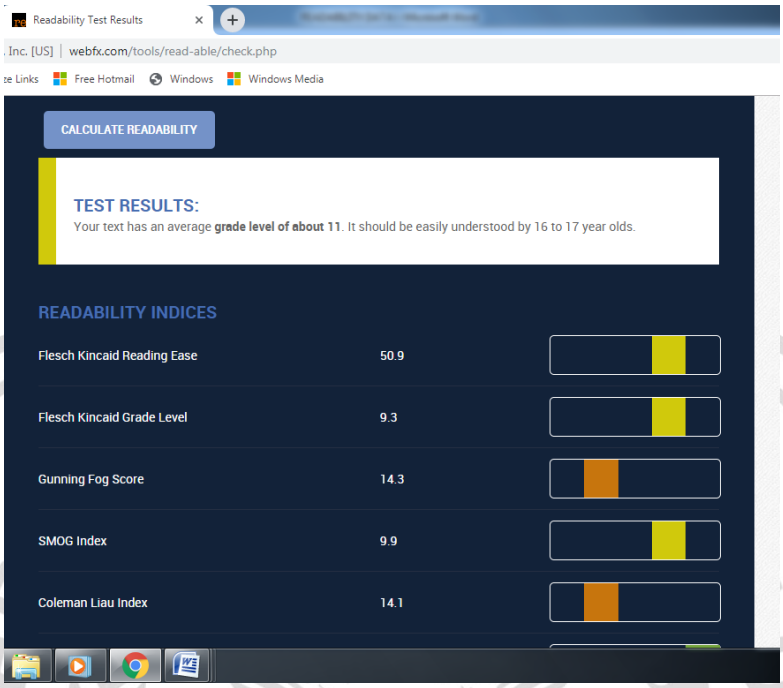
Secondly, loosing their conscious mind does not mean that they have forgotten their basic instinct for food, drinks and self preservation. We can imagine what will happen when they feel hungry or thirsty when they are roaming around on the street. They will cause trouble to the people around them. Keeping them in a special place will prevent this problem. It will bring security for the insane people and also for the society.

Thirdly, people with mental illness may not have a healthy mind, but they do have a healthy body or at least healthy body parts. Without anyone caring, they are the best target of human trafficking business as no one will notice if they are disappear. That is why we need to protect them by placing them in a secure facility where we can always check on their condition and make sure that they are safe.

Based on the explanations above, it is clear that we need to protect the people with mental illness by placing them in a special and secure facility where we can take care of them and cure them if it is possible.

https://www.bigbanktheories.com/penjelasan-lengkap-analytical-exposition-text-dan-contohnya/

6. Text For Grade 11



Integrated Pest Management

There is no best way to deal with pests in agriculture. Pesticides which are commonly used may cause many problems. I think combining different management operations is the most effective way to control pests.

Firstly, the chemicals in the pesticides may build up as residues in the environment and in the soil which absorbs the chemicals. This reduces the quality of farm product.

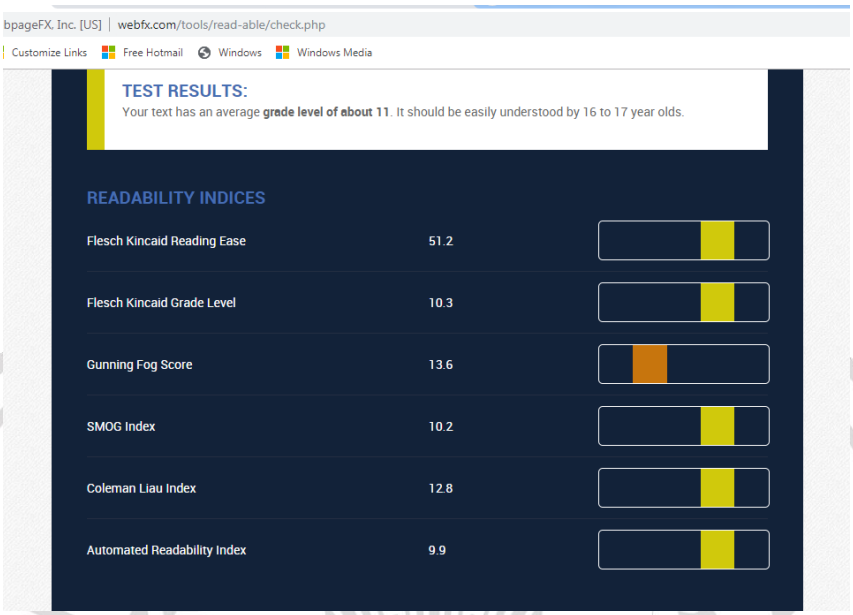
Secondly, pests can gradually become resistant to pesticides. This means that newer and stronger ones have to be developed.

Lastly, some pesticides affect non target plants and animals such as fish and bees. This affects the ecology and environment as well.

So, understanding of ecology of an area helps a lot in pest control. Pesticides should be chosen and applied carefully so that they don't affect the ecological balance and environment. Therefore, integrated pest management is a safe and more effective option to fight pest in agriculture and livestock.

https://englishahkam.blogspot.com/2012/12/teks-analytical-exposition-jawaban.html

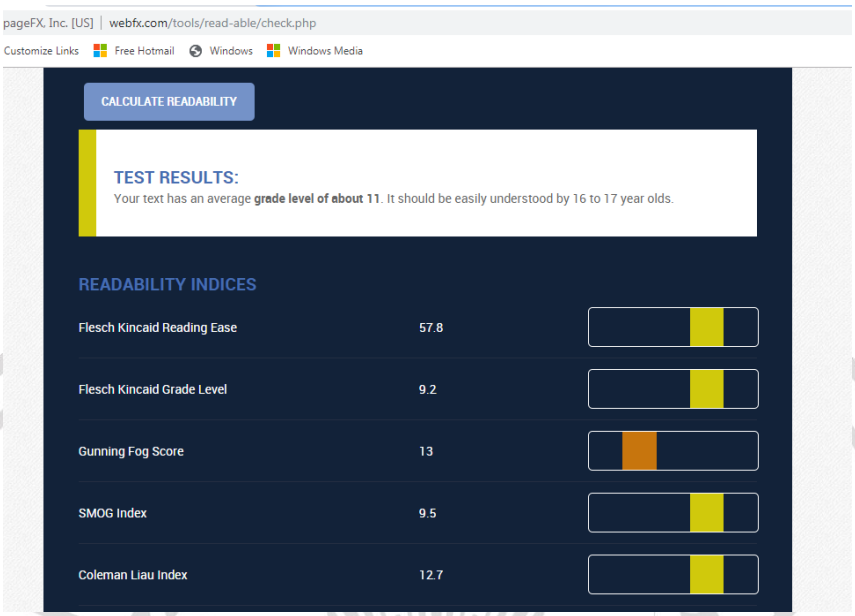
7. Text For Grade 11



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.

8. Text For Grade 11



Corruption has happened for many years and today it becomes a bad culture in indonesia for three reasons . most adult indonesian or foreigners have known and admitted that corruptions happen in many places the daily newspapers, news programs on TV and radio have reported corruptions are done everywhere, almost in all departments or public services of this country. Corruption happen in health, education departments and banks. When we manage to get some documents in public service offices, we usually need much money to pay and manipulations happen everywhere.

The actions to eliminate corruption are weak. The ever stronger culture seems not to come to end when the responsibility of institutions who have to reinforce the justice today commit corruption. This is the worst. Corruptions happen in police department, courts where judges, public prosecutors, lawyers make deals to do corruption. All of us also heard in the end of 2004, probpsutejo reported that he had bribed the supreme court, or called mahkamah agung which becomes the highest level where the justice can be obtained. Perhaps you have to try to come to the local courts and see what happen there. You will see pratices of bribery and other kinds of corruption. Therefore, we can say that corruption becomes our culture. do you like it?. The citizens have no goodwill to fight against the corruption. They create the situasions in which people have opportunities to do corruptions. The citizens like to break the rules because they are not disciplined. For example, in the street when they drive a car or ride motorcycle, they do not have the driving license or necessary documents. Then they are caught by the local poloceman to avoid more difficulties, they like to bribe the officer. The officer let them go then. In other words, the citizens and officers are the same doing corruption together. If only the people were critical disciplined and obey the rules and willing

to report any wrong behaviours. This country will not be number one of corrupting country in the world.

