

APPENDICES

Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP Experimental Class)

Satuan Pendidikan	: MAN DEMAK
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: XI MIA 3 / 1
Keterampilan yang difokuskan	: Reading
Materi Pokok	: Teks Explanation
Alokasi Waktu	: 6 pertemuan (6 x 45 menit)

A. KOMPETENSI INTI

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

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

KI 3 : Memahami, menerapkan, 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.

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

B. KOMPETENSI DASAR

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3.8. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *explanation* lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya.
- 4.8. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *explanation* lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI

C. INDIKATOR PENCAPAIAN KOMPETENSI

1. Berpartisipasi dalam kegiatan belajar mengajar pelajaran bahasa Inggris dengan semangat
2. Menunjukkan perilaku disiplin dan bertanggung jawab dalam menyelesaikan tugas pembelajaran
3. Menjelaskan keadaan fisik dari sebuah gambar
4. Menganalisis struktur dan unsur kebahasaan teks *explanation*
5. Menangkap gagasan utama, makna kata, dan menggali informasi tentang teks *explanation*.
6. Menyimpulkan pesan moral (moral value) dalam teks *explanation* menggunakan unsur kebahasaan yang benar dan sesuai konteks.

D. MATERI PEMBELAJARAN

Teks *Explanation* dan worksheet tentang teks *explanation*.

Lampiran

E. METODE / TEKNIK PEMBELAJARAN

Small Group Discussion

F. MEDIA/ SUMBER PEMBELAJARAN

Papan tulis, spidol, lembar kertas, dan text *explanation*

G. KEGIATAN PEMBELAJARAN

Langkah Pembelajaran	Deskripsi	Alokasi waktu
Pertemuan Pertama		
Kegiatan Pendahuluan	<ol style="list-style-type: none"> 1. Guru mengucapkan salam kepada siswa 2. Guru mengajak siswa berdoa 3. Guru mengecek kehadiran siswa dan siswa menyatakan kehadirannya dengan berkata, "I am here or present." 4. Guru memberikan gambaran yang berkaitan dengan teks explanation yang akan dipelajari 	5 menit
Kegiatan Inti	<p>Mengamati</p> <ol style="list-style-type: none"> 1. Guru menanyakan kepada siswa tentang apa yang mereka ketahui tentang text explanation. Kemudian beberapa siswa menjawab pertanyaan guru dengan sepengetahuan mereka. 2. Guru membagi siswa menjadi beberapa kelompok yang terdiri 3-4 siswa per kelompok. 3. Guru membagikan lembar kertas kosong dan text explanation kepada siswa. <p>Menanyakan (Questioning)</p> <ol style="list-style-type: none"> 1. Siswa diminta untuk membaca text bacaan yang diberikan oleh guru. 2. Dengan bimbingan dan arahan guru, siswa bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui. <p>Mengeksplorasi</p> <ol style="list-style-type: none"> 1. Guru meminta siswa untuk berdiskusi dengan grup mereka masing-masing. 2. Siswa diminta untuk berdiskusi tentang text bacaan yang telah diberikan oleh guru. Mereka diminta untuk mencari kata-kata yang sulit dari text kemudian mencari arti dari kata-kata tersebut dikamus dan menuliskannya di kertas yang telah diberikan. 3. Siswa juga diminta guru untuk menerjemahkan text bacaan dan kemudian membuat pertanyaan berdasarkan text yang diberikan. 	35 menit

	<p>Mengasosiasi</p> <ol style="list-style-type: none"> Selama kegiatan diskusi berlangsung, guru memantau siswa dengan mengecek setiap kelompok untuk memastikan siswa paham dengan instruksi yang diberikan. <p>Mengkomunikasikan</p> <ol style="list-style-type: none"> Setelah selesai berdiskusi, siswa diminta guru untuk mempresentasikan tentang hasil diskusi setiap kelompok Setiap kelompok harus ada satu siswa yang menjadi perwakilan kelompok untuk mempresentasikan hasil diskusi mereka. Kelompok lain memberi respon kepada kelompok yang presentasi. 	
Kegiatan Penutup	<ol style="list-style-type: none"> Guru memberikan penjelasan kepada siswa dan menyimpulkan hasil pembelajaran pada pertemuan ini. Guru menyampaikan rencana kegiatan selanjutnya pada siswa. Guru juga mengingatkan agar siswa belajar dengan rajin dan bertanggung jawab. 	5 menit
Pertemuan Kedua		
Kegiatan Pendahuluan	<ol style="list-style-type: none"> Guru mengucapkan salam kepada siswa Guru mengajak siswa berdoa Guru mengecek kehadiran siswa dan siswa menyatakan kehadirannya dengan berkata, "I am here or present." Guru memberikan gambaran yang berkaitan dengan teks explanation yang akan dipelajari 	5 menit
Kegiatan Inti	<p>Mengamati</p> <ol style="list-style-type: none"> Guru menanyakan kepada siswa tentang apa yang mereka pelajari pada pertemuan sebelumnya. Kemudian beberapa siswa menjawab pertanyaan guru. Guru meminta siswa untuk berkumpul dengan kelompok dari pertemuan pertama. Guru membagikan lembar kertas kosong dan text explanation kepada siswa. <p>Menanyakan (Questioning)</p>	35 menit

	<ol style="list-style-type: none"> 1. Siswa diminta untuk membaca text bacaan yang diberikan oleh guru. 2. Dengan bimbingan dan arahan guru, siswa bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui. <p>Mengeksplorasi</p> <ol style="list-style-type: none"> 1. Guru meminta siswa untuk berdiskusi dengan grup mereka masing-masing. 2. Siswa diminta untuk berdiskusi tentang text bacaan yang telah diberikan oleh guru. Mereka diminta untuk mencari kata-kata yang sulit dari text kemudian mencari arti dari kata-kata tersebut dikamus dan menuliskannya di kertas yang telah diberikan. 3. Siswa juga diminta guru melengkapi teks bacaan yang diberikan oleh guru dan menjawab pertanyaan yang sebelumnya dari pertemuan pertama. <p>Mengasosiasi</p> <ol style="list-style-type: none"> 1. Selama kegiatan diskusi berlangsung, guru memantau siswa dengan mengecek setiap kelompok untuk memastikan siswa paham dengan instruksi yang diberikan. <p>Mengkomunikasikan</p> <ol style="list-style-type: none"> 1. Setelah selesai berdiskusi, siswa diminta guru untuk mempresentasikan tentang hasil diskusi setiap kelompok 2. Setiap kelompok harus ada satu siswa yang menjadi perwakilan kelompok untuk mempresentasikan hasil diskusi mereka. 3. Kelompok lain memberi respon kepada kelompok yang presentasi. 	
Kegiatan Penutup	<ol style="list-style-type: none"> 1. Guru memberikan penjelasan kepada siswa dan menyimpulkan hasil pembelajaran pada pertemuan ini. 2. Guru menyampaikan rencana kegiatan selanjutnya pada siswa. 3. Guru juga mengingatkan agar siswa belajar dengan rajin dan bertanggung jawab. 	5 menit
Pertemuan Ketiga		
Kegiatan	<ol style="list-style-type: none"> 1. Guru mengucapkan salam kepada siswa 	

Pendahuluan	<ol style="list-style-type: none"> 2. Guru mengajak siswa berdoa 3. Guru mengecek kehadiran siswa dan siswa menyatakan kehadirannya dengan berkata, "I am here or present." 4. Guru memberikan gambaran yang berkaitan dengan teks explanation yang akan dipelajari 	
Kegiatan Inti	<p>Mengamati</p> <ol style="list-style-type: none"> 1. Guru menanyakan kepada siswa tentang apa yang mereka pelajari pada pertemuan sebelumnya. Kemudian beberapa siswa menjawab pertanyaan guru. 2. Guru membagi siswa menjadi beberapa kelompok yang terdiri 3-4 siswa per kelompok. Kelompok dibagi secara acak. 3. Guru membagikan lembar kertas kosong dan teks explanation kepada siswa. <p>Menanyakan (Questioning)</p> <ol style="list-style-type: none"> 1. Siswa diminta untuk membaca text bacaan yang diberikan oleh guru. 2. Dengan bimbingan dan arahan guru, siswa bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui. <p>Mengeksplorasi</p> <ol style="list-style-type: none"> 1. Guru meminta siswa untuk berdiskusi dengan grup mereka masing-masing. 2. Siswa diminta untuk berdiskusi tentang text bacaan yang telah diberikan oleh guru. Mereka diminta untuk mencari kata-kata yang sulit dari text kemudian mencari arti dari kata-kata tersebut dikamus dan menuliskannya di kertas yang telah diberikan. 3. Siswa juga diminta guru untuk menerjemahkan text bacaan dan mencari sinonim dan antonim dari teks explanation. <p>Mengasosiasi</p> <ol style="list-style-type: none"> 1. Selama kegiatan diskusi berlangsung, guru memantau siswa dengan mengecek setiap kelompok untuk memastikan siswa paham dengan instruksi yang diberikan. <p>Mengkomunikasikan</p>	35 menit

	<ol style="list-style-type: none"> 1. Setelah selesai berdiskusi, siswa diminta guru untuk mempresentasikan tentang hasil diskusi setiap kelompok 2. Setiap kelompok harus ada satu siswa yang menjadi perwakilan kelompok untuk mempresentasikan hasil diskusi mereka. 3. Kelompok lain memberi respon kepada kelompok yang presentasi. 	
Kegiatan Penutup	<ol style="list-style-type: none"> 1. Guru memberikan penjelasan kepada siswa dan menyimpulkan hasil pembelajaran pada pertemuan ini. 2. Guru menyampaikan rencana kegiatan selanjutnya pada siswa. 3. Guru juga mengingatkan agar siswa belajar dengan rajin dan bertanggung jawab. 	5 menit
Pertemuan Keempat		
Kegiatan Pendahuluan	<ol style="list-style-type: none"> 1. Guru mengucapkan salam kepada siswa 2. Guru mengajak siswa berdoa 3. Guru mengecek kehadiran siswa dan siswa menyatakan kehadirannya dengan berkata, "I am here or present." 4. Guru memberikan gambaran yang berkaitan dengan teks explanation yang akan dipelajari 	5 menit
Kegiatan Inti	<p>Mengamati</p> <ol style="list-style-type: none"> 1. Guru menanyakan kepada siswa tentang apa yang mereka pelajari pada pertemuan sebelumnya. Kemudian beberapa siswa menjawab pertanyaan guru. 2. Guru meminta siswa untuk berkumpul dengan kelompok dari pertemuan ketiga. 3. Guru membagikan lembar kertas kosong dan text explanation kepada siswa. <p>Menanyakan (Questioning)</p> <ol style="list-style-type: none"> 1. Siswa diminta untuk membaca text bacaan yang diberikan oleh guru. 2. Dengan bimbingan dan arahan guru, siswa bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui. <p>Mengeksplorasi</p>	35 menit

	<ol style="list-style-type: none"> 1. Guru meminta siswa untuk berdiskusi dengan grup mereka masing-masing. 2. Siswa diminta untuk berdiskusi tentang text bacaan yang telah diberikan oleh guru. Mereka diminta untuk mencari kata-kata yang sulit dari text kemudian mencari arti dari kata-kata tersebut dikamus dan menuliskannya di kertas yang telah diberikan. 3. Siswa juga diminta guru untuk menganalisa gagasan utama, struktur teks, ciri kebahasaan, dan fungsi sosial dari teks yang didapatkan. <p>Mengasosiasi</p> <ol style="list-style-type: none"> 1. Selama kegiatan diskusi berlangsung, guru memantau siswa dengan mengecek setiap kelompok untuk memastikan siswa paham dengan instruksi yang diberikan. <p>Mengkomunikasikan</p> <ol style="list-style-type: none"> 1. Setelah selesai berdiskusi, siswa diminta guru untuk mempresentasikan tentang hasil diskusi setiap kelompok 2. Setiap kelompok harus ada satu siswa yang menjadi perwakilan kelompok untuk mempresentasikan hasil diskusi mereka. 3. Kelompok lain memberi respon kepada kelompok yang presentasi. 	
Kegiatan Penutup	<ol style="list-style-type: none"> 1. Guru memberikan penjelasan kepada siswa dan menyimpulkan hasil pembelajaran pada pertemuan ini. 2. Guru menyampaikan rencana kegiatan selanjutnya pada siswa. 3. Guru juga mengingatkan agar siswa belajar dengan rajin dan aktif dalam pelajaran. 	5 menit
Pertemuan Kelima		
Kegiatan Pendahuluan	<ol style="list-style-type: none"> 1. Guru mengucapkan salam kepada siswa 2. Guru mengajak siswa berdoa 3. Guru mengecek kehadiran siswa dan siswa menyatakan kehadirannya dengan berkata, "I am here or present." 4. Guru memberikan gambaran yang berkaitan dengan teks explanation yang akan dipelajari 	5 menit

