


APPENDIX 1

Permission Letter for Doing Research

 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 Khaira

Nomor : 883/D.1/FBIK/II/2018 Semarang, 4 Jumadits Tsani 1439 H
Lamp. : Proposal Penelitian Skripsi 20 Februari 2018 M
Hal : Permohonan Ijin Mengadakan Penelitian

Kepada
Yth. Kepala Sekolah
SMA N 3 Demak
Jln. Sultan Trenggono No. 81 Kalikondang 59517
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 : Marsha Lestari Ayu Prasasty
NIM : 310801300500
Program Studi : Pendidikan Bahasa Inggris


bermaksud mengadakan penelitian dengan judul :
"THE EFFECTIVENESS OF USING DOCUMENTARY FILMS AS AN ALTERNATIVE MEDIA TO IMPROVE STUDENTS' WRITING IN REPORT TEXT"
(An Experimental Study of The Tenth Grade's of SMA Negeri 3 Demak in The Academic year of 2017/2018)

dengan Dosen Pembimbing : Nani Hidayati, S.Pd., M. Pd. (NIK. 210 809 016)

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.


Hartono, S.S., M. Pd.
Dekan

Tembusan :

1. Yang bersangkutan
2. Arsip

-----Pemisah Seksi (Halaman Berikutnya)-----

APPENDIX 2

Certificate of Research From the School



PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
**SEKOLAH MENENGAH ATAS NEGERI 3
DEMAK**

Jalan Sultan Trenggono Nomor 81 Kabupaten Demak Kode Pos 59551
Telepon 0291 681648 Surat Elektronik sma3_demak@yahoo.co.id

SURAT KETERANGAN

Nomor : 421.3 / 138 /2018

Yang bertanda tangan dibawah ini, Kepala SMA Negeri 3 Demak, menerangkan bahwa :

Nama : **MARSHA LESTARI AYU PRASASTY**
NIM : 31801300500
Fakultas / Prodi : S.1 / Pendidikan Bahasa Inggris
Universitas : UNISSULA

Yang bersangkutan telah melaksanakan Penelitian Skripsi dengan judul " **THE EFFECTIVENESS OF USING DOCUMENTARY FILM AS A MEDIA TO IMPROVE STUDENTS' WRITING IN REPORT** "

Waktu Pelaksanaan : Maret 2018
Tempat : Di SMA Negeri 3 Demak

Demikian surat keterangan ini di buat, untuk dapat dipergunakan seperlunya.

Demak, 16 April 2018
Kepala Sekolah



SUPRAPTO, S.Pd, M.Si
NIP. 19590407 198203 1 011

-----Pemisah Seksi (Halaman Berikutnya)-----

Validation
(Lecturer)

Validation Rubric for Expert Panel - VREP©
By Marilyn K. Simon with input from Jacquelyn White (2014)

Criteria	Operational Definitions	FACE VALIDITY				Questions NOT meeting standard (List page and question number) and need to be revised. <i>Please use the comments and suggestions section to recommend revisions.</i>	
		Score	1	2	3		4
Clarity	<ul style="list-style-type: none"> The question is direct and specific. Only one question is asked at a time. The participants can understand what is being asked. There is no <i>double-barreled</i> question (two questions in one). 	1=Not Acceptable (major modifications needed)					
		2=Below Expectations (some modifications needed)					
Wordiness	<ul style="list-style-type: none"> Question is concise. There are no unnecessary words 	3=Meets Expectations (no modifications needed but could be improved with minor changes)					✓
		4=Exceeds Expectations (no modifications needed)					
Negative Wording	<ul style="list-style-type: none"> Question is asked using the affirmative (e.g., Instead of asking, "Which methods are not used?", the researcher asks, "Which methods <i>are</i> used?") 						✓
Overlapping Responses	<ul style="list-style-type: none"> All possibilities are considered. There are no ambiguous questions. 						✓
Balance	<ul style="list-style-type: none"> The question is unbiased and does not lead the participants to a double response. The question is asked using a neutral tone. 						✓
Use of Jargon	<ul style="list-style-type: none"> The terms used are understandable by the target population. There are no clichés or hyperbole in the wording of the questions. 						✓
Appropriateness of Responses	<ul style="list-style-type: none"> The question allows participants to respond appropriately. 						✓