We can conclude that corruption is becoming a bad culture in indonesia, if it is not ended soon by all of us, it seems that there mus be more severe penalty for the corruptors. Do we stii care about the future of this countryy?.

http://typeoftext.blogspot.com/2009/01/analytical-exposition.html

APPENDIX 7

RELIABILITY

Case Processing Summary

		N	%
Cases	Valid	22	100.0
	Excluded[a]	0	.0
	Total	22	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.950	25

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	16.5000	55.500	.794	.946
VAR00002	16.5000	55.405	.807	.946
VAR00003	16.3182	57.370	.639	.948
VAR00004	16.3636	58.052	.496	.949
VAR00005	16.3182	58.323	.488	.949
VAR00006	16.5000	55.500	.794	.946
VAR00007	16.5000	55.405	.807	.946
VAR00009	16.5000	55.500	.794	.946
VAR00010	16.5000	54.738	.902	.944
VAR00011	16.5000	55.595	.780	.946
VAR00012	16.5000	57.024	.583	.948
VAR00013	16.5000	54.738	.902	.944
VAR00015	16.3182	57.370	.639	.948
VAR00016	16.3182	57.370	.639	.948
VAR00020	16.3182	60.799	.108	.953
VAR00021	16.3182	59.370	.325	.951
VAR00022	16.5455	55.879	.731	.947
VAR00023	16.3182	59.465	.311	.951
VAR00024	16.5000	55.500	.794	.946
VAR00025	16.3182	59.370	.325	.951
VAR00026	16.4545	54.926	.896	.945
VAR00027	16.3182	59.370	.325	.951
VAR00028	16.3182	57.370	.639	.948
VAR00029	16.3182	57.370	.639	.948
VAR00030	16.3182	57.370	.639	.948

APPENDIX 10

Answer Key for Pre-test and Post-test

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

APPENDIX 11

TABLE SCORE OF PRE AND POST TEST

The Table of Scoring Pre-Test and Post-test			
Score of Pre-Test		**Score of Post-test**	
Control Group (IPA 2)	**Experimental Group (IPA 3)**	**Control Group (IPA 2)**	**Experimental Group (IPA 3)**
90	63	68	57
79	52	74	57
79	36	74	63
63	42	79	57
79	42	74	63
79	47	79	63
79	52	84	84
58	47	68	84
79	73	68	63
79	68	27	57
58	35	58	63
90	35	63	84
74	52	63	84
95	58	63	79
90	52	74	84
88	63	74	57
88	52	74	63
79	45	58	68
79	52	63	84
95	52	8	84
90	58	12	84
90	58	8	84
95	36	63	84
95	45	31	80
74	63	31	57
63	52	52	80
68	36	68	84
68	36	68	42
74	68	68	42
68	58	68	42

APPENDIX 12

```
T-TEST GROUPS=group(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=nilai

  /CRITERIA=CI(.9500).
```

T-Test

Notes

Output Created		02-Oct-2019 18:40:14
Comments		
Input	Data	J:\bara\pre test.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	60
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=group(1 2) /MISSING=ANALYSIS /VARIABLES=nilai /CRITERIA=CI(.9500).

Resources	Processor Time	00:00:00.016
	Elapsed Time	00:00:00.017

[DataSet1] J:\bara\pre test.sav

Group Statistics

	group	N	Mean	Std. Deviation	Std. Error Mean
nilai	1	30	48.8000	14.90290	2.72089
	2	30	77.2000	13.89468	2.53681

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upp
nilai	Equal variances assumed	.002	.968	-7.634	58	.000	-28.40000	3.72003	-35.84645	-2
	Equal variances not assumed			-7.634	57.718	.000	-28.40000	3.72003	-35.84722	-2

APPENDIX 13

```
EXAMINE VARIABLES=nilai BY group
  /PLOT BOXPLOT HISTOGRAM NPPLOT
  /COMPARE GROUP
  /STATISTICS DESCRIPTIVES
  /CINTERVAL 95
  /MISSING LISTWISE

  /NOTOTAL.
```

Explore

Notes

Output Created		02-Oct-2019 18:45:08
Comments		
Input	Data	J:\bara\pre test.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	60
Missing Value Handling	Definition of Missing	User-defined missing values for dependent variables are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any dependent variable or factor used.

Syntax		EXAMINE VARIABLES=nilai BY group /PLOT BOXPLOT HISTOGRAM NPPLOT /COMPARE GROUP /STATISTICS DESCRIPTIVES /CINTERVAL 95 /MISSING LISTWISE /NOTOTAL.
Resources	Processor Time	00:00:01.186
	Elapsed Time	00:00:01.139

[DataSet1] J:\bara\pre test.sav

group

Case Processing Summary

		Cases					
		Valid		Missing		Total	
	group	N	Percent	N	Percent	N	Percent
nilai	1	30	100.0%	0	.0%	30	100.0%
	2	30	100.0%	0	.0%	30	100.0%

Descriptives

	group		Statistic	Std. Error
nilai	1	Mean	50.9333	1.96985

	95% Confidence Interval for Mean	Lower Bound	46.9045	
		Upper Bound	54.9621	
	5% Trimmed Mean		50.6852	
	Median		52.0000	
	Variance		116.409	
	Std. Deviation		1.07893E1	
	Minimum		35.00	
	Maximum		73.00	
	Range		38.00	
	Interquartile Range		16.00	
	Skewness		.118	.427
	Kurtosis		-.758	.833
2	Mean		79.5000	2.03856
	95% Confidence Interval for Mean	Lower Bound	75.3307	
		Upper Bound	83.6693	
	5% Trimmed Mean		79.8333	
	Median		79.0000	
	Variance		124.672	
	Std. Deviation		1.11657E1	
	Minimum		58.00	
	Maximum		95.00	
	Range		37.00	
	Interquartile Range		17.50	
	Skewness		-.319	.427