Kegiatan Inti	<p>Mengamati</p> <ol style="list-style-type: none"> 1. Guru menanyakan kepada siswa tentang apa yang mereka sudah pelajari pada pertemuan sebelumnya. 2. Guru membagi siswa menjadi beberapa kelompok yang terdiri 3-4 siswa per kelompok. Kelompok dibagi secara acak. 3. Guru membagikan lembar kertas kosong dan text explanation kepada siswa. <p>Menanyakan (Questioning)</p> <ol style="list-style-type: none"> 1. Siswa diminta untuk membaca text bacaan yang diberikan oleh guru. 2. Dengan bimbingan dan arahan guru, siswa bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui. <p>Mengeksplorasi</p> <ol style="list-style-type: none"> 1. Guru meminta siswa untuk berdiskusi dengan grup mereka masing-masing. 2. Siswa diminta untuk berdiskusi tentang text bacaan yang telah diberikan oleh guru. Mereka diminta untuk mencari kata-kata yang sulit dari text kemudian mencari arti dari kata-kata tersebut dikamus dan menuliskannya di kertas yang telah diberikan. 3. Siswa juga diminta guru untuk menganalisa teks tentang kalimat tersirat dan tersurat dari teks yang diberikan. <p>Mengasosiasi</p> <ol style="list-style-type: none"> 1. Selama kegiatan diskusi berlangsung, guru memantau siswa dengan mengecek setiap kelompok untuk memastikan siswa paham dengan instruksi yang diberikan. <p>Mengkomunikasikan</p> <ol style="list-style-type: none"> 1. Setelah selesai berdiskusi, siswa diminta guru untuk mempresentasikan tentang hasil diskusi setiap kelompok 2. Setiap kelompok harus ada satu siswa yang menjadi perwakilan kelompok untuk mempresentasikan hasil diskusi mereka. 3. Kelompok lain memberi respon kepada kelompok yang presentasi. 	35 menit
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Kegiatan Penutup	<ol style="list-style-type: none"> 1. Guru memberikan penjelasan kepada siswa dan menyimpulkan hasil pembelajaran pada pertemuan ini. 2. Guru menyampaikan rencana kegiatan selanjutnya pada siswa. 3. Guru juga mengingatkan agar siswa belajar dengan rajin dan bertanggung jawab. 	5 menit
Pertemuan Keenam		
Kegiatan Pendahuluan	<ol style="list-style-type: none"> 1. Guru mengucapkan salam kepada siswa 2. Guru mengajak siswa berdoa 3. Guru mengecek kehadiran siswa dan siswa menyatakan kehadirannya dengan berkata, "I am here or present." 4. Guru memberikan gambaran yang berkaitan dengan teks explanation yang akan dipelajari 	5 menit
Kegiatan Inti	<p>Mengamati</p> <ol style="list-style-type: none"> 1. Guru menanyakan kepada siswa tentang apa yang mereka pelajari pada pertemuan sebelumnya. 2. Guru meminta siswa untuk berkumpul dengan kelompok yang sama dengan pertemuan kelima. 3. Guru membagikan lembar kertas kosong dan text explanation kepada siswa. <p>Menanyakan (Questioning)</p> <ol style="list-style-type: none"> 1. Siswa diminta untuk membaca text bacaan yang diberikan oleh guru. 2. Dengan bimbingan dan arahan guru, siswa bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui. <p>Mengeksplorasi</p> <ol style="list-style-type: none"> 1. Guru meminta siswa untuk berdiskusi dengan grup mereka masing-masing. 2. Siswa diminta untuk berdiskusi tentang text bacaan yang telah diberikan oleh guru. Mereka diminta untuk mencari kata-kata yang sulit dari text kemudian mencari arti dari kata-kata tersebut dikamus dan menuliskannya di kertas yang telah diberikan. 3. Siswa juga diminta guru untuk menemukan rujukan kata dan menyimpulkan teks yang telah diberikan. 	35 menit

	<p>Mengasosiasi</p> <p>2. Selama kegiatan diskusi berlangsung, guru memantau siswa dengan mengecek setiap kelompok untuk memastikan siswa paham dengan instruksi yang diberikan.</p> <p>Mengkomunikasi</p> <p>1. Setelah selesai berdiskusi, siswa diminta guru untuk mempresentasikan tentang hasil diskusi setiap kelompok</p> <p>2. Setiap kelompok harus ada satu siswa yang menjadi perwakilan kelompok untuk mempresentasikan hasil diskusi mereka.</p> <p>3. Kelompok lain memberi respon kepada kelompok yang presentasi.</p>	
Kegiatan Penutup	<p>1. Guru memberikan penjelasan kepada siswa dan menyimpulkan hasil pembelajaran pada pertemuan ini.</p> <p>2. Guru menyampaikan rencana kegiatan selanjutnya pada siswa.</p> <p>3. Guru juga mengingatkan agar siswa belajar dengan rajin dan bertanggung jawab.</p>	5 menit

H. PENILAIAN

1. Penilaian sikap spiritual dan sosial
 - a. Instrument penilaian sikap spiritual
 - b. Instrument penilaian sikap sosial
2. Penilaian pengetahuan dengan tes tertulis
3. Penilaian keterampilan dilakukan dengan penilaian rubrik.

Mengetahui

Guru Pamong

Mahasiswa Praktikan



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Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP Control Class)

Satuan Pendidikan	: MAN DEMAK
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: XI MIA 4 / 1
Keterampilan yang difokuskan	: Reading
Materi Pokok	: Teks Explanation
Alokasi Waktu	: 6 pertemuan (6 x 45 menit)

A. KOMPETENSI INTI

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

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

KI 3 : Memahami, menerapkan, 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.

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

B. KOMPETENSI DASAR

- 1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3.8. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *explanation* lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya
- 4.8. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *explanation* lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI

C. INDIKATOR PENCAPAIAN KOMPETENSI

1. Berpartisipasi dalam kegiatan belajar mengajar pelajaran bahasa Inggris dengan semangat
2. Menunjukkan perilaku disiplin dan bertanggung jawab dalam menyelesaikan tugas pembelajaran
3. Menjelaskan keadaan fisik dari sebuah gambar
4. Menganalisis struktur dan unsur kebahasaan teks *explanation*
5. Menangkap gagasan utama, makna kata, dan menggali informasi tentang teks *explanation*.
6. Menyimpulkan pesan moral (moral value) dalam teks *explanation* menggunakan unsur kebahasaan yang benar dan sesuai konteks.

D. MATERI PEMBELAJARAN

Teks *Explanation* dan worksheet tentang teks *explanation*.

Lampiran

E. METODE / TEKNIK PEMBELAJARAN

Scientific Learning

F. MEDIA/ SUMBER PEMBELAJARAN

Papan tulis, spidol, lembar kertas, dan text *explanation*

G. KEGIATAN PEMBELAJARAN

Langkah Pembelajaran	Deskripsi	Alokasi waktu
Pertemuan Pertama		
Kegiatan Pendahuluan	<ol style="list-style-type: none"> 1. Guru mengucapkan salam kepada siswa 2. Guru mengajak siswa berdoa 3. Guru mengecek kehadiran siswa dan siswa menyatakan kehadirannya dengan berkata, "I am here or present." 	5 menit
Kegiatan Inti	<p>Mengamati</p> <ol style="list-style-type: none"> 1. Guru memberikan gambaran yang berkaitan dengan teks explanation <p>Menanyakan (Questioning)</p> <ol style="list-style-type: none"> 1. Dengan bimbingan dan arahan guru, siswa bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui. <p>Mengeksplorasi</p> <ol style="list-style-type: none"> 1. Guru menjelaskan materi pelajaran kepada siswa. <p>Mengasosiasi</p> <ol style="list-style-type: none"> 1. Siswa juga diminta guru untuk mengerjakan pertanyaan-pertanyaan pada teks bacaan. <p>Mengkomunikasikan</p> <ol style="list-style-type: none"> 1. Guru bersama siswa membahas pertanyaan-pertanyaan yang sudah dikerjakan oleh siswa. 	35 menit
Kegiatan Penutup	<ol style="list-style-type: none"> 1. Guru memberikan penjelasan kepada siswa dan menyimpulkan hasil pembelajaran pada pertemuan ini. 2. Guru menyampaikan rencana kegiatan selanjutnya pada siswa. 3. Guru juga mengingatkan agar siswa belajar dengan rajin dan bertanggung jawab. 	5 menit
Pertemuan Kedua		
Kegiatan Pendahuluan	<ol style="list-style-type: none"> 1. Guru mengucapkan salam kepada siswa 2. Guru mengajak siswa berdoa 3. Guru mengecek kehadiran siswa dan siswa menyatakan kehadirannya dengan berkata, "I am here or present." 	5 menit

Kegiatan Inti	<p>Mengamati</p> <ol style="list-style-type: none"> 1. Guru memberikan gambaran yang berkaitan dengan teks explanation <p>Menanyakan (Questioning)</p> <ol style="list-style-type: none"> 1. Dengan bimbingan dan arahan guru, siswa bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui. <p>Mengeksplorasi</p> <ol style="list-style-type: none"> 1. Guru menjelaskan materi pelajaran kepada siswa <p>Mengasosiasi</p> <ol style="list-style-type: none"> 1. Siswa juga diminta guru untuk mengerjakan pertanyaan-pertanyaan pada teks bacaan. <p>Mengkomunikasikan</p> <ol style="list-style-type: none"> 1. Guru bersama siswa membahas pertanyaan-pertanyaan yang sudah dikerjakan oleh siswa. 	35 menit
Kegiatan Penutup	<ol style="list-style-type: none"> 1. Guru memberikan penjelasan kepada siswa dan menyimpulkan hasil pembelajaran pada pertemuan ini. 2. Guru menyampaikan rencana kegiatan selanjutnya pada siswa. 3. Guru juga mengingatkan agar siswa belajar dengan rajin dan bertanggung jawab. 	5 menit
Pertemuan Ketiga		
Kegiatan Pendahuluan	<ol style="list-style-type: none"> 1. Guru mengucapkan salam kepada siswa 2. Guru mengajak siswa berdoa 3. Guru mengecek kehadiran siswa dan siswa menyatakan kehadirannya dengan berkata, "I am here or present." 	
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	<p>Mengasosiasi</p> <ol style="list-style-type: none"> 1. Siswa juga diminta guru untuk mengerjakan pertanyaan-pertanyaan pada teks bacaan. <p>Mengkomunikasikan</p> <ol style="list-style-type: none"> 1. Guru bersama siswa membahas pertanyaan-pertanyaan yang sudah dikerjakan oleh siswa. 	
Kegiatan Penutup	<ol style="list-style-type: none"> 1. Guru memberikan penjelasan kepada siswa dan menyimpulkan hasil pembelajaran pada pertemuan ini. 2. Guru menyampaikan rencana kegiatan selanjutnya pada siswa. 3. Guru juga mengingatkan agar siswa belajar dengan rajin dan bertanggung jawab. 	5 menit
Pertemuan Keempat		
Kegiatan Pendahuluan	<ol style="list-style-type: none"> 1. Guru mengucapkan salam kepada siswa 2. Guru mengajak siswa berdoa 3. Guru mengecek kehadiran siswa dan siswa menyatakan kehadirannya dengan berkata, "I am here or present." 	5 menit
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	dengan rajin dan aktif dalam pelajaran.	
Pertemuan Kelima		
Kegiatan Pendahuluan	<ol style="list-style-type: none"> 1. Guru mengucapkan salam kepada siswa 2. Guru mengajak siswa berdoa 3. Guru mengecek kehadiran siswa dan siswa menyatakan kehadirannya dengan berkata, "I am here or present." 	5 menit
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Pertemuan Keenam		
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	<p>diketahui.</p> <p>Mengeksplorasi</p> <p>1. Guru menjelaskan materi pelajaran kepada siswa</p> <p>Mengasosiasi</p> <p>1. Siswa juga diminta guru untuk mengerjakan pertanyaan-pertanyaan pada teks bacaan.</p> <p>Mengkomunikasi</p> <p>1. Guru bersama siswa membahas pertanyaan-pertanyaan yang sudah dikerjakan oleh siswa.</p>	
Kegiatan Penutup	<p>1. Guru memberikan penjelasan kepada siswa dan menyimpulkan hasil pembelajaran pada pertemuan ini.</p> <p>2. Guru menyampaikan rencana kegiatan selanjutnya pada siswa.</p> <p>3. Guru juga mengingatkan agar siswa belajar dengan rajin dan bertanggung jawab.</p>	5 menit

H. PENILAIAN

1. Penilaian sikap spiritual dan sosial
2. Instrument penilaian sikap spiritual
3. Instrument penilaian sikap sosial
4. Penilaian pengetahuan dengan tes tertulis
5. Penilaian keterampilan dilakukan dengan penilaian rubrik.