APPENDIX 3

Listed	<ul style="list-style-type: none"> The responses apply to all situations or offer a way for those to respond with unique situations. 					✓	
Use of Technical Language	<ul style="list-style-type: none"> The use of technical language is minimal and appropriate. All acronyms are defined. 					✓	
Application to Praxis	<ul style="list-style-type: none"> The question asked relate to the daily practices or expertise of the potential participants. 					✓	
Relationship to Problem	<ul style="list-style-type: none"> The question is sufficient to resolve the problem in the study The question is sufficient to answer the research questions. The question is sufficient to obtain the purpose of the study. 					✓	
Measure of Construct: A: ()	<ul style="list-style-type: none"> The survey adequately measures the students' in writing report text by documentary films as the alternative media. 					✓	
CONTENT VALIDITY							
Confirmity with the syllabus in 2013 Curriculum	<ul style="list-style-type: none"> The test item has been suitable with the 10th grade core competency of writing skill especially in report text writing. 					✓	
Comments and Suggestions							

Semarang, 1 March 2018


 Nani Hidayati S., M., M., Pd
 NIK. 210809016

Validation
(English Teacher)

Validation Rubric for Expert Panel - VREP©
By Marilyn K. Simon with input from Jacquelyn White (2014)

FACE VALIDITY					
Criteria	Operational Definitions	Score			Questions NOT meeting standard (List page and question number) and need to be revised. <i>Please use the comments and suggestions section to recommend revisions.</i>
		1 1=Not Acceptable (major modifications needed)	2 2=Below Expectations (some modifications needed)	3 3=Meets Expectations (no modifications needed but could be improved with minor changes)	4 4=Exceeds Expectations (no modifications needed)
Clarity	<ul style="list-style-type: none"> The question is direct and specific. Only one question is asked at a time. The participants can understand what is being asked. There is no <i>double-barreled</i> question (two questions in one). 	1	2	3	4 ✓
Wordiness	<ul style="list-style-type: none"> Question is concise. There are no unnecessary words 	1	2	3	4 ✓
Negative Wording	<ul style="list-style-type: none"> Question is asked using the affirmative (e.g., Instead of asking, "Which methods are not used?", the researcher asks, "Which methods <i>are</i> used?") 	1	2	3	4 ✓
Overlapping Responses	<ul style="list-style-type: none"> All possibilities are considered. There are no ambiguous question. 	1	2	3	4 ✓
Balance	<ul style="list-style-type: none"> The question is unbiased and does not lead the participants to a double response. The question is asked using a neutral tone. 	1	2	3	4 ✓
Use of Jargon	<ul style="list-style-type: none"> The terms used are understandable by the target population. There are no clichés or hyperbole in the wording of the questions. 	1	2	3	4 ✓
Appropriateness of Responses	<ul style="list-style-type: none"> The question allows participants to respond appropriately. 	1	2	3	4 ✓

Listed	<ul style="list-style-type: none"> The responses apply to all situations or offer a way for those to respond with unique situations. 					✓	
Use of Technical Language	<ul style="list-style-type: none"> The use of technical language is minimal and appropriate. All acronyms are defined. 					✓	
Application to Praxis	<ul style="list-style-type: none"> The question asked relate to the daily practices or expertise of the potential participants. 					✓	
Relationship to Problem	<ul style="list-style-type: none"> The question is sufficient to resolve the problem in the study The question is sufficient to answer the research questions. The question is sufficient to obtain the purpose of the study. 					✓	
Measure of Construct: A: ()	<ul style="list-style-type: none"> The survey adequately measures the students' in writing report text by documentary films as the alternative media. 					✓	
CONTENT VALIDITY							
Conformity with the syllabus in 2013 Curriculum	<ul style="list-style-type: none"> The test item has been suitable with the 10th grade core competency of writing skill especially in report text writing. 					✓	

Comments and Suggestions

Semarang, 1 March 2018


Suhermiyanti S.Pd
 NIP. -

APPENDIX 4*Student's Score***Student's Complete Scoring Pre-Test Control Class (Rater 1)**