	Kurtosis	-.791	.833

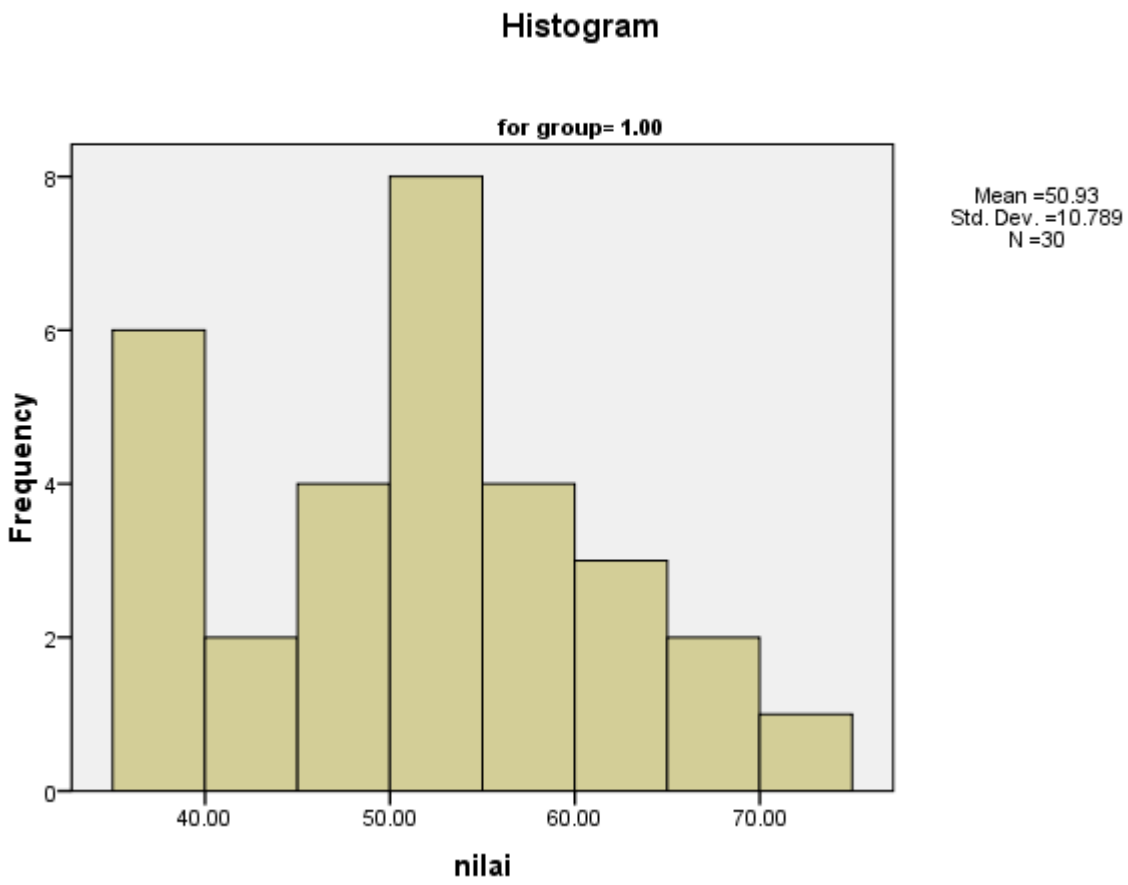
Tests of Normality

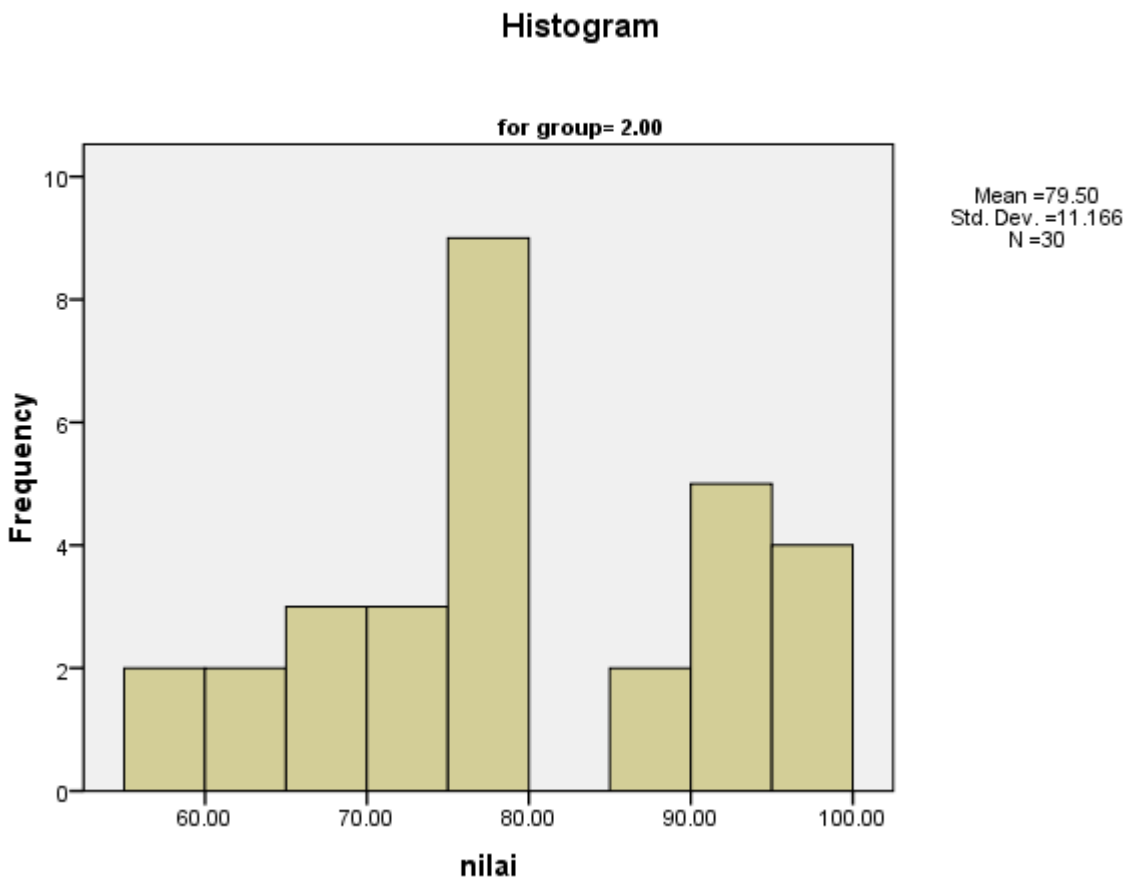
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	group	Statistic	df	Sig.	Statistic	df	Sig.
nilai	1	.139	30	.142	.946	30	.130
	2	.151	30	.142	.926	30	.039