Mengetahui

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Lampiran

Pertemuan Pertama

Materi: Teks Explanation 1

TSUNAMI

In Indonesia, we are very familiar with the word "Tsunami ". This natural disaster has ever killed thousands of lives in Banda Aceh a few years ago. Indonesia mourned, the world mourned. Then, how the Tsunami happens? Here is a brief explanation of the process of how the Asian tsunami happens.

Tsunamis can occur if there is a phenomenon which causes the displacement of large amounts of water in the ocean, such as volcanic eruptions, earthquakes, landslides, and meteors that fall to Earth. However, 90% of tsunamis is the result of underwater earthquakes.

Vertical movement in the Earth's crust in the bottom of the ocean causes a sudden up or down movement of sea floor which then causes the water balance disorders above it. This disturbance causes the occurrence of the flow of the massive sea water energy, that once it reaches the shore, it becomes huge waves resulting Tsunami.

Question

1. Find the difficult words of the text above and write them down on the paper given!
2. Translate the text into Indonesian by your own translation!
3. Make 5 questions based on the text!

Pertemuan Kedua

Materi: Teks Explanation 2

FLOOD

Flooding is a disaster which commonly happens in large and densely populated cities. In Indonesia, the floods hit Jakarta very often and cause many victims. Then, do you know the process of how flood happens? Pay attention to the following explanation.

The process of natural flooding is preceded by rain which falls to the surface of the earth. Then the rain water is absorbed by the ground surface and flows to the lower place. Once that condition happens, evaporation and the water appear to the surface of the land. Flooding can be disastrous for humans when floods happen in an area that people live because the water carries along objects like houses, bridges, cars, furniture and even people.

On the other hand, the process of non natural flooding is usually caused by bad habits of humans who do not care about the environment, such as littering that can make water flow clogged. This makes the water deposited in landfills which gradually becomes more common. When water reservoirs can no longer hold water discharge, the water then overflows out the land and cause flooding

Question

1. Find the difficult words of the text above and write them down on the paper given!
2. Translate the text into Indonesian by your own translation!
3. Complete the blank words into a good text!
4. Answer the questions from your friend's paper!

Pertemuan Ketiga

Materi: Teks Explanation 3

RAIN

Rain is one of the main sources of fresh water for almost all people in the world. It provides suitable conditions for diverse ecosystems. It is also used as hydroelectric power plants and crop irrigation. But, do you know how rain happens?The rain's phenomenon is actually what we often call as "water circle." The concept of the water cycle involves the sun heating the Earth's surface water and causing the surface water to evaporate. Then the water vapor rises into the Earth's atmosphere. The water in the atmosphere cools and condenses into liquid droplets. The droplets grow bigger and heavier and fall to the earth as precipitation.However, not all rain can reach the surface of the earth. Some evaporates while falling through dry air. This is what we call as "virga", a phenomenon which is often seen in hot, dry desert regions.

Questions

1. Find the difficult words of the text above and write them down on the paper given!
2. Translate the text into Indonesian by your own translation!
3. What is the synonym of:
 - a. Phenomenon
 - b. Condense
 - c. Precipitation
 - d. However
 - e. Reach
4. What is the antonym of:
 - a. Fresh
 - b. Suitable
 - c. Hot
 - d. Rise
 - e. Bigger

Pertemuan Keempat

Materi: Teks Explanation 4

GLOBAL WARMING

As we know now, global warming which is happening right now has a very big impact on natural conditions, animals and humans. Well, do you know how global warming which has a particularly serious impact on life happens? To know the process of how this phenomenon occurs, see the following explanation.

The process starts when sunlight shines the earth where most of the heat is absorbed by the earth and a half of it is reflected back onto the air (atmosphere). Sunshine returning to the air is trapped by gases in the atmosphere such as carbon dioxide, sulfur dioxide, methane, water vapor, and so on. This event is known as the greenhouse effect.

Solar radiation on the earth's atmosphere makes ozone layer get thinner and makes the sunlight which shines the Earth become hotter. The greenhouse effect also causes the sunlight which is reflected back onto space is reflected back

into the earth. This phenomenon causes the earth continuously getting hotter. This condition is known as global warming.

Question

1. Find the difficult words of the text above and write them down on the paper given!
2. Translate the text into Indonesian by your own translation!
3. What is the main idea of the text?
4. What is the generic structure of the text?
5. What are the language features of the text?
6. What is the social function of the text?

Pertemuan Kelima

Materi: Teks Explanation 5

RAINBOW

Almost everyone very likes a natural phenomenon called the rainbow. To the extent that a lot of people create an art work like song, cake, and the other work after seeing the beautiful colors of the rainbow. But, do you know how the phenomenon of the appearance of the rainbow happens?

Rainbow occurs because of the refraction of light. The sunlight that shines in between the rain drops is refracted by the rain drops. This process separates the white light of the sunlight into a spectrum of different colors.

The spectrum of colors is red, orange, yellow, green, blue, indigo, and violet. Or what we often memorize as the abbreviation "ROY G BIV / *mejikuhibiniu*." Then the colors reflect in the back drops of rain, resulting the light which looks arched and becomes the rainbow.

Question

1. Find the difficult words of the text above and write them down on the paper given!
2. Translate the text into Indonesian by your own translation!
3. How is the result of rainbow proces

Pertemuan Keenam

Materi: Teks Explanation 6

RESPIRATORY SYSTEM

Do you know how your body gets oxygen from the air and removes carbon dioxide from your body? Right! It's because of the respiratory system. Do you know how it works? The following explanation is written to help you understand the process clearly.

The first phase of respiration is breathing in or inhalation. This process brings air from outside the body into the lungs. From the lungs, the oxygen moves through blood vessels to the heart which then pumps the oxygen-rich blood to all parts of the body. Oxygen then moves from the blood-stream into the cells, which completes the first phase of respiration. In the cells, oxygen is used in a separate energy-producing process which produces carbon dioxide as a byproduct.

The second phase of respiration begins when the carbon dioxide moves from the cells to the bloodstream which carries carbon dioxide to the heart. Then, it pumps the carbon dioxide-laden blood to the lungs. In the lungs, breathing out or exhalation removes carbon dioxide from the body, thus completing the respiration cycle.

Question

1. Find the difficult words of the text above and write them down on the paper given!
2. Translate the text into Indonesian by your own translation!
3. What is "it" in line 2 refers to?
4. What is "it" in line 11 refers to?
5. Please summary the text with your words!

Appendix 3

TRY OUT

Answer the question by giving the sign (X) in the correct answer!

TEXT 1

Read the text and answer questions 1 to 4

A geyser is the result of underground water under the combined conditions of high temperatures and increased pressure beneath the surface of the earth. Since temperature rises approximately 1 F for every sixty feet under the earth's surface, and pressure increases with depth, the water that seeps down in crack and fissures until it reaches very hot rock in the earth interior becomes heated to temperature in excess of 290 F. Because of the greater pressure, the water shoots out of the surface in the form of steam and hot water. The result is a geyser. In order to function, then a geyser must have a source of heat, reservoir where water can be stored until the temperature rises to an unstable point, an opening through which the hot water and steam can escape, and underground channels for resupplying water after an eruption. Favorable conditions for geyser exist in some regions of the world including New Zealand, Iceland, and the Yellowstone National Park area of the United States. The most famous geyser in the world is Old Faithfull in Yellow Park. Old Faithfull erupts almost every hour, rising to a height of 125 to 170 feet and expelling more than ten thousand gallons during each eruption.

<http://englishahkam.blogspot.co.id/2013/12/explanation-text-beserta-soal-dan-jawabannya.html>

1. How geyser is produced?
 - A. By the rise of temperature pressure functioning hot steam.
 - B. From a huge tension of heated water that coming out from the earth crack.
 - C. From the heated temperature in earth crack that absorbing water.
 - D. From the temperature and absorbed water that occurs on earth surface.
 - E. By the hot water and temperature of hot rock that occurs on earth surface.
2. Steam and hot water shoot out of the surface because of
 - A. hot rock and water
 - B. temperature and pressure
 - C. greater pressure
 - D. high temperature and increased pressure
 - E. underground temperature and increased pressure
3. Reservoir where the water can be stored will be after eruption and resupplying again....
 - A. hot
 - B. narrow
 - C. open
 - D. empty
 - E. Unstable
4. "... and expelling more than ten thousand gallons during each eruption." (Paragraph 2)
The underlined word is closest in meaning to
 - A. heating
 - B. melting
 - C. wasting
 - D. supplying
 - E. Discharging

TEXT 2

Read the text and answer questions 5 to 8

Human body is made up of countless millions of cells. Food is needed to built up new cells and replace the worn out cells. However, the food that we take must be changed into substances that can be carried in the blood to the places where they are needed. This process is called digestion.

The first digestive process takes place in the mouth. The food we eat is broken up into small pieces by the action of teeth, mixed with saliva, a juice secreted by glands in the mouth. Saliva contains digestive juice which moisten the food, so it can be swallowed easily.

From the mouth, food passes through the esophagus (the food passage) into the stomach. Here, the food is mixed with the juices secreted by the cells in the stomach for several hours. Then the food enters the small intestine. All the time the muscular walls of the intestine are squeezing, mixing and moving the food onwards.

In a few hours, the food changes into acids. These are soon absorbed by the villi (microscopic branch projections from the intestine walls) and passed into the bloodstream.

<http://englishahkam.blogspot.co.id/2016/07/contoh-explanation-text-beserta-soal-dan-jawabannya.html>

5. What is the text about?
 - A. The digestive system
 - B. The digestive juice
 - C. The method of the digestive system
 - D. The process of intestine work
 - E. The food substances
6. How can we swallow the food easily?
 - A. The food changes into acids absorbed by the villi.
 - B. The food must be digested first through the process.
 - C. The food is directly swallowed through esophagus into the stomach.
 - D. The food is mixed with the juices secreted by the cells in the stomach.
 - E. The food we take must be changed into substances carried in the blood to the places.
7. From the text above, we imply that
 - A. a good process of digestive system will help our body becoming healthier.
 - B. no one concerned with the process of digestive system for their health.
 - C. the digestive system is needed if we are eating the food instantly.
 - D. everybody must conduct the processes of digestive system well.
 - E. the better we digest the food we eat, the healthier we will be.
8. "Human body is made up of countless millions of cells." (Paragraph 1)
The underlined phrase means
 - A. produced
 - B. managed
 - C. arranged
 - D. completed
 - E. constructed

TEXT 3

Read the text and answer questions 9 to 12

Biodiesel is a clean burning substitute for petroleum based diesel fuel. Biodiesel is made of vegetable oil.

To make or manufacture Biodiesel, you must first start with raw materials. The raw materials needed in the production of Biodiesel are a small amount of methanol and a ready supply of vegetable product. One of the most common vegetables used in the production of Biodiesel is corn, although depending on the geographic location of the manufacturing facility many other plants are used as well (rapeseed, soybeans, flaxseed, etc.). The first step is to use the raw vegetable product to make vegetable oil. Vegetable oil by itself will not be what you need to power a car, from here it has to be processed into Biodiesel.

The process for converting vegetable oil into Biodiesel is sometimes called ester interchange. To complete this process the vegetable oil has to be combined with a smaller amount of methanol and then put in the presence of a small quantity of an alkaline catalyst (for example, 5% to 1% sodium hydroxide). Vegetable oil is made up of so-called triglycerides, which is a compound of the trivalent alcohol glycerin with three fatty acids. The goal of ester interchange is to separate the glycerin molecule from the three fatty acids and replace it with three methanol molecules. This process then yields roughly 90% Biodiesel and 10% of a glycerin byproduct. The glycerin byproduct can be used in a number of other chemical processes for different industries.