No	Students	Content	Organization	Vocabulary	Language	Mechanics	Total
1	C-1	16	12	12	15	2	57
2	C-2	18	13	14	14	2	61
3	C-3	14	13	12	12	2	53
4	C-4	16	12	15	15	3	61
5	C-5	15	13	14	14	2	58
6	C-6	16	13	11	11	2	53
7	C-7	15	13	13	13	2	56
8	C-8	14	15	13	13	2	57
9	C-9	16	15	14	18	3	66
10	C-10	17	13	14	14	2	60
11	C-11	16	13	13	14	2	58
12	C-12	16	13	15	15	2	61
13	C-13	16	13	14	13	2	58
14	C-14	17	16	16	18	3	70
15	C-15	18	14	14	17	2	65
16	C-16	16	13	13	11	2	55
17	C-17	16	14	14	15	2	61
18	C-18	16	12	13	16	2	59
19	C-19	14	13	13	12	2	54
20	C-20	12	11	13	13	2	51
21	C-21	13	12	15	12	2	54
22	C-22	11	12	12	12	2	49
23	C-23	18	14	14	14	3	63
24	C-24	14	12	13	12	2	53
25	C-25	15	12	12	15	2	56
26	C-26	13	12	13	12	2	52
27	C-27	13	12	11	13	2	51
28	C-28	18	13	14	14	2	61
29	C-20	16	13	14	13	2	58
30	C-31	15	12	10	10	2	49
31	C-31	20	12	13	13	2	60
32	C-32	18	14	13	14	2	61
33	C-33	16	12	12	15	2	57
34	C-34	17	13	13	13	2	58

Student's Complete Scoring Pre-Test Control Class (Rater 2)

No	Students	Content	Organization	Vocabulary	Language Use	Mechanics	Total
1	C-1	20	14	14	16	3	67
2	C-2	15	13	14	14	2	58
3	C-3	17	13	14	14	2	60
4	C-4	18	15	16	17	3	69
5	C-5	18	15	15	16	2	66
6	C-6	16	13	13	12	2	56
7	C-7	16	14	14	15	2	61
8	C-8	16	15	13	15	2	61
9	C-9	18	16	16	20	3	73
10	C-10	18	15	15	16	3	67
11	C-11	20	15	15	16	2	68
12	C-12	18	15	16	17	2	68
13	C-13	16	14	14	15	2	61
14	C-14	17	16	16	18	3	70
15	C-15	18	14	14	17	2	65
16	C-16	16	13	13	11	2	55
17	C-17	16	14	14	15	2	61
18	C-18	18	15	16	18	3	70
19	C-29	16	14	14	14	2	60
20	C-20	15	13	13	15	2	58
21	C-21	16	13	15	12	2	58
22	C-22	13	12	14	13	2	54
23	C-23	18	13	12	11	2	56
24	C-24	16	13	15	14	2	60
25	C-25	19	15	15	17	2	68
26	C-26	17	15	14	14	2	62
27	C-27	17	14	13	15	2	61
28	C-28	20	16	15	16	3	70
29	C-29	20	15	16	16	3	70
30	C-30	18	13	12	11	2	56
31	C-31	23	14	13	15	3	68
32	C-32	20	16	14	16	2	68
33	C-33	18	15	13	15	2	63
34	C-34	19	15	14	14	2	64

Student's Complete Scoring Post-Test Control Class (Rater 1)

No	Students	Content	Organization	Vocabulary	Language Use	Mechanics	Total
1	C-1	20	14	16	17	3	70
2	C-2	18	15	16	15	3	67
3	C-3	16	15	16	15	3	65
4	C-4	20	16	18	18	4	76
5	C-5	17	16	16	16	3	68
6	C-6	18	15	15	15	3	66
7	C-7	17	16	15	16	3	67
8	C-8	16	17	14	15	3	65
9	C-9	18	18	16	20	3	75
10	C-10	19	15	15	16	3	68
11	C-11	18	15	15	17	3	68
12	C-12	18	16	18	17	3	72
13	C-13	20	16	18	17	3	74
14	C-14	17	16	15	18	3	69
15	C-15	18	18	15	18	3	72
16	C-16	18	17	13	14	3	65
17	C-17	20	18	13	14	3	68
18	C-18	18	16	15	18	3	70
19	C-19	16	17	16	15	3	67
20	C-20	16	15	15	15	2	63
21	C-21	15	15	16	15	2	63
22	C-22	15	15	15	15	2	62
23	C-23	16	16	15	15	2	64
24	C-24	18	17	16	16	3	70
25	C-25	18	15	18	16	3	70
26	C-26	18	17	18	16	3	72
27	C-27	17	16	16	18	3	70
28	C-28	20	18	19	18	3	78
29	C-29	18	18	16	16	3	71
30	C-30	18	18	16	15	3	70
31	C-31	24	18	15	18	4	79
32	C-32	20	18	16	18	4	76
33	C-33	20	17	18	18	4	77
34	C-34	18	17	16	14	3	68