a. Lilliefors Significance Correction

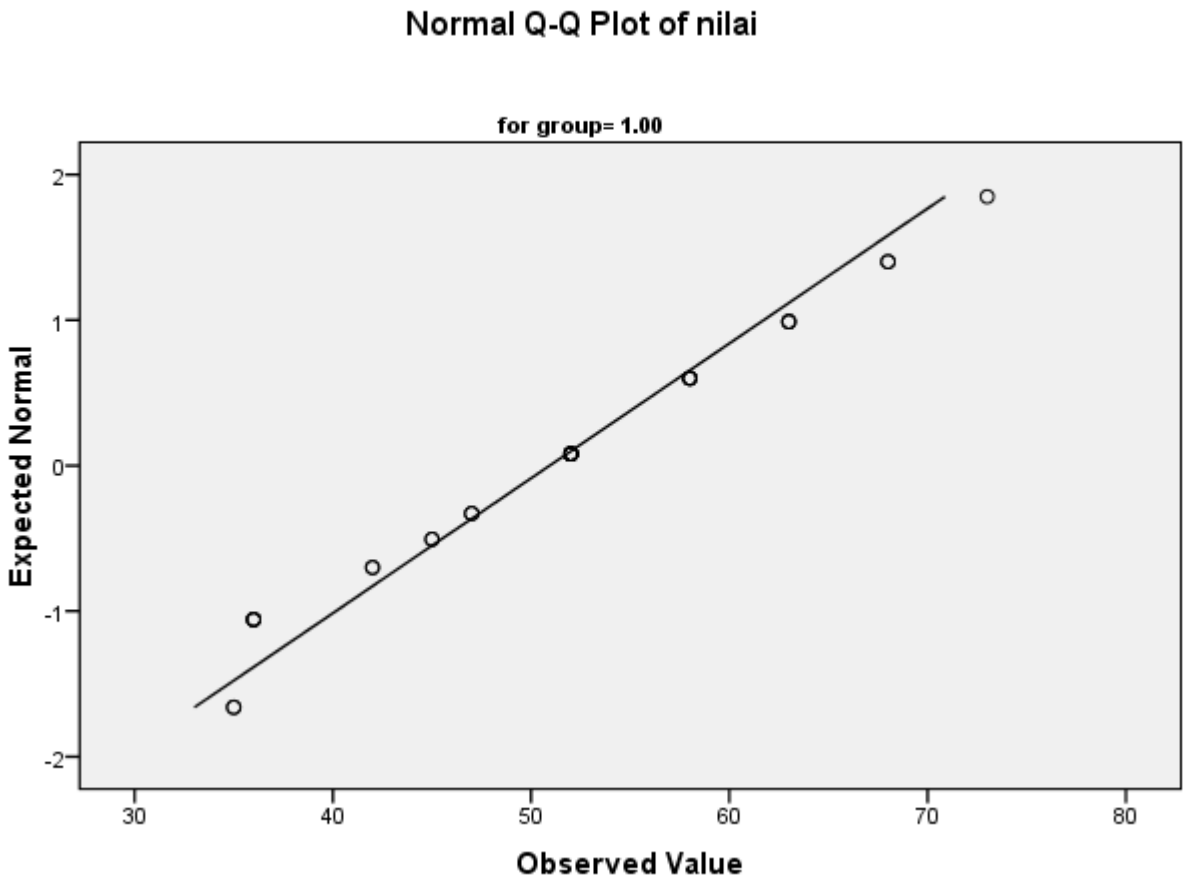
nilai

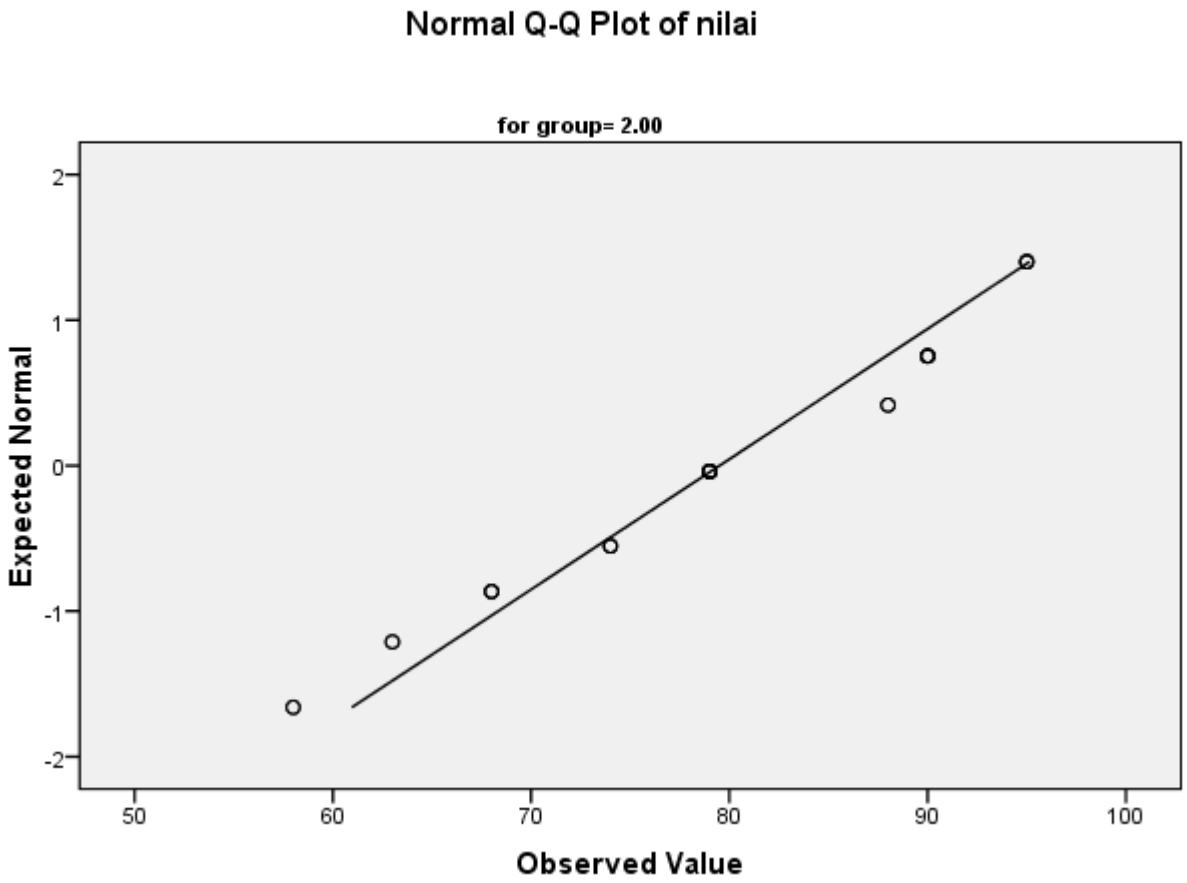
Histograms


Histogram
for group= 1.00
Mean =50.93
Std. Dev. =10.789
N =30
Frequency
0
2
4
6
8
40.00
50.00
60.00
70.00
nilai