<http://englishahkam.blogspot.co.id/2014/12/explanation-text-beserta-soal-dan-jawaban.html>

9. What is the text about?
 - A. The process of making Biodiesel.
 - B. The use of the Biodiesel.
 - C. The advantage of using the Biodiesel.
 - D. The benefit of producing the Biodiesel.
 - E. The development of the Biodiesel product.
10. What are interchanged in the process of ester interchange?
 - A. The three fatty acids with the glycerin molecules.
 - B. The glycerin molecule with three methanol molecules.
 - C. Methanol with the three fatty acids.
 - D. Vegetable oil with methanol
 - E. Methanol and alkaline catalyst.
11. According to the text, one of the advantages in using biodiesel is...
 - A. it is cheap.
 - B. it only uses vegetable oil.
 - C. it uses replaceable materials.
 - D. it can be done in small industry.
 - E. it gives less pollution than petroleum.
12. "The process for converting vegetable oil..."(Paragraph 3)
The underline word is closest in meaning to...
 - A. Producing
 - B. Separating
 - C. Attaching
 - D. Processing
 - E. Changing

TEXT 4

Read the text and answer questions 13 to 17

A kite is an object which is made from a light material stretched over a frame. Due to its light material a kite will lift off the ground and fly when it is tilted into the wind.

A kite uses wind to make it fly because it is heavier than air. When wind travels over the surface of the kite, it is split into two streams of air. One stream of the air goes over the kite while the second stream goes under the kite.

The upper stream above the kite. The lower stream hits the kite at a shallow angle and creates an area of high pressure.

The high pressure area has a pushing effect while the low pressure area has a pulling effect. The combination of push and pull can create enough force to lift the kite into the air.

Kites have been known for thousands of years. They are used for military or scientific purposes. Today's kites are much used for leisure and competition.

<https://www.itapuih.com/2017/06/10-contoh-soal-explanation-text-dan.html>

13. What media which use by kite to fly?
 - A. Air
 - B. Water
 - C. Ground
 - D. Light
 - E. Wind
14. How many stream of air if we want the kite flying?
 - A. Two
 - B. One
 - C. Four
 - D. Three
 - E. There is no stream
15. The first Word of “ it” at the first line of paragraph two is refer to
 - A. Wind
 - B. Air
 - C. Kite
 - D. Frame
 - E. Fly
16. What is the function of the upper stream?
 - A. Hits the kite at a shallow angle
 - B. Creates an area of high pressure
 - C. Creates an area of middle pressure
 - D. Creates an area of low pressure
 - E. Give space for kite to fly
17. Based on the text, what is the function of kite at past?
 - A. Used for competition
 - B. Used for military
 - C. Used for sent message
 - D. Used for sent money
 - E. Used for keep home for annoying evil

TEXT 5

Read the text and answer questions 18 to 22

A cell phone is a great gadget in this modern world. What is a cell phone? A cell phone is actually a radio in certain way. Like a radio, by a cell phone we can communicate to other people in real time. Million people use cell phone for their communication. Even nowadays, people use cell phones to communicate in voice, written and data.

Alexander Graham Bell is the person who make great change in the way people communicate to each other. He invented a telephone in 1876. While wireless radio was formally known in 1894 presented by Guglielmo Marconi. By these two technologies, then a cell phone was born. However do you know how actually cell phones work?

This short explanation on how a cell phone work is really wonderful. A cell phone or in long term "cellular telephone" works by transmitting signals of radio to towers of cellular. The towers are networked to a central switching station. The connection usually uses wire, fiber optic-cables, or microwave.

Then the central switching station which handles calls in certain given area is directed connected to the wire-based telephone system. Cellulars are pick up by the towers and relayed to another cellular telephone user or the user of wire-based telephone network.

the towers vary in the capacity and capability to receive signals. Some can receive the signal from short distance and the others can receive more distance. However, there are usually more than one tower in certain given area so that the system can handle the increasing telephone traffic.

<https://www.itapuih.com/2017/06/10-contoh-soal-explanation-text-dan.html>

18. Who is the founder of cell phone?
 - A. Franklin
 - B. Graham Bell
 - C. George rude
 - D. Marconi
 - E. Glorious frederick
19. Who is guglielmo Marconi?
 - A. The founder of cell phone
 - B. The founder of switching station
 - C. The founder of telephone
 - D. The founder of telephone traffic
 - E. The founder of wireless radio
20. What station which handles calls?
 - A. The central switching station
 - B. Traffic station
 - C. Distributary station
 - D. Local station
 - E. Towers station
21. What is the main idea of the second paragraph?
 - A. Alexander Graham Bell
 - B. Wireless radio
 - C. Guglielmo Marconi
 - D. The process of the born of cell phone
 - E. How cell phone work from station
22. Based on the text, how the cell phone work
 - A. By transmitting signals of radio to towers of cellular

- B. By traffic
- C. By receive the password
- D. By find the code
- E. By internet

TEXT 6

Read the text and answer questions 23 to 26

Recycling is a collection, processing, and reuse of materials that would otherwise be thrown away. Materials ranging from precious metals to broken glass, from old newspapers to plastic spoons, can be recycled. The recycling process reclaims the original material and uses it in new products. In general, using recycled materials to make new products costs less and requires less energy than using new materials. Recycling can also reduce pollution, either by reducing the demand for high-pollution alternatives or by minimizing the amount of pollution produced during the manufacturing process. Paper products that can be recycled include cardboard containers, wrapping paper, and office paper. The most commonly recycled paper product is newsprint. In newspaper recycling, old newspapers are collected and searched for contaminants such as plastic bags and aluminum foil. The paper goes to a processing plant where it is mixed with hot water and turned into pulp in a machine that works much like a big kitchen blender. The pulp is screened and filtered to remove smaller contaminants. The pulp then goes to a large vat where the ink separates from the paper fibers and floats to the surface. The ink is skimmed off, dried and reused as ink or burned as boiler fuel. The cleaned pulp is mixed with new wood fibers to be made into paper again. Experts estimate the average office worker generates about 5 kg of wastepaper per month. Every ton of paper that is recycled saves about 1.4 cu m (about 50 cu ft) of landfill space. One ton of recycled paper saves 17 pulpwood trees (trees used to produce paper).

<https://www.itapuih.com/2017/06/10-contoh-soal-explanation-text-dan.html>

23. The following things can be recycled, EXCEPT....
- A. Precious metals
 - B. Broken glass
 - C. Old newspapers
 - D. Plastic spoons
 - E. Fresh vegetables and fruits
24. Which of the following is NOT the benefit of recycling?
- A. It costs much money for the process of recycling
 - B. It costs less to make new products
 - C. It requires less energy
 - D. It can reduce pollution
 - E. It reduces the demand for high-pollution alternatives
25. What is the third step of recycling paper products?
- A. Collect and search for contaminants such as plastic bags and aluminium foil
 - B. Mix the paper with hot water in a blender which turns it into pulp
 - C. Screen and filter the pulp to remove smaller contaminants
 - D. Put the pulp to a large vat to separate the ink from the paper fibres
 - E. Mix the pulp with new wood fibres to be made into paper again
26. We can make use of the ink after being separated from the paper fibres by doing the followings, EXCEPT....
- A. Skim it off
 - B. Dry it

- C. Reuse as ink
- D. Burn as boiler fuel
- E. Mix it with the pulp

TEXT 7

Read the text and answer questions 27 to 35

Acid rain is rain that is highly acidic because of sulfur oxides, nitrogen oxides, and other air pollutants dissolved in it. Normal rain is slightly acidic, with a pH of 6. Acid rain may have a pH value as low as 2.8.

Acid rain can severely damage both plant and animal life. Certain lakes, for example, have lost all fish and plant life because of acid rain.

Acid rain comes from sulfur in coal and oil. When they burn, they make sulfur dioxide (SO₂). Most sulfur leaves factory chimneys as the gaseous sulfur dioxide (SO₂) and most nitrogen are also emitted as one of the nitrogen oxides (NO or NO₂), both of which are gasses. The gasses may be dry deposited—absorbed directly by the land, by lakes or by the surface vegetation. If they are in the atmosphere for anytime, the gasses will oxidize (gain an oxygen atom) and go into solution as acids. Sulphuric acid (H₂SO₄) and the nitrogen oxides will become nitric acid (HNO₃). The acids usually dissolve in cloud droplets and may travel great distances before being precipitated as acid rain.

Catalysts such as hydrogen peroxide, ozone, and ammonium help promote the formation of acids in clouds. More ammonium (NH₄⁺) can be formed when some of the acids are partially neutralized by airborne ammonia (NH₃). Acidification increases with the number of active hydrogen (H⁺) ions dissolved in acid. Hydrocarbons emitted by, for example, car exhausts will react in sunlight with nitrogen oxides to produce ozone. Although it is invaluable in the atmosphere, low-level ozone causes respiratory problems and also hastens the formation of acid rain. When acid rain falls on the ground it dissolves and liberates heavy metals and aluminum (Al). When it is washed into lakes, aluminum irritates the outer surfaces of many fish. As acid rain falls or drains into the lake the pH of the lake falls. Forests suffer the effect of acid rain through damage to leaves, through the loss of vital nutrients, and through the increased amounts of toxic metals liberated by acid, which damage roots and soil microorganisms.

<http://www.pustakabahasainggris.com/contoh-soal-ujian-dan-jawaban-bahasa-inggris-kelas-xii-tentang-explanation-text/>

27. What is the text mainly about?
- A. The definition of acid rain.
 - B. The process of acid rain.
 - C. The effect of acid rain.
 - D. Acid rain.
 - E. Rain.
28. The acid of normal rain is ... then the acid rain.
- A. higher
 - B. lower
 - C. denser
 - D. severer
 - E. the same

29. The third paragraph tells about
- A. acid rain damages environment
 - B. how acid rain endangers life
 - C. how acid rain occurs
 - D. the cause of acid rain
 - E. the acid rain cause
30. What is the result of the burning of the coal and oil?
- A. Ammonium
 - B. Nitric acid
 - C. Sulphuric acid
 - D. Sulfur dioxide
 - E. Airborne ammonia
31. The sulfur oxides and nitrogen oxides will in the air.
- A. Be absorbed directly by the vegetation
 - B. Dissolved in the lake water and land
 - C. Emit another sulfur gas
 - D. Radiate an oxygen atom
 - E. Gain an oxygen atom
32. Which of the following is not true about acid rain?
- A. It contains lower pH than the normal rain
 - B. It has higher pH than the normal rain
 - C. It can damage animal and plant life
 - D. It contains dangerous gasses
 - E. It endangers water life
33. What is the purpose of the text?
- A. To report the acid rain in general
 - B. To explain the process of acid rain
 - C. To persuade the reader to prevent acid rain
 - D. To discuss the danger of acid rain in the air
 - E. To present two different opinions on acid rain process
34. If *they* are in the atmosphere for anytime,... The italic word can be best replaced by..
- A. Oil and coal
 - B. Land and air
 - C. Sulfur oxides
 - D. Nitrogen oxides
 - E. Sulfur and nitrogen oxides
35. Acid rain can severely damage both plant and animal life. The bold word has the closest meaning to...
- A. Harm
 - B. Hang
 - C. Endow
 - D. Produce
 - E. Develop

TEXT 8

Read the text and answer questions 36

Water pollution has been increasing at a worrying rate. If consumed in a contaminated state, it may prove fatal to both – human beings and the environment. Let us find out how this pollution affects the ecological balance and poses a threat to our lives. First, it is agricultural pollution. Excess fertilizers, pesticides and insecticides used for agricultural procedures often get discharged in water bodies right from streams to lakes and seas. Another way water pollution happens is mining activities. During mining, the rock strata is crushed with the help of heavy equipment on a large scale. These rocks are often composed of sulfides and heavy metals, which when combined with water from sulfuric acid and other harmful pollutants. Next, it happens through the so-called sewage water. The leftover or excess water that is left after carrying out domestic and industrial activities is called sewage water which consists of a lot of chemicals, and is left untreated. People flushing medicines and other chemical substances down the toilet has been a cause of concern for the developed countries today. Also, the burning of fossil is another source.

<https://www.itapuih.com/2018/02/kumpulan-soal-explanation-text-sma-dan-pembahasan.html>

36. The main idea of the text is

- A. The level of water pollution is determined by its pollutant
- B. There are different ways for water to be polluted
- C. Most water around us is heavily polluted
- D. Water pollution takes different forms
- E. Water pollution happens every where

TEXT 9

Read the text and answer questions 37 to 40

All human beings eat food and make use of the chemical energy in it, so do all other animals. Perhaps you wonder where all that chemical energy comes from. Why doesn't the food all get used up?

The answer is that new food is being grown as fast as old food is used to. It is the green plants that form the new food. Animals either eat the plants or eat other animals that have eaten plants.

The green substance of plants is chlorophyll. Chlorophyll can absorb sunlight. When it does so, it changes the energy of the sun into chemical energy. The chemical energy present in sunlit chlorophyll is used to combine dioxide in the air with water from the soil. Starch and other complicated compounds are formed. These are high in chemical energy obtained from the sunlit chlorophyll.

They make up the food on which mankind and all other animals live. In the process of forming this food, some oxygen atoms are left over. These are given off into the air by the plants. The whole process is called photosynthesis.

Thus, plants use sunlight to form food and oxygen to form carbon dioxide and water again. Plants change the sun's energy into chemical energy. And animals change the animal energy into kinetic and heat energy.

<https://www.itapuih.com/2018/02/kumpulan-soal-explanation-text-sma-dan-pembahasan.html>

37. The text is about
- A. The process of changing chemical energy
 - B. The formation of carbon dioxide
 - C. The green substance of plants
 - D. The process of photosynthesis
 - E. The use of chemical energy
38. What will happen when the chlorophyll absorbs sunlight? It will ..
- A. Change heat into kinetic energy
 - B. Form complicated compound
 - C. Make use of heat energy
 - D. Change kinetic energy into chemical energy
 - E. Change the sun's energy into chemical energy
39. From the text we know that
- A. Plant need to heat energy to live
 - B. All human beings need chemical energy
 - C. Plants absorb sunlight to produce kinetic energy
 - D. Chlorophyll is the most important thing in photosynthesis
 - E. Sun's energy cannot be formed into kinetic energy
40. The green substance of plants is chlorophyll. The underlined word in the above is closest in meaning to ...
- A. Core
 - B. Body
 - C. Stuff
 - D. Essence
 - E. Material

Appendix 4

PRETEST

TEXT 1

Read the text and answer questions 1 to 4

Human body is made up of countless millions of cells. Food is needed to built up new cells and replace the worn out cells. However, the food that we take must be changed into substances that can be carried in the blood to the places where they are needed. This process is called digestion.

The first digestive process takes place in the mouth. The food we eat is broken up into small pieces by the action of teeth, mixed with saliva, a juice secreted by glands in the mouth. Saliva contains digestive juice which moisten the food, so it can be swallowed easily.

From the mouth, food passes through the esophagus (the food passage) into the stomach. Here, the food is mixed with the juices secreted by the cells in the stomach for several hours. Then the food enters the small intestine. All the time the muscular walls of the intestine are squeezing, mixing and moving the food onwards.

In a few hours, the food changes into acids. These are soon absorbed by the villi (microscopic branch projections from the intestine walls) and passed into the bloodstream.

(<http://englishahkam.blogspot.co.id/2016/07/contoh-explanation-text-beserta-soal-dan-jawabannya.html>)

1. What is the text about?
 - A. The digestive system
 - B. The digestive juice
 - C. The method of the digestive system
 - D. The process of intestine work
 - E. The food substances
2. How can we swallow the food easily?
 - A. The food changes into acids absorbed by the villi.
 - B. The food must be digested first through the process.
 - C. The food is directly swallowed through esophagus into the stomach.
 - D. The food is mixed with the juices secreted by the cells in the stomach.
 - E. The food we take must be changed into substances carried in the blood to the places.
3. From the text above, we imply that
 - A. A good process of digestive system will help our body becoming healthier.
 - B. No one concerned with the process of digestive system for their health.
 - C. The digestive system is needed if we are eating the food instantly.
 - D. Every body must conduct the processes of digestive system well.
 - E. The better we digest the food we eat, the healthier we will be.
4. "Human body is made up of countless millions of cells." (Paragraph 1)
The underlined phrase means
 - A. Produced
 - B. Managed
 - C. Arranged

- D. Completed
- E. Constructed

TEXT 2

Read the text and answer questions 5 to 8

Biodiesel is a clean burning substitute for petroleum based diesel fuel. Biodiesel is made of vegetable oil.

To make or manufacture Biodiesel, you must first start with raw materials. The raw materials needed in the production of Biodiesel are a small amount of methanol and a ready supply of vegetable product. One of the most common vegetables used in the production of Biodiesel is corn, although depending on the geographic location of the manufacturing facility many other plants are used as well (rapeseed, soybeans, flaxseed, etc.). The first step is to use the raw vegetable product to make vegetable oil. Vegetable oil by itself will not be what you need to power a car, from here it has to be processed into Biodiesel.

The process for converting vegetable oil into Biodiesel is sometimes called ester interchange. To complete this process the vegetable oil has to be combined with a smaller amount of methanol and then put in the presence of a small quantity of an alkaline catalyst (for example, 5% to 1% sodium hydroxide). Vegetable oil is made up of so-called triglycerides, which is a compound of the trivalent alcohol glycerin with three fatty acids. The goal of ester interchange is to separate the glycerin molecule from the three fatty acids and replace it with three methanol molecules. This process then yields roughly 90% Biodiesel and 10% of a glycerin byproduct. The glycerin byproduct can be used in a number of other chemical processes for different industries.

(<http://englishahkam.blogspot.co.id/2014/12/explanation-text-beserta-soal-dan-jawaban.html>)

5. What is the text about?
 - A. The process of making Biodiesel.
 - B. The use of the Biodiesel.
 - C. The advantage of using the Biodiesel.
 - D. The benefit of producing the Biodiesel.
 - E. The development of the Biodiesel product.
6. What are interchanged in the process of ester interchange?
 - A. The three fatty acids with the glycerin molecules.
 - B. The glycerin molecule with three methanol molecules.
 - C. Methanol with the three fatty acids.
 - D. Vegetable oil with methanol
 - E. Methanol and alkaline catalyst.
7. According to the text, one of the advantages in using biodiesel is...
 - A. It is cheap.
 - B. It only uses vegetable oil.
 - C. It uses replaceable materials.
 - D. It can be done in small industry.
 - E. It gives less pollution than petroleum.
8. "The process for converting vegetable oil..."(Paragraph 3)
The underline word is closest in meaning to...
 - A. Producing
 - B. Separating
 - C. Attaching

- D. Processing
- E. Changing

TEXT 3

Read the text and answer questions 9 to 13

A kite is an object which is made from a light material stretched over a frame. Due to its light material a kite will lift off the ground and fly when it is tilted into the wind.

A kite uses wind to make it fly because it is heavier than air. When wind travels over the surface of the kite, it is split into two streams of air. One stream of the air goes over the kite while the second stream goes under the kite.

The upper stream above the kite. The lower stream hits the kite at a shallow angle and creates an area of high pressure.

The high pressure area has a pushing effect while the low pressure area has a pulling effect. The combination of push and pull can create enough force to lift the kite into the air.

Kites have been known for thousands of years. They are used for military or scientific purposes. Today's kites are much used for leisure and competition.

(<https://www.itapuih.com/2017/06/10-contoh-soal-explanation-text-dan.html>)

9. What media which use by kite to fly?
 - A. Air
 - B. Water
 - C. Ground
 - D. Light
 - E. Wind
10. How many stream of air if we want the kite flying?
 - A. Two
 - B. One
 - C. Four
 - D. Three
 - E. There is no stream
11. The first Word of "it" at the first line of paragraph two is refer to
 - A. Wind
 - B. Air
 - C. Kite
 - D. Frame
 - E. Fly
12. What is the function of the upper stream?
 - A. Hits the kite at a shallow angle
 - B. Creates an area of high pressure
 - C. Creates an area of middle pressure
 - D. Creates an area of low pressure
 - E. Give space for kite to fly
13. Based on the text, what is the function of kite at past?
 - A. Used for competition
 - B. Used for military

- C. Used for sent message
- D. Used for sent money
- E. Used for keep home for annoying evil

TEXT 4

Read the text and answer questions 14 to 18

A cell phone is a great gadget in this modern world. What is a cell phone? A cell phone is actually a radio in certain way. Like a radio, by a cell phone we can communicate to other people in real time. Million people use cell phone for their communication. Even nowadays, people use cell phones to communicate in voice, written and data.

Alexander Graham Bell is the person who make great change in the way people communicate to each other. He invented a telephone in 1876. While wireless radio was formally known in 1894 presented by Guglielmo Marconi. By these two technologies, then a cell phone was born. However do you know how actually cell phones work?

This short explanation on how a cell phone work is really wonderful. A cell phone or in long term "cellular telephone" works by transmitting signals of radio to towers of cellular. The towers are networked to a central switching station. The connection usually uses wire, fiber optic-cables, or microwave.

Then the central switching station which handles calls in certain given area is directed connected to the wire-based telephone system. Cellulars are pick up by the towers and relayed to another cellular telephone user or the user of wire-based telephone network.

the towers vary in the capacity and capability to receive signals. Some can receive the signal from short distance and the others can receive more distance. However, there are usually more than one tower in certain given area so that the system can handle the increasing telephone traffic.

(<https://www.itapuih.com/2017/06/10-contoh-soal-explanation-text-dan.html>)

14. Who is the founder of cell phone?
 - A. Franklin
 - B. Graham Bell
 - C. George rude
 - D. Marconi
 - E. Glorious frederick
15. Who is guglielmo Marconi?
 - A. The founder of cell phone
 - B. The founder of switching station
 - C. The founder of telephone
 - D. The founder of telephone traffic
 - E. The founder of wireless radio
16. What station which handles calls?
 - A. The central switching station
 - B. Traffic station
 - C. Distributary station
 - D. Local station
 - E. Towers station
17. What is the main idea of the second paragraph?
 - A. Alexander Graham Bell
 - B. Wireless radio

- C. Guglielmo Marconi
 - D. The process of the born of cell phone
 - E. How cell phone work from station
18. Based on the text, how the cell phone work
- A. By transmitting signals of radio to towers of cellular
 - B. By traffic
 - C. By receive the password
 - D. By find the code
 - E. By internet

TEXT 5

Read the text and answer questions 19 to 22

Acid rain is rain that is highly acidic because of sulfur oxides, nitrogen oxides, and other air pollutants dissolved in it. Normal rain is slightly acidic, with a pH of 6. Acid rain may have a pH value as low as 2.8.

Acid rain can severely damage both plant and animal life. Certain lakes, for example, have lost all fish and plant life because of acid rain.

Acid rain comes from sulfur in coal and oil. When they burn, they make sulfur dioxide (SO₂). Most sulfur leaves factory chimneys as the gaseous sulfur dioxide (SO₂) and most nitrogen are also emitted as one of the nitrogen oxides (NO or NO₂), both of which are gasses. The gasses may be dry deposited—absorbed directly by the land, by lakes or by the surface vegetation. If they are in the atmosphere for anytime, the gasses will oxidize (gain an oxygen atom) and go into solution as acids. Sulphuric acid (H₂SO₄) and the nitrogen oxides will become nitric acid (HNO₃). The acids usually dissolve in cloud droplets and may travel great distances before being precipitated as acid rain.

Catalysts such as hydrogen peroxide, ozone, and ammonium help promote the formation of acids in clouds. More ammonium (NH₄⁺) can be formed when some of the acids are partially neutralized by airborne ammonia (NH₃). Acidification increases with the number of active hydrogen (H⁺) ions dissolved in acid. Hydrocarbons emitted by, for example, car exhausts will react in sunlight with nitrogen oxides to produce ozone. Although it is invaluable in the atmosphere, low-level ozone causes respiratory problems and also hastens the formation of acid rain. When acid rain falls on the ground it dissolves and liberates heavy metals and aluminum (Al). When it is washed into lakes, aluminum irritates the outer surfaces of many fish. As acid rain falls or drains into the lake the pH of the lake falls. Forests suffer the effect of acid rain through damage to leaves, through the loss of vital nutrients, and through the increased amounts of toxic metals liberated by acid, which damage roots and soil microorganisms.

[\(http://www.pustakabahasainggris.com/contoh-soal-ujian-dan-jawaban-bahasa-inggris-kelas-xii-tentang-explanation-text/\)](http://www.pustakabahasainggris.com/contoh-soal-ujian-dan-jawaban-bahasa-inggris-kelas-xii-tentang-explanation-text/)

19. What is the text mainly about?
- A. The definition of acid rain.
 - B. The process of acid rain.
 - C. The effect of acid rain.
 - D. Acid rain.
 - E. Rain.