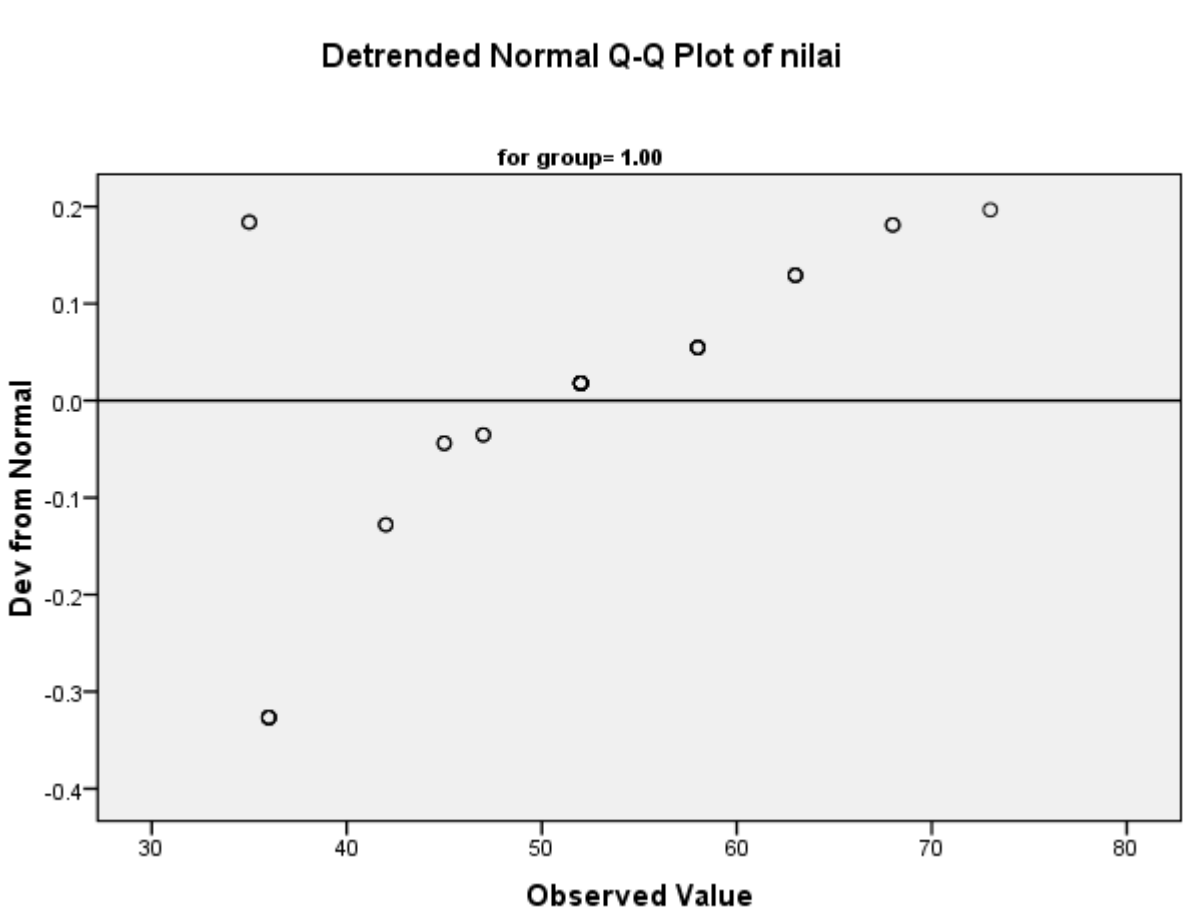


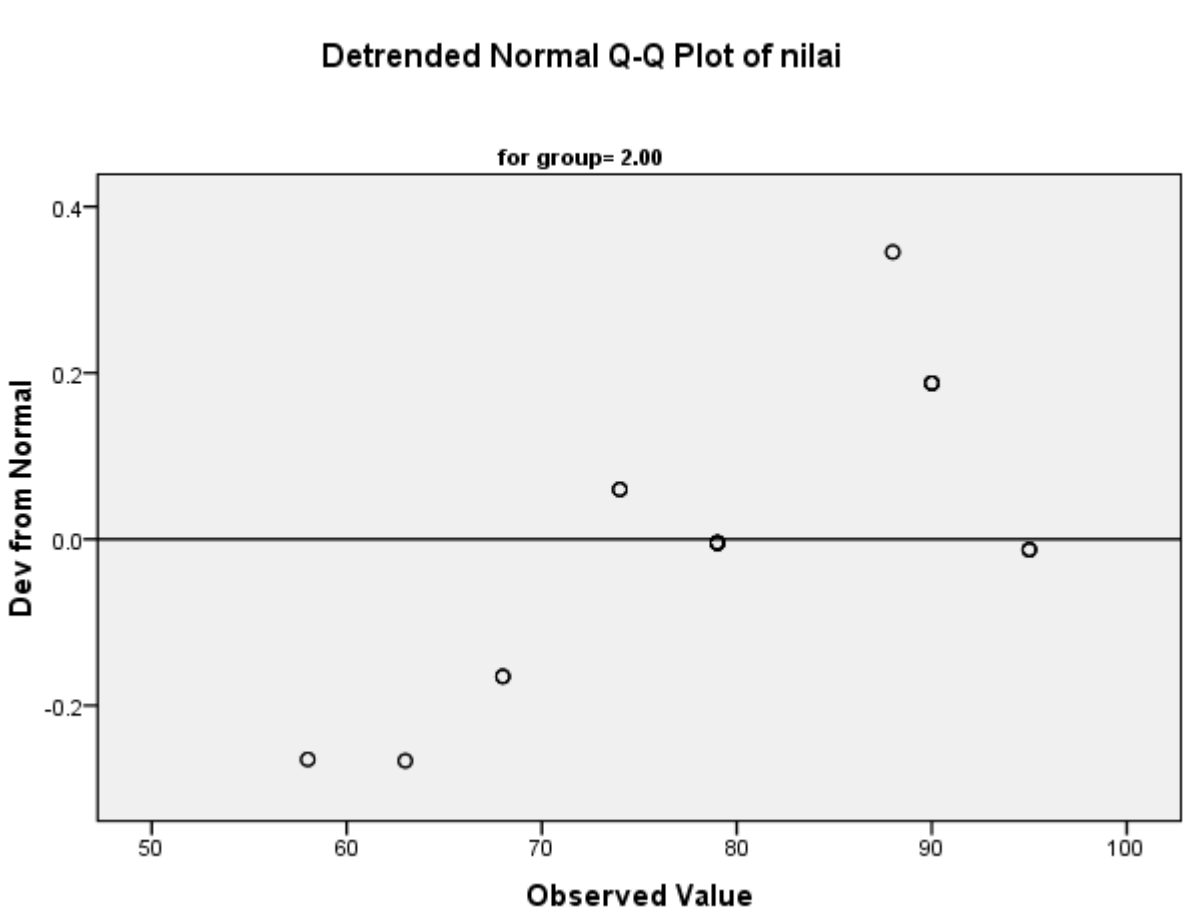
Normal Q-Q Plots

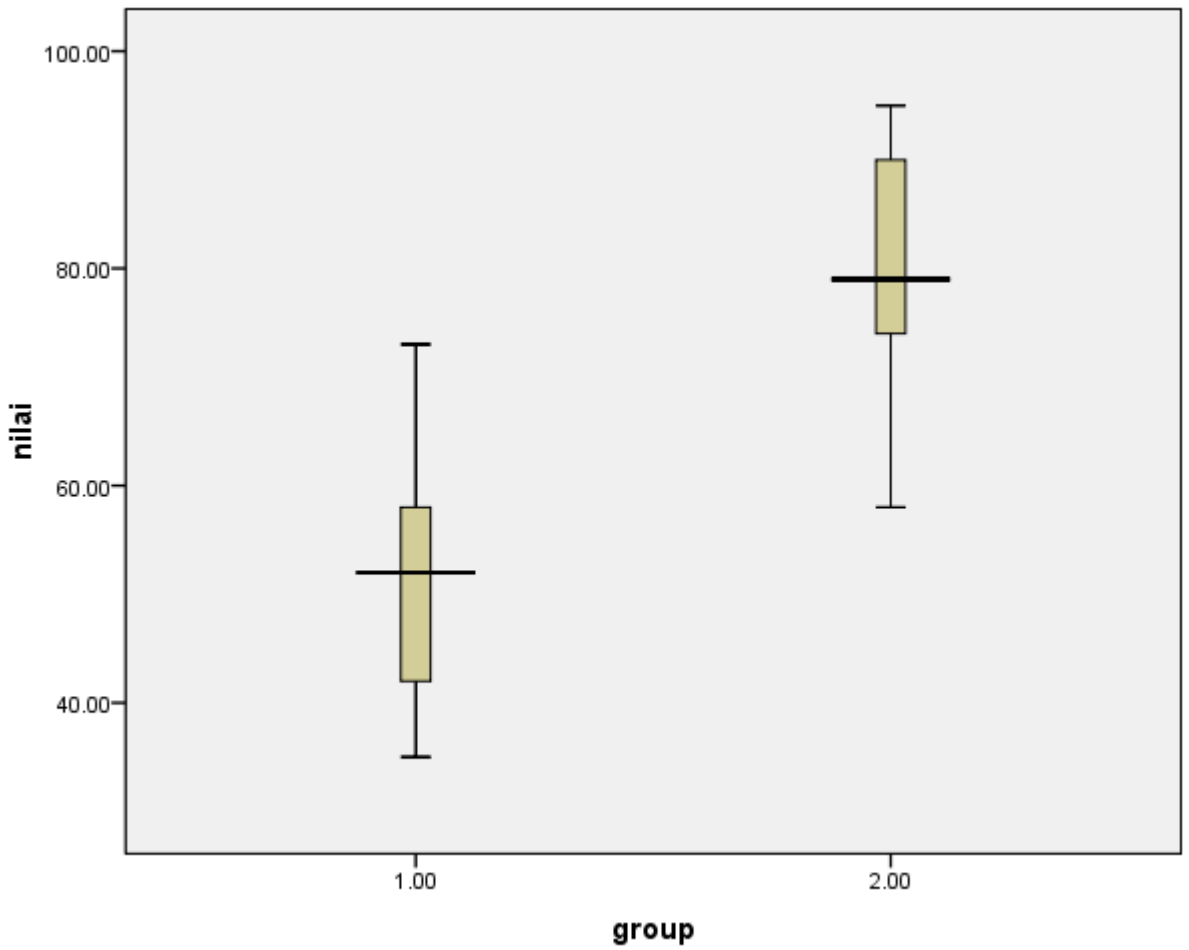

Normal Q-Q Plot of nilai
for group= 1.00
Expected Normal
Observed Value
2
1
0
-1
-2
30
40
50
60
70
80



Detrended Normal Q-Q Plots


Detrended Normal Q-Q Plot of nilai
for group= 1.00
Dev from Normal
0.2
0.1
0.0
-0.1
-0.2
-0.3
-0.4
30
40
50
60
70
80
Observed Value


Detrended Normal Q-Q Plot of nilai
for group= 2.00
Dev from Normal
0.4
0.2
0.0
-0.2
50
60
70
80
90
100
Observed Value


100.00
80.00
60.00
40.00
nilai
1.00
2.00
group

APPENDIX 14
HYPOTHESIS TESTING

```
T-TEST GROUPS=group(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=nilai

  /CRITERIA=CI(.9500).
```

T-Test

Notes

Output Created		19-Oct-2019 15:45:08
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	60
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=group(1 2) /MISSING=ANALYSIS /VARIABLES=nilai /CRITERIA=CI(.9500).
Resources	Processor Time	00:00:00.031

Notes

Output Created		19-Oct-2019 15:45:08
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	60
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=group(1 2) /MISSING=ANALYSIS /VARIABLES=nilai /CRITERIA=CI(.9500).
Resources	Processor Time	00:00:00.031
	Elapsed Time	00:00:00.029

[DataSet0]

Group Statistics

	group	N	Mean	Std. Deviation	Std. Error Mean
nilai	1	30	69.2333	14.48348	2.64431
	2	30	58.7333	21.55496	3.93538

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upp
nilai	Equal variances assumed	1.448	.234	2.215	58	.031	10.50000	4.74126	1.00933	1
	Equal variances not assumed			2.215	50.752	.031	10.50000	4.74126	.98039	2

APPENDIX 5

CONSTRUCT VALIDITY

Correlations

		VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	VAR00006	VAR00007	VAR00008	VAR00009	VAR00010	VAR00011	VAR00012	VAR00013	VAR00014	VAR00015	VAR00016	VAR00017	VAR00018	VAR00019	VAR00020	VAR00021	VAR00022	VAR00023	VAR00024	VAR00025	VAR00026	VAR00027	VAR00028	VAR00029	VAR00030	JUMLAH
VAR00001	Pearson Correlation	1	.812**	.431*	.321	.211	.812**	.812**	-.231	.812**	.812**	.812**	.624**	.812**	-.010	.431*	.431*	-.231	-.171	-.231	-.010	-.010	.726**	.211	1.000**	-.010	.909**	-.010	.431*	.431*	.431*	.466**
	Sig. (2-tailed)		.000	.045	.145	.347	.000	.000	.302	.000	.000	.000	.002	.000	.965	.045	.045	.302	.446	.302	.965	.965	.000	.347	.000	.965	.000	.965	.045	.045	.045	.029
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00002	Pearson Correlation	.812**	1	.431*	.321	.211	.812**	1.000**	-.231	.812**	.812**	.812**	.624**	.812**	-.010	.431*	.431*	-.010	-.171	-.231	.211	-.010	.726**	.211	.812**	-.010	.909**	-.010	.431*	.431*	.431*	.518*
	Sig. (2-tailed)	.000		.045	.145	.347	.000	.000	.302	.000	.000	.000	.002	.000	.965	.045	.045	.965	.446	.302	.347	.965	.000	.347	.000	.965	.000	.965	.045	.045	.045	.013
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00003	Pearson Correlation	.431*	.431*	1	.886**	.224	.431*	.431*	-.294	.431*	.652**	.431*	.431*	.652**	-.294	.224	.224	-.035	-.138	-.035	-.035	.482*	.376	.224	.431*	.482*	.492*	.482*	.224	1.000**	.224	.365
	Sig. (2-tailed)	.045	.045		.000	.317	.045	.045	.184	.045	.001	.045	.045	.001	.184	.317	.317	.876	.541	.876	.876	.023	.084	.317	.045	.023	.020	.023	.317	.000	.317	.095
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00004	Pearson Correlation	.321	.321	.886**	1	.155	.321	.321	-.332	.321	.528*	.321	.321	.528*	-.332	.155	.155	.155	-.199	.155	-.089	.399	.261	.155	.321	.399	.386	.399	.155	.886**	.155	.343
	Sig. (2-tailed)	.145	.145	.000		.491	.145	.145	.131	.145	.011	.145	.145	.011	.131	.491	.491	.491	.374	.491	.695	.066	.241	.491	.145	.066	.076	.066	.491	.000	.491	.118
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00005	Pearson Correlation	.211	.211	.224	.155	1	.211	.211	-.294	.211	.431*	.211	-.010	.431*	-.035	.741**	.741**	-.035	.095	-.294	.224	.482*	.158	.224	.211	.482*	.266	.482*	.741**	.224	.741**	.426*
	Sig. (2-tailed)	.347	.347	.317	.491		.347	.347	.184	.347	.045	.347	.965	.045	.876	.000	.000	.876	.673	.184	.317	.023	.481	.317	.347	.023	.231	.023	.000	.317	.000	.048
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00006	Pearson Correlation	.812**	.812**	.431*	.321	.211	1	.812**	-.231	1.000**	.812**	.812**	.624**	.812**	-.010	.431*	.431*	-.231	-.370	-.231	-.010	-.010	.726**	.211	.812**	-.010	.909**	-.010	.431*	.431*	.431*	.363
	Sig. (2-tailed)	.000	.000	.045	.145	.347		.000	.302	.000	.000	.000	.002	.000	.965	.045	.045	.302	.090	.302	.965	.965	.000	.347	.000	.965	.000	.965	.045	.045	.045	.097
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00007	Pearson Correlation	.812**	1.000**	.431*	.321	.211	.812**	1	-.231	.812**	.812**	.812**	.624**	.812**	-.010	.431*	.431*	-.010	-.171	-.231	.211	-.010	.726**	.211	.812**	-.010	.909**	-.010	.431*	.431*	.431*	.518*
	Sig. (2-tailed)	.000	.000	.045	.145	.347	.000		.302	.000	.000	.000	.002	.000	.965	.045	.045	.965	.446	.302	.347	.965	.000	.347	.000	.965	.000	.965	.045	.045	.045	.013
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00008	Pearson Correlation	-.231	-.231	-.294	-.332	-.294	-.231	-.231	1	-.231	-.231	-.231	-.231	-.231	-.035	-.294	-.294	-.294	-.138	-.035	-.294	-.294	-.059	-.294	-.231	-.294	-.184	-.294	-.294	-.294	-.294	-.606**
	Sig. (2-tailed)	.302	.302	.184	.131	.184	.302	.302		.302	.302	.302	.302	.302	.876	.184	.184	.184	.541	.876	.184	.184	.793	.184	.302	.184	.411	.184	.184	.184	.184	.003
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00009	Pearson Correlation	.812**	.812**	.431*	.321	.211	1.000**	.812**	-.231	1	.812**	.812**	.624**	.812**	-.010	.431*	.431*	-.231	-.370	-.231	-.010	-.010	.726**	.211	.812**	-.010	.909**	-.010	.431*	.431*	.431*	.363
	Sig. (2-tailed)	.000	.000	.045	.145	.347	.000	.000	.302		.000	.000	.002	.000	.965	.045	.045	.302	.090	.302	.965	.965	.000	.347	.000	.965	.000	.965	.045	.045	.045	.097
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00010	Pearson Correlation	.812**	.812**	.652**	.528*	.431*	.812**	.812**	-.231	.812**	1	.812**	.624**	1.000**	-.010	.431*	.431*	-.231	-.370	-.231	-.010	.211	.726**	.431*	.812**	.211	.909**	.211	.431*	.652**	.431*	.518*
	Sig. (2-tailed)	.000	.000	.001	.011	.045	.000	.000	.302	.000		.000	.002	.000	.965	.045	.045	.302	.090	.302	.965	.347	.000	.045	.000	.347	.000	.347	.045	.001	.045	.013
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00011	Pearson Correlation	.812**	.812**	.431*	.321	.211	.812**	.812**	-.231	.812**	.812**	1	.624**	.812**	.211	.431*	.431*	-.231	-.171	-.231	-.010	-.010	.726**	.211	.812**	-.010	.909**	-.010	.431*	.431*	.431*	.518*
	Sig. (2-tailed)	.000	.000	.045	.145	.347	.000	.000	.302	.000	.000		.002	.000	.347	.045	.045	.302	.446	.302	.965	.965	.000	.347	.000	.965	.000	.965	.045	.045	.045	.013
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00012	Pearson Correlation	.624**	.624**	.431*	.321	-.010	.624**	.624**	-.231	.624**	.624**	.624**	1	.624**	-.010	.211	.211	-.010	-.171	-.010	-.010	-.010	.540**	.211	.624**	-.010	.716**	-.010	.211	.431*	.211	.363
	Sig. (2-tailed)	.002	.002	.045	.145	.965	.002	.002	.302	.002	.002	.002		.002	.965	.347	.347	.965	.446	.965	.965	.965	.009	.347	.002	.965	.000	.965	.347	.045	.347	.097
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00013	Pearson Correlation	.812**	.812**	.652**	.528*	.431*	.812**	.812**	-.231	.812**	1.000**	.812**	.624**	1	-.010	.431*	.431*	-.231	-.370	-.231	-.010	.211	.726**	.431*	.812**	.211	.909**	.211	.431*	.652**	.431*	.518*
	Sig. (2-tailed)	.000	.000	.001	.011	.045	.000	.000	.302	.000	.000	.000	.002		.965	.045	.045	.302	.090	.302	.965	.347	.000	.045	.000	.347	.000	.347	.045	.001	.045	.013
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00014	Pearson Correlation	-.010	-.010	-.294	-.332	-.035	-.010	-.010	-.035	-.010	-.010	.211	-.010	-.010	1	-.035	-.035	-.035	.095	-.294	.224	-.294	.158	-.035	-.010	-.294	.041	-.294	-.035	-.294	-.035	.243
	Sig. (2-tailed)	.965	.965	.184	.131	.876	.965	.965	.876	.965	.965	.347	.965	.965		.876	.876	.876	.673	.184	.317	.184	.481	.876	.965	.184	.856	.184	.876	.184	.876	.275
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00015	Pearson Correlation	.431*	.431*	.224	.155	.741**	.431*	.431*	-.294	.431*	.431*	.431*	.211	.431*	-.035	1	1.000**	-.035	.095	-.294	.482*	.224	.376	-.035	.431*	.224	.492*	.224	1.000**	.224	1.000**	.426*
	Sig. (2-tailed)	.045	.045	.317	.491	.000	.045	.045	.184	.045	.045	.045	.347	.045	.876		.000	.876	.673	.184	.023	.317	.084	.876	.045	.317	.020	.317	.000	.317	.000	.048
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00016	Pearson Correlation	.431*	.431*	.224	.155	.741**	.431*	.431*	-.294	.431*	.431*	.431*	.211	.431*	-.035	1.000**	1	-.035	.095	-.294	.482*	.224	.376	-.035	.431*	.224	.492*	.224	1.000**	.224	1.000**	.426*
	Sig. (2-tailed)	.045	.045	.317	.491	.000	.045	.045	.184	.045	.045	.045	.347	.045	.876	.000		.876	.673	.184	.023	.317	.084	.876	.045	.317	.020	.317	.000	.317	.000	.048
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00017	Pearson Correlation	-.231	-.010	-.035	.155	-.035	-.231	-.010	-.294	-.231	-.231	-.231	-.010	-.231	-.035	-.035	-.035	1	.095	-.035	.482*	.224	-.277	-.035	-.231	.224	-.184	.224	-.035	-.035	-.035	.243
	Sig. (2-tailed)	.302	.965	.876	.491	.876	.302	.965	.184	.302	.302	.302	.965	.302	.876	.876	.876		.673	.876	.023	.317	.212	.876	.302	.317	.411	.317	.876	.876	.876	.275
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00018	Pearson Correlation	-.171	-.171	-.138	-.199	.095	-.370	-.171	-.138	-.370	-.370	-.171	-.171	-.370	.095	.095	.095	.095	1	-.138	.095	.095	-.232	-.370	-.171	.095	-.314	.095	.095	-.138	.095	.109
	Sig. (2-tailed)	.446	.446	.541	.374	.673	.090	.446	.541	.090	.090	.446	.446	.090	.673	.673	.673	.673		.541	.673	.673	.300	.090	.446	.673	.155	.673	.673	.541	.673	.628
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00019	Pearson Correlation	-.231	-.231	-.035	.155	-.294	-.231	-.231	-.035	-.231	-.231	-.231	-.010	-.231	-.294	-.294	-.294	-.035	-.138	1	-.294	-.035	-.059	-.035	-.231	-.035	-.184	-.035	-.294	-.035	-.294	.000
	Sig. (2-tailed)	.302	.302	.876	.491	.184	.302	.302	.876	.302	.302	.302	.965	.302	.184	.184	.184	.876	.541		.184	.876	.793	.876	.302	.876	.411	.876	.184	.876	.184	1.000
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00020	Pearson Correlation	-.010	.211	-.035	-.089	.224	-.010	.211	-.294	-.010	-.010	-.010	-.010	-.010	.224	.482*	.482*	.482*	.095	-.294	1	-.035	-.059	-.294	-.010	-.035	.041	-.035	.482*	-.035	.482*	.304
	Sig. (2-tailed)	.965	.347	.876	.695	.317	.965	.347	.184	.965	.965	.965	.965	.965	.317	.023	.023	.023	.673	.184		.876	.793	.184	.965	.876	.856	.876	.023	.876	.023	.169
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00021	Pearson Correlation	-.010	-.010	.482*	.399	.482*	-.010	-.010	-.294	-.010	.211	-.010	-.010	.211	-.294	.224	.224	.224	.095	-.035	-.035	1	.158	.482*	-.010	1.000**	.041	1.000**	.224	.482*	.224	.365
	Sig. (2-tailed)	.965	.965	.023	.066	.023	.965	.965	.184	.965	.347	.965	.965	.347	.184	.317	.317	.317	.673	.876	.876		.481	.023	.965	.000	.856	.000	.317	.023	.317	.095
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00022	Pearson Correlation	.726**	.726**	.376	.261	.158	.726**	.726**	-.059	.726**	.726**	.726**	.540**	.726**	.158	.376	.376	-.277	-.232	-.059	-.059	.158	1	.376	.726**	.158	.828**	.158	.376	.376	.376	.563**
	Sig. (2-tailed)	.000	.000	.084	.241	.481	.000	.000	.793	.000	.000	.000	.009	.000	.481	.084	.084	.212	.300	.793	.793	.481		.084	.000	.481	.000	.481	.084	.084	.084	.006
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00023	Pearson Correlation	.211	.211	.224	.155	.224	.211	.211	-.294	.211	.431*	.211	.211	.431*	-.035	-.035	-.035	-.035	-.370	-.035	-.294	.482*	.376	1	.211	.482*	.266	.482*	-.035	.224	-.035	.304
	Sig. (2-tailed)	.347	.347	.317	.491	.317	.347	.347	.184	.347	.045	.347	.347	.045	.876	.876	.876	.876	.090	.876	.184	.023	.084		.347	.023	.231	.023	.876	.317	.876	.169
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00024	Pearson Correlation	1.000**	.812**	.431*	.321	.211	.812**	.812**	-.231	.812**	.812**	.812**	.624**	.812**	-.010	.431*	.431*	-.231	-.171	-.231	-.010	-.010	.726**	.211	1	-.010	.909**	-.010	.431*	.431*	.431*	.466**
	Sig. (2-tailed)	.000	.000	.045	.145	.347	.000	.000	.302	.000	.000	.000	.002	.000	.965	.045	.045	.302	.446	.302	.965	.965	.000	.347		.965	.000	.965	.045	.045	.045	.029
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00025	Pearson Correlation	-.010	-.010	.482*	.399	.482*	-.010	-.010	-.294	-.010	.211	-.010	-.010	.211	-.294	.224	.224	.224	.095	-.035	-.035	1.000**	.158	.482*	-.010	1	.041	1.000**	.224	.482*	.224	.365
	Sig. (2-tailed)	.965	.965	.023	.066	.023	.965	.965	.184	.965	.347	.965	.965	.347	.184	.317	.317	.317	.673	.876	.876	.000	.481	.023	.965		.856	.000	.317	.023	.317	.095
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00026	Pearson Correlation	.909**	.909**	.492*	.386	.266	.909**	.909**	-.184	.909**	.909**	.909**	.716**	.909**	.041	.492*	.492*	-.184	-.314	-.184	.041	.041	.828**	.266	.909**	.041	1	.041	.492*	.492*	.492*	.530*
	Sig. (2-tailed)	.000	.000	.020	.076	.231	.000	.000	.411	.000	.000	.000	.000	.000	.856	.020	.020	.411	.155	.411	.856	.856	.000	.231	.000	.856		.856	.020	.020	.020	.011
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00027	Pearson Correlation	-.010	-.010	.482*	.399	.482*	-.010	-.010	-.294	-.010	.211	-.010	-.010	.211	-.294	.224	.224	.224	.095	-.035	-.035	1.000**	.158	.482*	-.010	1.000**	.041	1	.224	.482*	.224	.365
	Sig. (2-tailed)	.965	.965	.023	.066	.023	.965	.965	.184	.965	.347	.965	.965	.347	.184	.317	.317	.317	.673	.876	.876	.000	.481	.023	.965	.000	.856		.317	.023	.317	.095
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00028	Pearson Correlation	.431*	.431*	.224	.155	.741**	.431*	.431*	-.294	.431*	.431*	.431*	.211	.431*	-.035	1.000**	1.000**	-.035	.095	-.294	.482*	.224	.376	-.035	.431*	.224	.492*	.224	1	.224	1.000**	.426*
	Sig. (2-tailed)	.045	.045	.317	.491	.000	.045	.045	.184	.045	.045	.045	.347	.045	.876	.000	.000	.876	.673	.184	.023	.317	.084	.876	.045	.317	.020	.317		.317	.000	.048
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00029	Pearson Correlation	.431*	.431*	1.000**	.886**	.224	.431*	.431*	-.294	.431*	.652**	.431*	.431*	.652**	-.294	.224	.224	-.035	-.138	-.035	-.035	.482*	.376	.224	.431*	.482*	.492*	.482*	.224	1	.224	.365
	Sig. (2-tailed)	.045	.045	.000	.000	.317	.045	.045	.184	.045	.001	.045	.045	.001	.184	.317	.317	.876	.541	.876	.876	.023	.084	.317	.045	.023	.020	.023	.317		.317	.095
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
VAR00030	Pearson Correlation	.431*	.431*	.224	.155	.741**	.431*	.431*	-.294	.431*	.431*	.431*	.211	.431*	-.035	1.000**	1.000**	-.035	.095	-.294	.482*	.224	.376	-.035	.431*	.224	.492*	.224	1.000**	.224	1	.426*
	Sig. (2-tailed)	.045	.045	.317	.491	.000	.045	.045	.184	.045	.045	.045	.347	.045	.876	.000	.000	.876	.673	.184	.023	.317	.084	.876	.045	.317	.020	.317	.000	.317		.048
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
JUMLAH	Pearson Correlation	.466*	.518*	.365	.343	.426*	.363	.518*	-.606**	.363	.518*	.518*	.363	.518*	.243	.426*	.426*	.243	.109	.000	.304	.365	.563**	.304	.466*	.365	.530*	.365	.426*	.365	.426*	1
	Sig. (2-tailed)	.029	.013	.095	.118	.048	.097	.013	.003	.097	.013	.013	.097	.013	.275	.048	.048	.275	.628	1.000	.169	.095	.006	.169	.029	.095	.011	.095	.048	.095	.048	
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