20. The acid of normal rain is ... then the acid rain.
- A. higher
 - B. lower
 - C. denser
 - D. severer
 - E. the same
21. The third paragraph tells about
- A. acid rain damages environment
 - B. how acid rain endangers life
 - C. how acid rain occurs
 - D. the cause of acid rain
 - E. the acid rain cause
22. What is the purpose of the text?
- A. To report the acid rain in general
 - B. To explain the process of acid rain
 - C. To persuade the reader to prevent acid rain
 - D. To discuss the danger of acid rain in the air
 - E. To present two different opinions on acid rain process

TEXT 6

Read the text and answer questions 23 to 26

Recycling is a collection, processing, and reuse of materials that would otherwise be thrown away. Materials ranging from precious metals to broken glass, from old newspapers to plastic spoons, can be recycled. The recycling process reclaims the original material and uses it in new products.

In general, using recycled materials to make new products costs less and requires less energy than using new materials. Recycling can also reduce pollution, either by reducing the demand for high-pollution alternatives or by minimizing the amount of pollution produced during the manufacturing process.

Paper products that can be recycled include cardboard containers, wrapping paper, and office paper. The most commonly recycled paper product is newsprint. In newspaper recycling, old newspapers are collected and searched for contaminants such as plastic bags and aluminum foil. The paper goes to a processing plant where it is mixed with hot water and turned into pulp in a machine that works much like a big kitchen blender. The pulp is screened and filtered to remove smaller contaminants. The pulp then goes to a large vat where the ink separates from the paper fibers and floats to the surface. The ink is skimmed off, dried and reused as ink or burned as boiler fuel. The cleaned pulp is mixed with new wood fibers to be made into paper again.

Experts estimate the average office worker generates about 5 kg of wastepaper per month. Every ton of paper that is recycled saves about 1.4 cu m (about 50 cu ft) of landfill space. One ton of recycled paper saves 17 pulpwood trees (trees used to produce paper).

(<https://www.itapuih.com/2017/06/10-contoh-soal-explanation-text-dan.html>)

23. The following things can be recycled, EXCEPT....

- A. Precious metals
 - B. Broken glass
 - C. Old newspapers
 - D. Plastic spoons
 - E. Fresh vegetables and fruits
24. Which of the following is NOT the benefit of recycling?
- A. It costs much money for the process of recycling
 - B. It costs less to make new products
 - C. It requires less energy
 - D. It can reduce pollution
 - E. It reduces the demand for high-pollution alternatives
25. What is the third step of recycling paper products?
- A. Collect and search for contaminants such as plastic bags and aluminium foil
 - B. Mix the paper with hot water in a blender which turns it into pulp
 - C. Screen and filter the pulp to remove smaller contaminants
 - D. Put the pulp to a large vat to separate the ink from the paper fibres
 - E. Mix the pulp with new wood fibres to be made into paper again
26. We can make use of the ink after being separated from the paper fibres by doing the followings, EXCEPT....
- A. Skim it off
 - B. Dry it
 - C. Reuse as ink
 - D. Burn as boiler fuel
 - E. Mix it with the pulp

TEXT 7

Read the text and answer questions 27 to 30

All human beings eat food and make use of the chemical energy in it, so do all other animals. Perhaps you wonder where all that chemical energy comes from. Why doesn't the food all get used up? The answer is that new food is being grown as fast as old food is used to. It is the green plants that form the new food. Animals either eat the plants or eat other animals that have eaten plants. The green substance of plants is chlorophyll. Chlorophyll can absorb sunlight. When it does so, it changes the energy of the sun into chemical energy. The chemical energy present in sunlit chlorophyll is used to combine dioxide in the air with water from the soil. Starch and other complicated compounds are formed. These are high in chemical energy obtained from the sunlit chlorophyll. They make up the food on which mankind and all other animals live. In the process of forming this food, some oxygen atoms are left over. These are given off into the air by the plants. The whole process is called photosynthesis. Thus, plants use sunlight to form food and oxygen to form carbon dioxide and water again. Plants change the sun's energy into chemical energy. And animals change the animal energy into kinetic and heat energy.

(<https://www.itapuih.com/2018/02/kumpulan-soal-explanation-text-sma-dan-pembahasan.html>)

27. The text is about
- A. The process of changing chemical energy
 - B. The formation of carbon dioxide
 - C. The green substance of plants
 - D. The process of photosynthesis
 - E. The use of chemical energy
28. What will happen when the chlorophyll absorbs sunlight? It will ..
- A. Change heat into kinetic energy
 - B. Form complicated compound
 - C. Make use of heat energy
 - D. Change kinetic energy into chemical energy
 - E. Change the sun's energy into chemical energy
29. From the text we know that
- A. Plant need to heat energy to live
 - B. All human beings need chemical energy
 - C. Plants absorb sunlight to produce kinetic energy
 - D. Chlorophyll is the most important thing in photosynthesis
 - E. Sun's energy cannot be formed into kinetic energy
30. The green substance of plants is chlorophyll. The underlined word in the above is closest in meaning to ...
- A. Core
 - B. Body
 - C. Stuff
 - D. Essence
 - E. Material

Appendix 5

POSTTEST

TEXT 1

Read the text and answer questions 1 to 4

All human beings eat food and make use of the chemical energy in it, so do all other animals. Perhaps you wonder where all that chemical energy comes from. Why doesn't the food all get used up? The answer is that new food is being grown as fast as old food is used to. It is the green plants that form the new food. Animals either eat the plants or eat other animals that have eaten plants. The green substance of plants is chlorophyll. Chlorophyll can absorb sunlight. When it does so, it changes the energy of the sun into chemical energy. The chemical energy present in sunlit chlorophyll is used to combine dioxide in the air with water from the soil. Starch and other complicated compounds are formed. These are high in chemical energy obtained from the sunlit chlorophyll. They make up the food on which mankind and all other animals live. In the process of forming this food, some oxygen atoms are left over. These are given off into the air by the plants. The whole process is called photosynthesis. Thus, plants use sunlight to form food and oxygen to form carbon dioxide and water again. Plants change the sun's energy into chemical energy. And animals change the animal energy into kinetic and heat energy.

(<https://www.itapuih.com/2018/02/kumpulan-soal-explanation-text-sma-dan-pembahasan.html>)

1. The green substance of plants is chlorophyll. The underlined word in the above is closest in meaning to ...
 - A. Core
 - B. Body
 - C. Stuff
 - D. Essence
 - E. Material
2. What will happen when the chlorophyll absorbs sunlight? It will ..
 - A. Change heat into kinetic energy
 - B. Form complicated compound
 - C. Make use of heat energy
 - D. Change kinetic energy into chemical energy
 - E. Change the sun's energy into chemical energy
3. From the text we know that
 - A. Plant need to heat energy to live
 - B. All human beings need chemical energy
 - C. Plants absorb sunlight to produce kinetic energy
 - D. Chlorophyll is the most important thing in photosynthesis
 - E. Sun's energy cannot be formed into kinetic energy
4. The text is about
 - A. The process of changing chemical energy
 - B. The formation of carbon dioxide
 - C. The green substance of plants

- D. The process of photosynthesis
- E. The use of chemical energy

TEXT 2

Read the text and answer questions 5 to 9

Acid rain is rain that is highly acidic because of sulfur oxides, nitrogen oxides, and other air pollutants dissolved in it. Normal rain is slightly acidic, with a pH of 6. Acid rain may have a pH value as low as 2.8.

Acid rain can severely damage both plant and animal life. Certain lakes, for example, have lost all fish and plant life because of acid rain.

Acid rain comes from sulfur in coal and oil. When they burn, they make sulfur dioxide (SO₂). Most sulfur leaves factory chimneys as the gaseous sulfur dioxide (SO₂) and most nitrogen are also emitted as one of the nitrogen oxides (NO or NO₂), both of which are gasses. The gasses may be dry deposited—absorbed directly by the land, by lakes or by the surface vegetation. If they are in the atmosphere for anytime, the gasses will oxidize (gain an oxygen atom) and go into solution as acids. Sulphuric acid (H₂SO₄) and the nitrogen oxides will become nitric acid (HNO₃). The acids usually dissolve in cloud droplets and may travel great distances before being precipitated as acid rain.

Catalysts such as hydrogen peroxide, ozone, and ammonium help promote the formation of acids in clouds. More ammonium (NH₄⁺) can be formed when some of the acids are partially neutralized by airborne ammonia (NH₃). Acidification increases with the number of active hydrogen (H⁺) ions dissolved in acid. Hydrocarbons emitted by, for example, car exhausts will react in sunlight with nitrogen oxides to produce ozone. Although it is invaluable in the atmosphere, low-level ozone causes respiratory problems and also hastens the formation of acid rain. When acid rain falls on the ground it dissolves and liberates heavy metals and aluminum (Al). When it is washed into lakes, aluminum irritates the outer surfaces of many fish. As acid rain falls or drains into the lake the pH of the lake falls. Forests suffer the effect of acid rain through damage to leaves, through the loss of vital nutrients, and through the increased amounts of toxic metals liberated by acid, which damage roots and soil microorganisms.

[\(http://www.pustakabahasainggris.com/contoh-soal-ujian-dan-jawaban-bahasa-inggris-kelas-xii-tentang-explanation-text/\)](http://www.pustakabahasainggris.com/contoh-soal-ujian-dan-jawaban-bahasa-inggris-kelas-xii-tentang-explanation-text/)

5. Which of the following is not true about acid rain?
 - A. It contains lower pH than the normal rain
 - B. It has higher pH than the normal rain
 - C. It can damage animal and plant life
 - D. It contains dangerous gasses
 - E. It endangers water life
6. If *they* are in the atmosphere for anytime,... The italic word can be best replaced by..
 - A. Oil and coal
 - B. Land and air
 - C. Sulfur oxides
 - D. Nitrogen oxides
 - E. Sulfur and nitrogen oxides
7. What is the text mainly about?
 - A. The definition of acid rain.
 - B. The process of acid rain.

- C. The effect of acid rain.
 - D. Acid rain.
 - E. Rain.
8. What is the purpose of the text?
- A. To report the acid rain in general
 - B. To explain the process of acid rain
 - C. To persuade the reader to prevent acid rain
 - D. To discuss the danger of acid rain in the air
 - E. To present two different opinions on acid rain process
9. Acid rain can severely **damage** both plant and animal life. The bold word has the closest meaning to...
- A. Harm
 - B. Hang
 - C. Endow
 - D. Produce
 - E. Develop

TEXT 3

Read the text and answer question 10

Water pollution has been increasing at a worrying rate. If consumed in a contaminated state, it may prove fatal to both – human beings and the environment. Let us find out how this pollution affects the ecological balance and poses a threat to our lives. First, it is agricultural pollution. Excess fertilizers, pesticides and insecticides used for agricultural procedures often get discharged in water bodies right from streams to lakes and seas.

Another way water pollution happens is mining activities. During mining, the rock strata is crushed with the help of heavy equipment on a large scale. These rocks are often composed of sulfides and heavy metals, which when combined with water from sulfuric acid and other harmful pollutants. Next, it happens through the so-called sewage water.

The leftover or excess water that is left after carrying out domestic and industrial activities is called sewage water which consists of a lot of chemicals, and is left untreated. People flushing medicines and other chemical substances down the toilet has been a cause of concern for the developed countries today. Also, the burning of fossil is another source.

(<https://www.itapuih.com/2018/02/kumpulan-soal-explanation-text-sma-dan-pembahasan.html>)

10. The main idea of the text is
- A. The level of water pollution is determined by its pollutant
 - B. There are different ways for water to be polluted
 - C. Most water around us is heavily polluted
 - D. Water pollution takes different forms
 - E. Water pollution happens every where

TEXT 4

Read the text and answer questions 11 to 14

A cell phone is a great gadget in this modern world. What is a cell phone? A cell phone is actually a radio in certain way. Like a radio, by a cell phone we can communicate to other people in real time.

Million people use cell phone for their communication. Even nowadays, people use cell phones to communicate in voice, written and data.

Alexander Graham Bell is the person who make great change in the way people communicate to each other. He invented a telephone in 1876. While wireless radio was formally known in 1894 presented by Guglielmo Marconi. By these two technologies, then a cell phone was born. However do you know how actually cell phones work?