G. Langkah-Langkah Pembelajaran
First Meeting of Experimental

Phase	Activities		Time Allotment	Indicator
	Teacher	**Student**		
Pre – Teaching Observing	- Teacher explain the purpose, generic structure, tenses also show the example text of analytical exposition. - Teacher explain what is PORPE, before moving to the next task.	- Students listen and interact with the teacher. - Students listen and interact with the teacher.	20 minutes 5 minutes	
Whilst – Teaching Questioning	- Teacher guiding students to the step one, it is predict. In this step the teacher ask the students to make minimally 2 predicted questions using keyword "explain, discuss, contrast, compare, critisize" based on text who shared by the teacher.	- Students start to make minimally 2 questions using keyword "explain, discuss, contrast, compare, critisize" based on text who shared by the teacher.	20 minutes	4.8.1 Memprediksi makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks analytical exposition lisan dan tulis, terkait yang tercakup dalam mata pelajaran lain di kelas XI.
	- Teacher guiding students to the step two, it is organize. In this step, teacher ask students to summarize the text that cover generic stucture.	- Students start to summarize the text that cover generic structure based on the same text.	20 minutes	4.8.2 Menyusun makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks analytical exposition lisan dan tulis, yang tercakup dalam mata pelajaran lain di kelas XI
Experimenting	- Teacher guiding students to the thrid step, it is rehearse. in this step, teacher ask the students to recite aloud what they had summarize before.	- Students recite aloud the text that they had summarized before.	5 minutes	4.8.3 Memberitahu makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks analytical exposition lisan dan tulis, terkait yang tercakup dalam mata pelajaran lain di kelas XI

Associating	- Teacher guiding students to the fourth step, it is practice. In this step, teacher ask students to write down the answer of their predicted questions.	- Students write down their answer from their predicted questions.	10 minutes	4.8.4 Menulis makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks analytical exposition lisan dan tulis, yang tercakup dalam mata pelajaran lain di kelas XI
Communicating	- Teacher guiding students to fifth step, it is evaluate. In this step, teacher ask students to evaluate theirselves by checklist that provide by the researcher.	- Students evaluate theirselves by checklist that provided by the researcher.	5 minutes	4.8.5 Mengevaluasi makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks analytical exposition lisan dan tulis, yang tercakup dalam mata pelajaran lain di kelas XI
Post - Teaching	- Teacher reviewing the understanding of the subject by asking the student.	- Students listen and give the respond.	5 minutes	

LIST OF APPENDICES

G. Langkah- Langkah Pembelajaran

First Meeting Of Control Group

Phase	Activities		Time allotment	Indicator
	Teacher	students		
Pre-Teaching	- Teacher explain analyical exposition (generic structure, purpose, tense) [detail: 20 minutes]	- Students listen and respond [detail: 20 minutes]	20 minutes	
	- Teacher explain REAP strategy [detail: 5 minutes]	- Students listen and respond [detail: 5 minutes]	5 minutes	
Whilst-Teaching Observing	- Teacher asks students to do step one of REAP. Teacher ask students to read. [detail: 1 minute]	- students read the text [detail: 14 minutes]	15 minutes	4.8.1 Mengetahui makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan analytical exposition lisan dan tulis, terkait yang tercakup dalam mata pelajaran lain di kelas XI
Questioning	- Teacher asks students to move to the second step, it is encode. In this step, teacher ask students to write main idea of the text and difficult words. [detail: 1 minute]	- students write down to main idea and difficult words [detail: 9 minutes]	10 minutes	4.8.2 Mengidentifikasi makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan analytical exposition lisan dan tulis, terkait yang tercakup dalam mata pelajaran lain di kelas