This short explanation on how a cell phone work is really wonderful. A cell phone or in long term "cellular telephone" works by transmitting signals of radio to towers of cellular. The towers are networked to a central switching station. The connection usually uses wire, fiber optic-cables, or microwave.

Then the central switching station which handles calls in certain given area is directed connected to the wire-based telephone system. Cellulares are pick up by the towers and relayed to another cellular telephone user or the user of wire-based telephone network.

the towers vary in the capacity and capability to receive signals. Some can receive the signal from short distance and the others can receive more distance. However, there are usually more than one tower in certain given area so that the system can handle the increasing telephone traffic.

(<https://www.itapuih.com/2017/06/10-contoh-soal-explanation-text-dan.html>)

11. Who is Guglielmo Marconi?
 - A. The founder of cell phone
 - B. The founder of switching station
 - C. The founder of telephone
 - D. The founder of telephone traffic
 - E. The founder of wireless radio
12. What is the main idea of the second paragraph?
 - A. Alexander Graham Bell
 - B. Wireless radio
 - C. Guglielmo Marconi
 - D. The process of the born of cell phone
 - E. How cell phone work from station
13. Who is the founder of cell phone?
 - A. Franklin
 - B. Graham Bell
 - C. George rude
 - D. Marconi
 - E. Glorious frederick
14. What station which handles calls?
 - A. The central switching station
 - B. Traffic station
 - C. Distributary station
 - D. Local station
 - E. Towers station

TEXT 5

Read the text and answer questions 15 to 18

Human body is made up of countless millions of cells. Food is needed to built up new cells and replace the worn out cells. However, the food that we take must be changed into substances that can be carried in the blood to the places where they are needed. This process is called digestion.

The first digestive process takes place in the mouth. The food we eat is broken up into small pieces by the action of teeth, mixed with saliva, a juice secreted by glands in the mouth. Saliva contains digestive juice which moisten the food, so it can be swallowed easily.

From the mouth, food passes through the esophagus (the food passage) into the stomach. Here, the food is mixed with the juices secreted by the cells in the stomach for several hours. Then the food enters the small intestine. All the time the muscular walls of the intestine are squeezing, mixing and moving the food onwards.

In a few hours, the food changes into acids. These are soon absorbed by the villi (microscopic branch projections from the intestine walls) and passed into the bloodstream.

<http://englishahkam.blogspot.co.id/2016/07/contoh-explanation-text-beserta-soal-dan-jawabannya.html>

15. What is the text about?
 - A. The digestive system
 - B. The digestive juice
 - C. The method of the digestive system
 - D. The process of intestine work
 - E. The food substances
16. From the text above, we imply that
 - A. A good process of digestive system will help our body becoming healthier.
 - B. No one concerned with the process of digestive system for their health.
 - C. The digestive system is needed if we are eating the food instantly.
 - D. Every body must conduct the processes of digestive system well.
 - E. The better we digest the food we eat, the healthier we will be.
17. "Human body is made up of countless millions of cells." (Paragraph 1)
The underlined phrase means
 - A. Produced
 - B. Managed
 - C. Arranged
 - D. Completed
 - E. Constructed
18. How can we swallow the food easily?
 - A. The food changes into acids absorbed by the villi.
 - B. The food must be digested first through the process.
 - C. The food is directly swallowed through esophagus into the stomach.
 - D. The food is mixed with the juices secreted by the cells in the stomach.
 - E. The food we take must be changed into substances carried in the blood to the places.

TEXT 6

Read the text and answer questions 19 to 23

A kite is an object which is made from a light material stretched over a frame. Due to its light material a kite will lift off the ground and fly when it is tilted into the wind.

A kite uses wind to make it fly because it is heavier than air. When wind travels over the surface of the kite, it is split into two streams of air. One stream of the air goes over the kite while the second stream goes under the kite.

The upper stream above the kite. The lower stream hits the kite at a shallow angle and creates an area of high pressure.

The high pressure area has a pushing effect while the low pressure area has a pulling effect. The combination of push and pull can create enough force to lift the kite into the air.

Kites have been known for thousands of years. They are used for military or scientific purposes. Today's kites are much used for leisure and competition.

(<https://www.itapuih.com/2017/06/10-contoh-soal-explanation-text-dan.html>)

19. How many streams of air do we need for the kite to fly?
 - A. Two
 - B. One
 - C. Four
 - D. Three
 - E. There is no stream
20. What media does the kite use to fly?
 - A. Air
 - B. Water
 - C. Ground
 - D. Light
 - E. Wind
21. What is the function of the upper stream?
 - A. Hits the kite at a shallow angle
 - B. Creates an area of high pressure
 - C. Creates an area of middle pressure
 - D. Creates an area of low pressure
 - E. Give space for kite to fly
22. The first word of "it" at the first line of paragraph two refers to
 - A. Wind
 - B. Air
 - C. Kite
 - D. Frame
 - E. Fly
23. Based on the text, what is the function of the kite at present?
 - A. Used for competition
 - B. Used for military
 - C. Used for sending messages
 - D. Used for sending money
 - E. Used to keep home from annoying evil

TEXT 7

Read the text and answer questions 24 to 27

Biodiesel is a clean burning substitute for petroleum based diesel fuel. Biodiesel is made of vegetable oil.

To make or manufacture Biodiesel, you must first start with raw materials. The raw materials needed in the production of Biodiesel are a small amount of methanol and a ready supply of vegetable product. One of the most common vegetables used in the production of Biodiesel is corn, although depending on the geographic location of the manufacturing facility many other plants are used as well (rapeseed, soybeans, flaxseed, etc.). The first step is to use the raw vegetable product to make vegetable oil. Vegetable oil by itself will not be what you need to power a car, from here it has to be processed into Biodiesel.

The process for converting vegetable oil into Biodiesel is sometimes called ester interchange. To complete this process the vegetable oil has to be combined with a smaller amount of methanol and then put in the presence of a small quantity of an alkaline catalyst (for example, 5% to 1% sodium hydroxide). Vegetable oil is made up of so-called triglycerides, which is a compound of the trivalent alcohol glycerin with three fatty acids. The goal of ester interchange is to separate the glycerin molecule from the three fatty acids and replace it with three methanol molecules. This process then yields roughly 90% Biodiesel and 10% of a glycerin byproduct. The glycerin byproduct can be used in a number of other chemical processes for different industries.

(<http://englishahkam.blogspot.co.id/2014/12/explanation-text-beserta-soal-dan-jawaban.html>)

24. What is the text about?
 - A. The process of making Biodiesel.
 - B. The use of the Biodiesel.
 - C. The advantage of using the Biodiesel.
 - D. The benefit of producing the Biodiesel.
 - E. The development of the Biodiesel product.
25. According to the text, one of the advantages in using biodiesel is...
 - A. It is cheap.
 - B. It only uses vegetable oil.
 - C. It uses replaceable materials.
 - D. It can be done in small industry.
 - E. It gives less pollution than petroleum.
26. What are interchanged in the process of ester interchange?
 - A. The three fatty acids with the glycerin molecules.
 - B. The glycerin molecule with three methanol molecules.
 - C. Methanol with the three fatty acids.
 - D. Vegetable oil with methanol
 - E. Methanol and alkaline catalyst.
27. "The process for converting vegetable oil..."(Paragraph 3)
The underline word is closest in meaning to...
 - A. Producing
 - B. Separating
 - C. Attaching
 - D. Processing
 - E. Changing

TEXT 8

Read the text and answer questions 28 to 30

Recycling is a collection, processing, and reuse of materials that would otherwise be thrown away. Materials ranging from precious metals to broken glass, from old newspapers to plastic spoons, can be recycled. The recycling process reclaims the original material and uses it in new products.

In general, using recycled materials to make new products costs less and requires less energy than using new materials. Recycling can also reduce pollution, either by reducing the demand for high-pollution alternatives or by minimizing the amount of pollution produced during the manufacturing process.

Paper products that can be recycled include cardboard containers, wrapping paper, and office paper. The most commonly recycled paper product is newsprint. In newspaper recycling, old newspapers are collected and searched for contaminants such as plastic bags and aluminum foil. The paper goes to a processing plant where it is mixed with hot water and turned into pulp in a machine that works much like a big kitchen blender. The pulp is screened and filtered to remove smaller contaminants. The pulp then goes to a large vat where the ink separates from the paper fibers and floats to the surface. The ink is skimmed off, dried and reused as ink or burned as boiler fuel. The cleaned pulp is mixed with new wood fibers to be made into paper again.

Experts estimate the average office worker generates about 5 kg of wastepaper per month. Every ton of paper that is recycled saves about 1.4 cu m (about 50 cu ft) of landfill space. One ton of recycled paper saves 17 pulpwood trees (trees used to produce paper).

(<https://www.itapuih.com/2017/06/10-contoh-soal-explanation-text-dan.html>)

28. What is the third step of recycling paper products?
- A. Collect and search for contaminants such as plastic bags and aluminium foil
 - B. Mix the paper with hot water in a blender which turns it into pulp
 - C. Screen and filter the pulp to remove smaller contaminants
 - D. Put the pulp to a large vat to separate the ink from the paper fibres
 - E. Mix the pulp with new wood fibres to be made into paper again
29. The following things can be recycled, EXCEPT...
- A. Precious metals
 - B. Broken glass
 - C. Old newspapers
 - D. Plastic spoons
 - E. Fresh vegetables and fruits
30. Which of the following is NOT the benefit of recycling?
- A. It costs much money for the process of recycling
 - B. It costs less to make new products
 - C. It requires less energy
 - D. It can reduce pollution
 - E. It reduces the demand for high-pollution alternatives

Appendix 6

KEY ANSWER

TRY OUT

1. E	11. E	21. D	31. E
2. C	12. E	22. A	32. A
3. C	13. E	23. E	33. B
4. C	14. A	24. E	34. E
5. A	15. C	25. C	35. A
6. B	16. D	26. E	36. B
7. A	17. B	27. D	37. A
8. E	18. B	28. B	38. E
9. A	19. E	29. C	39. B
10. B	20. A	30. D	40. D

PRETEST

1. A	11. C	21. C
2. B	12. D	22. B
3. A	13. B	23. E
4. E	14. B	24. E
5. A	15. E	25. C
6. B	16. A	26. E
7. E	17. D	27. A
8. E	18. A	28. E
9. E	19. D	29. B
10. A	20. B	30. D

POSTTEST

1. D	11. E	21. D
2. E	12. D	22. C
3. B	13. B	23. B
4. A	14. A	24. A
5. A	15. A	25. E
6. E	16. A	26. B
7. D	17. E	27. E
8. B	18. B	28. C
9. A	19. A	29. E
10. B	20. E	30. E

Appendix 7

THE SCORES OF EXPERIEMENTAL CLASS (XI MIA 3)

No	Student's Name	Score of Pretest	Score of Posttest
1	Ahmad Najib	57	67
2	Ade Reza Dwi Friskia	53	60
3	Ahmad Jurjani	70	77
4	Ainur Rohmah	53	67
5	Akbar Abdillah	60	70
6	Alfi Yatur Rohmaniyyah	53	63
7	Amaliyah Fikriyatul Atikah	46	67
8	Andini Novia Nurjanah	57	60
9	Annisa Zunti Nuraini	53	67
10	Dani Anisul Fuad	63	73
11	Eka Dilla Anandani	50	63
12	Faichatur Roichah	50	70
13	Ghina Alifia	53	73
14	Hidayatul Mursyidah	57	77
15	Iffatul Maula	43	67
16	Jazila Indah Suroya	53	73
17	Kunti Afifah	57	77
18	Luthfi Febri Maharani	60	63
19	Maulani Zuhrotul Hariroh	63	70
20	Maulida Rohmah Ar-Rozi	67	77
21	Muhammad Miftakul Ikhsan	53	70
22	Muhammad Syauqi Muttaqi	67	80
23	Muhammad Zainur Rohman	67	77
24	Muthoharoh	53	63
25	Nabila Tauhidatusy Syarifah	80	90
26	Naili Ida Nurul Izzah	63	70
27	Nasihatun Nikmah	73	77
28	Ni'matul Azilah	50	67
29	Nida Fuji Utami	63	77
30	Nihayatul Izmi	77	83
31	Nilna Isfiah	53	77
32	Nur Ahsan Mubarak	50	63
33	Nur Fadhilah	73	73
34	Pahlawan Asro Assadat	67	83

35	Rohmatul Ula	63	67
36	Resa Putri Dwi Jayanti	53	70
37	Sifaus Sudur	77	87
38	Tegar Wicaksono	57	63
39	Zainur Ikhsan	67	77

Appendix 8

THE SCORES OF CONTROL CLASS (XI MIA 4)

No	Name	Score of pretest	Score of Post test
1	Achmad Sofiq	50	53
2	Adinda Putri Afiliani	53	53
3	Ahmad Thoriq Tazkiza	60	57
4	Alfina Rohmaniyah	47	57
5	Anggun Puspita Anggreini	67	60
6	Choerotunnisa	50	53
7	Dimas Ahmad Husen	63	60
8	Dinda Amelia Khairunnisa	57	53
9	Dinil Hanafi	53	57
10	Dwi Ariyanti	70	67
11	Dyah Ayu Febriani	63	60
12	Elsa Nur Cholada	67	63
13	Faikhhotul Muna	50	53
14	Farah Fauziah	53	57
15	Fina Lailatusyifa	67	63
16	Hasan Noor Alif	57	60
17	Ibnu Kautsar Zabid	60	60
18	Khilmiyatun Nasikhah	57	57
19	Khubib Miftakhul Amin	53	50
20	Khusni Mubarak	67	67
21	Laili Hidayatusy Syifa	60	63
22	M. Ulil Absor	80	80
23	Maghfirotul Laila	53	57
24	Milfia Manzilatul Aula	43	43
25	Misbahul Munir	73	73
26	Mohamad Khoirir Rizqi	60	60
27	Muhammad Ishomuddin	63	67
28	Muhammad Luthfi	70	70
29	Mustaghfiroh	60	57
30	Nadlifatul Aliyah	50	57
31	Nur Azza Azaliyah	53	53
32	Nur Ulum Amaliyah	60	63
33	Nurul Izzah	67	67

34	Nurul Layyinnatus Sholikhah	57	57
35	Nurur Rohmah	50	53
36	Paramitha Citra Nur Damayanti	57	60
37	Putri Suroyaningsih	77	73
38	Qoniatul Maghfiroh	70	67
39	Qoniatun Nasihah	67	63
40	Rahmayani Afifatu Slamet	53	53

Appendix 9

THE SCORE OF TRY OUT (XI MIA 5)

No	Name	Score
1	Abdul Rohman	58
2	Ahmad Ulul Albab	60
3	Ainur Rohmah	65
4	Alfi Maulida	55
5	Ananta Maulia	68
6	Anita Rohmah	70
7	Dian Irmawati	72
8	Diyah Fitri Yani	62
9	Eva Zuhrotul Jannah	50
10	Fari Khatun Nisak	50
11	Hana Sajidah	68
12	Hesti Khusna Malikha	78
13	Himatul Aliyah	65
14	Husna Nadin Mayla Zulfa	70
15	Indana Farikha Ma'wa	60
16	Iva Nur Diana	68
17	Khalimatus Sa'diyah	75
18	Khumairotuz Zulfa	60
19	Khusnul Jalaludin Ikhsan	52
20	Latifatun Nisa	72
21	Mohammad Fakrudin	55
22	Muhammad Adib Ubaidillah	60
23	Muhammad Al Ghozali	62
24	Muhammad Alfian Na'im	78
25	Muhammad Khoirun Ni'am	70
26	Muhammad Taufikurrahman	75
27	Ratna Anggriani Putri	50
28	Richa Alifiyarizqi	52
29	Santi Okta Anggraini	78
30	Siti Muzdalifah	68
31	Siti Nur Faizah	65
32	Siti Zumrotun Naja	60
33	Suchi Atie	80
34	Ulfa Desi Munfaati	58

35	Umi Kulsum	65
36	Uswatun Khasanah	62
37	Uzli Fatuddiniyah	60
38	Wahyu Firdaus Jindan	75
39	Yuliani Wahyu Ananda	72

Appendix 10

Pretest Normality Analysis of Experimental and Control Classes

One-Sample Kolmogorov-Smirnov Test			
		Pretest score of Experimental class	Pretest score of Control class
N		39	40
Normal Parameters ^{a,b}	Mean	59.5897	59.6750
	Std. Deviation	9.06038	8.50456
Most Extreme Differences	Absolute	.177	.134
	Positive	.177	.134
	Negative	-.094	-.105
Kolmogorov-Smirnov Z		1.104	.846
Asymp. Sig. (2-tailed)		.175	.472
a. Test distribution is Normal.			
b. Calculated from data.			

Appendix 11

Posttest Normality Analysis of Experimental and Control Classes

One-Sample Kolmogorov-Smirnov Test			
		Posttest- Control class	Posttest- Experimental class
N		40	39
Normal Parameters ^{a,b}	Mean	59.9000	71.6667
	Std. Deviation	7.14251	7.34966
Most Extreme Differences	Absolute	.144	.128
	Positive	.144	.128
	Negative	-.117	-.125
Kolmogorov-Smirnov Z		.913	.800
Asymp. Sig. (2-tailed)		.375	.544
a. Test distribution is Normal.			
b. Calculated from data.			

Appendix 12

The Homogeneity Test of Pretest

Test of Homogeneity of Variances			
Pretest			
Levene Statistic	df1	df2	Sig.
.373	1	77	.543

Appendix 13

The Homogeneity Test of Posttest

Test of Homogeneity of Variances			
Posttest			
Levene Statistic	df1	df2	Sig.
.439	1	77	.509

Appendix 14

The Comparison of Pretest Score

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Pretest score	Experimental class	39	59.5897	9.06038	1.45082
	Control class	40	59.6750	8.50456	1.34469

Appendix 15

The Comparison of Posttest Score

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	posttest experimental class	39	71.6667	7.34966	1.17689
	posttest control class	40	59.9000	7.14251	1.12933

Appendix 16

The t-test of Pretest


Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pretest	Equal variances assumed	.373	.543	-.043	77	.966	-.08526	1.97655	-4.02106	3.85055
	Equal variances not assumed			-.043	76.397	.966	-.08526	1.97815	-4.02475	3.85424

Appendix 17

The t-test of Posttest

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Posttest	Equal variances assumed	.439	.509	7.217	77	.000	11.76667	1.63049	8.51994	15.01339
	Equal variances not assumed			7.214	76.774	.000	11.76667	1.63109	8.51860	15.01473

Appendix 18

 YAYASAN BADAN WAKAF SULTAN AGUNG
UNIVERSITAS ISLAM SULTAN AGUNG (UNISSULA)
Jl. Raya Kaligawe Km.4 Semarang 50112 Telp.(024) 6583584 (8 Sal) Fax.(024) 6582455
email: informasi@unissula.ac.id web : www.unissula.ac.id

FAKULTAS BAHASA DAN ILMU KOMUNIKASI **Bismillah Membangun Generasi Khalra Ummah**

Nomor : 1331/D.I/FBIK/VII/2018 Semarang, 27 Syawal 1439 H
Lamp. : Proposal Skripsi 11 Juli 2018 M
Hal : Permohonan Ijin Mengadakan Penelitian

Kepada
Yth. Kepala Sekolah
MA Negeri Demak
Jln. Diponegoro No. 27 Jogoloyo, Wonosalam
di Demak

Assalamu'alaikum, Wr. Wb.

Dengan ini kami menyampaikan bahwa dalam rangka penulisan skripsi/ tugas akhir program S1 di Fakultas Bahasa dan Ilmu Komunikasi UNISSULA, mahasiswa kami


Nama : Aifi Lutfiani
NIM : 31801400530
Program Studi : Pendidikan Bahasa Inggris

bermaksud mengadakan penelitian dengan judul :
"The Effectiveness of Small Group Discussion in Improving Students' Reading Comprehension in Explanation text"
(An Experimental Research on The Eight Grade Students of MAN Demak in Academic Year of 2017/2018)
dengan Dosen Pembimbing : Huyi Intan Sari, S.Pd., M.Pd. (NIK. 210810017)

Untuk itu dengan segala hormat dan kerendahan hati kami bermaksud memohon kepada Bapak/ Ibu Kepala Sekolah untuk bersedia menerima dan mengizinkan mahasiswa tersebut di atas untuk melakukan penelitian di sekolah yang Bapak/ Ibu pimpin.

Demikian permohonan kami untuk dapat kiranya dikabulkan. Atas kerjasama dan perkenan yang diberikan, kami mengucapkan terima kasih.

Wassalamu'alaikum, Wr. Wb.


Harsono, S.S., M. Pd.
Dekan

Tembusan :

1. Yang bersangkutan
2. Arsip

Appendix 19



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN DEMAK
MADRASAH ALIYAH NEGERI DEMAK
Jalan Diponegoro Nomor 27 Demak 59571
Telepon (0291) 681219; Faksimile (0291) 681219
Website: www.mandemak.sch.id

SURAT KETERANGAN

Nomor: *025* /Ma.11.44/TL.00/07/2018

Yang bertanda tangan dibawah ini,

Nama : Drs. H. Suprpto, M.Pd
N I P : 19640408 199203 1 002
Jabatan : Kepala MAN Demak

dengan in menerangkan bahwa

Nama : Aifi Lutfiani
NIM : 31801400530
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Ilmu Komunikasi
Perguruan Tinggi : Universitas Islam Sultan Agung

Telah melaksanakan penelitian di MAN Demak pada tanggal 12 s.d. 28 Juli 2018 dalam rangka penulisan skripsi / tugas akhir program S1 dengan judul "The Effectiveness of Small Group Discussion in Improving Students Reading Comprehension in Explanation text" (An Experimental Research on The Eleventh Grade Students of MAN Demak in Academic Year of 2018/2019).

Dasar surat Dekan Universitas Islam Sultan Agung Semarang Nomor : 1331/D.1/FBIK/VII/2018 Perihal : Permohonan Ijin Mengadakan Penelitian. Tanggal : 11 Juli 2018.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.



Demak, 28 Juli 2018

Kepala

Suprpto
Suprpto

Appendix 20

VALIDATION SHEET (P.M. Veroy RN, MAN)

Name of Validator: Huyi Intan Sari
 Degree: _____
 Position: Advisor
 No. of years in teaching: 15

To the evaluator: Please check the appropriate box for your ratings.

Scale: 5 -Excellent 4 -Very Good 3-Good 2-Fair 1-Poor

	5	4	3	2	1
1. Clarity and Directions of Items. The vocabulary level, language, structure and conceptual level of participants. The test directions and the items are written in a clear and understandable manner.		✓			
2. Presentation and Organization of Items. The items are presented and organized in logical manner.		✓			
3. Suitability of Items. The item appropriately presented the substance of the research. The questions are designed to determine the skills that are supposed to be measured.		✓			
4. Adequateness of the Content. The number of the questions per area is a representative enough of all the questions needed for the research.		✓			
5. Attainment of Purpose. The instrument as a whole fulfills the objectives needed for the research.			✓		
6. Objective. Each item question requires only one specific answer or measures only one behavior and no aspect of the questionnaires suggests in the past of the researcher.			✓		
7. Scale and Evaluation Rating. The scale adapted is appropriate for the item.			✓		

REMARKS: _____


 Signature Over Printed Name

Appendix 21


VALIDATION SHEET (P.M. Veroy RN, MAN)

Name of Validator: DWI LESTARI, S.Pd
 Degree: SI
 Position: GURU MAN DEMAK
 No. of years in teaching: 17 th

To the evaluator: Please check the appropriate box for your ratings.

	Scale: 5 -Excellent 4 -Very Good 3-Good 2-Fair 1-Poor				
	5	4	3	2	1
1. Clarity and Directions of Items. The vocabulary level, language, structure and conceptual level of participants. The test directions and the items are written in a clear and understandable manner.		✓			
2. Presentation and Organization of Items. The items are presented and organized in logical manner.		✓			
3. Suitability of Items. The item appropriately presented the substance of the research. The questions are designed to determine the skills that are supposed to be measured.		✓			
4. Adequateness of the Content. The number of the questions per area is a representative enough of all the questions needed for the research.		✓			
5. Attainment of Purpose. The instrument as a whole fulfills the objectives needed for the research.			✓		
6. Objective. Each item question requires only one specific answer or measures only one behavior and no aspect of the questionnaires suggests in the past of the researcher.			✓		
7. Scale and Evaluation Rating. The scale adapted is appropriate for the item.			✓		

REMARKS: _____


DWI LESTARI, S.Pd
 Signature Over Printed Name

Appendix 22

DOCUMENTATION