				XI
Associating	- Teacher ask students to the next step, that is Annotating. In this step, the students ask them to write down the message of the text. [detail: 1 minute]	- students write down the message of the text [detail:9 minutes]	10 minutes	4.8.3 Mengulas (review) makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan analytical exposition lisan dan tulis, terkait yang tercakup dalam mata pelajaran lain di kelas XI
communicating	- Teacher ask students to move to the last step that is pondering. In this step, students asked to share by demonstrated with their chairmatte related about the result that they got from every step. [detail: 1 minute]	-students demonstrate what they have got from before steps while discussing and sharing with their chairmate [detail: 9 minutes]	10 minutes	4.8.4 Mendemonstrasikan Mengetahui makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan analytical exposition lisan dan tulis, terkait yang tercakup dalam mata pelajaran lain di kelas XI
Post-Teaching	- Teacher gives the exercise to students by share the worksheet. [detail:1 minute]	- Students do that exercise [detail: 19 minutes]	20 minutes	

APPENDIX 4
LESSON PLAN FOR CONTROL CLASS

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : SMA NU 2 Gresik
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/Genap
Materi Pokok : Teks Analytical Exposition
Alokasi Waktu : 4 Minggu x 2 Jam Pelajaran @45 Menit

A. Kompetensi Inti

- **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks analytical exposition lisan dan tulis, yang tercakup dalam mata pelajaran lain di kelas XI	4.8.1 Mengetahui makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan analytical exposition lisan dan tulis, terkait yang tercakup dalam mata pelajaran lain di kelas XI 4.8.2 Mengidentifikasi makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan analytical exposition lisan dan tulis, terkait yang tercakup dalam mata pelajaran lain di kelas XI 4.8.3 Mengulas makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan analytical exposition lisan dan tulis, terkait yang tercakup dalam mata pelajaran lain di kelas XI 4.8.4 Mendemonstrasikan Mengetahui makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan analytical exposition lisan dan tulis, terkait yang tercakup dalam mata pelajaran lain di kelas XI

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Diberikan sebuah text siswa dapat mengetahui isi atau makna dari text analytical exposition
- Diberikan sebuah text siswa mampu mengidentifikasi main idea pada text analytical exposition
- Diberikan sebuah text siswa mampu Mereview pesan dari text analytical exposition menggunakan bahasa sendiri
- Diberikan sebuah text siswa mampu mendemonstrasikan text analytical exposition kepada antar teman melalui sharing dan diskusi (saling mengkoreksi)

D. Materi Pembelajaran

- Fungsi Sosial
  Menjelaskan suatu hal penting atau issue yang sedang hangat dengan diperkuat oleh argumen

- Struktur Teks
  Dapat mencakup:
  - Thesis
  - Argument
  - reiteration

- Unsur Kebahasaan
  - Menggunakan simple present
  - Menggunakan internal conjuction
  - Menggunakan causal conjuction

- Topik
  Analytical Exposition text
- Materi

Antibiotic is a drug produced by certain microbes. Antibiotics destroy other microbes that damage human tissues. They are used to treat a wide variety of diseases, including gonorrhea, tonsillitis, and tuberculosis. Antibiotics are sometimes called "Wonder drugs" because they can cure diseases such as meningitis, pneumonia, and scarlet fever. But, when the antibiotics are overused or misused, these drugs make a person sensitive being attacked by a superbug.

Antibiotics do not always distinguish between harmless and dangerous microbes. If a drug destroys too many harmless microorganism, the pathogenic ones (the dangerous microbes) will have a greater chance to multiply. This situation often leads to the development of a new infection called suprainfection. Extensive use of some antibiotics may damage organs and tissues. For example, streptomycin, which is used to treat tuberculosis, has caused kidney damage and deafness.

Resistance to antibiotics may be ecquired by pathogenic microbes. The resistant microbes transfer genetic material to non-resistant microbes and cause them to become resistant. During antibiotic treatment, non-resistant microbes are destroyed, but resistant types survive and multiply. To avoid the side effect of antibiotics, you'd better not urge your doctor to prescribe antibiotics. Keep in mind that antibiotics are only useful for bacterial infections and have no effect on viruses, so they cannot be used for chicken pox, measles, and other viral diseases.

D. **Metode Pembelajaran**

1) Pendekatan : Saintific
2) Model Pembelajaran : Discovery Learning
3) Metode : REAP

E. Media Pembelajaran

1. Media

- Worksheet atau lembar kerja (siswa)
- Lembar penilaian

2. Alat/Bahan

- Penggaris, spidol, papan tulis

F. Sumber Belajar

- Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2017, Internet.

G. Rubrik Penilaian Soal essay

- **Ketentuan penilaian**

$$\frac{\text{Skor yang diperoleh}}{\text{Skor maksimum}} \text{ X } 100$$

Depdikbud (2005:27)

No	Criteria	Score
1.	The meaning and structure are correct	4
2.	The meaning is correct and some errors of structure	3
3.	Some errors of meaning and structure	2
4.	The meaning and stucture are incorrect	1
5.	No answer	0

Gresik, Oktober 2019

Mengetahui,

English Teacher	**Researcher**
Dra. Elies Setyo Rini	**Aisyatul Bararah**
NIG. 107 021 1762	**NIM. 14431032**

Name:

Class:

Read the text below and follow the instructions of every step!

Antibiotic is a drug produced by certain microbes. Antibiotics destroy other microbes that damage human tissues. They are used to treat a wide variety of diseases, including gonorrhea, tonsillitis, and tuberculosis. Antibiotics are sometimes called "Wonder drugs" because they can cure diseases such as meningitis, pneumonia, and scarlet fever. But, when the antibiotics are overused or misused, these drugs make a person sensitive being attacked by a superbug.

Antibiotics do not always distinguish between harmless and dangerous microbes. If a drug destroys too many harmless microorganism, the pathogenic ones (the dangerous microbes) will have a greater chance to multiply. This situation often leads to the development of a new infection called suprainfection. Extensive use of some antibiotics may damage organs and tissues. For example, streptomycin, which is used to treat tuberculosis, has caused kidney damage and deafness.

Resistance to antibiotics may be ecquired by pathogenic microbes. The resistant microbes transfer genetic material to non-resistant microbes and cause them to become resistant. During antibiotic treatment, non-resistant microbes are destroyed, but resistant types survive and multiply. To avoid the side effect of antibiotics, you'd better not urge your doctor to prescribe antibiotics. Keep in mind that antibiotics are only useful for bacterial infections and have no effect on viruses, so they cannot be used for chicken pox, measles, and other viral diseases.

Step 1 : Read

Instructions : Read the text using silent reading

Step 2 : Encode

Instructions : students have to write down the main idea and the difficult words

Main idea:	Difficult words:

Instructions : students have to write down the message of the text

Step 4 : Ponder

Instructions : students have to discuss also demonstrate what they have got to her/his chairmate and sharing.

Please answer the following question based on the text above!

1. What is the functions of antibiotics?
2. Whay is antibiotics also called as wonder drugs?
3. Why resistance of antibiotic can be happened?
4. What will be happened if antibiotic used so extensive?
5. How can we avoid the side effect of antibiotics?

Name:

Class:

Read the text below then answer the following questions of the step!

The Importance of Breakfast

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?. 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! 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.

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. So, breakfast is very important and really affect our daily activity.

Step 1 : Predict

Instructions : in this step the students have to make predicted questions, minimally two questions using one or two or more keywords like discuss, critisize, compare, explain, contrast, based on the text above!

1.

2.

Step 2 : Organize

Instruction: students have to summarize the text by using their own language which is the summary cover the generic sturcture of analytical exposition text.

Step 3 : Rehearse

Instruction : the students have to read the result of their summarizing related with the generic structure

Step 4 : Practice

Instruction : the students have to answer their own predicted question based on the text!

Step 5 : Evaluate

Instruction : the students have to evalute their own self using checklist that provided by the researcher to know how far they understanding the text.

SELF CORRECTION CHECKLIST		
QUESTION	√	**X**
1.Did i directly answer the question?		
2.Have you answer the question relevant with the text?		
3. Did my answer organize the major points so that these were obvious to the reader?		
4. do you feel difficult to understand the text?		

5. are you ready for the next exercise about this material?		