Student's Complete Scoring Post-Test Control Class (Rater 2)

No	Students	Content	Organization	Vocabulary	Language Use	Mechanics	Score
1.	C-1	23	16	16	16	3	74
2.	C-2	19	15	16	15	3	68
3.	C-3	19	15	15	15	2	66
4.	C-4	23	16	16	18	4	77
5.	C-5	21	16	16	16	3	72
6.	C-6	18	15	15	14	3	65
7.	C-7	18	18	16	16	3	71
8.	C-8	19	18	17	16	2	72
9.	C-9	20	16	21	21	2	80
10.	C-10	22	16	17	18	3	76
11.	C-11	24	17	18	17	3	79
12.	C-12	20	17	19	18	3	77
13.	C-13	23	17	16	16	3	75
14.	C-14	21	18	19	18	3	79
15.	C-15	19	16	19	17	3	74
16.	C-16	18	15	14	14	2	63
17.	C-17	17	16	15	14	2	64
18.	C-18	20	17	18	19	3	77
19.	C-19	18	16	15	15	3	69
20.	C-20	17	15	16	16	2	66
21.	C-21	18	16	13	14	2	63
22.	C-22	17	15	14	15	2	63
23.	C-23	16	16	15	14	2	63
24.	C-24	18	15	15	16	3	67
25.	C-25	23	15	18	18	3	67
26.	C-26	19	16	16	16	3	70
27.	C-27	18	16	16	16	2	68
28.	C-28	22	16	16	18	3	75
29.	C-29	24	16	18	18	4	80
30.	C-30	20	16	15	15	3	69
31.	C-31	26	17	18	18	4	81
32.	C-32	22	18	16	18	3	77
33.	C-33	20	16	16	19	3	74
34.	C-34	21	16	16	16	3	72

Student's Complete Scoring Pre-Test Experimental Class (Rater 1)

No	Students	Content	Organization	Vocabulary	Language Use	Mechanics	Score
1	E-1	17	15	15	15	2	64
2	E-2	17	16	16	17	2	68
3	E-3	16	14	14	16	2	62
4	E-4	20	15	16	16	2	69
5	E-5	15	13	14	16	2	60
6	E6	14	14	14	16	2	60
7	E-7	20	17	16	16	2	71
8	E-8	18	17	16	16	3	70
9	E-9	20	15	15	16	2	68
10	E-10	18	15	15	16	2	66
11	E-11	16	14	15	16	3	64
12	E-12	18	16	14	16	3	67
13	E-13	20	16	13	17	2	68
14	E-14	18	18	13	16	2	67
15	E-15	18	16	16	16	3	69
16	E-16	17	15	15	15	2	64
17	E-17	18	16	15	14	2	65
18	E-18	15	17	13	18	2	65
19	E-19	15	15	15	15	2	62
20	E-20	17	15	16	16	2	66
21	E-21	19	18	15	16	3	71
22	E-22	20	17	16	17	3	73
23	E-23	20	16	16	17	3	72
24	E-24	22	18	17	18	3	78
25	E-25	12	14	13	14	2	55
26	E-26	22	16	17	17	3	75
27	E-27	21	16	17	18	3	75
28	E-28	18	17	16	15	2	68
29	E-29	16	14	13	15	2	60
30	E-30	16	15	16	15	2	64
31	E-31	17	16	16	16	2	67
32	E-32	18	16	16	16	3	69
33	E-33	20	15	16	16	2	69
34	E-34	18	16	15	15	3	67
35	E-35	18	16	15	16	2	67
36	E-36	20	16	15	16	3	70

Student's Complete Scoring Pre-Test Experimental Class(Rater 2)

No	Students	Content	Organization	Vocabulary	Language Use	Mechanics	Score
1	E-1	17	14	15	16	2	64
2	E-2	18	16	16	17	2	69
3	E-3	17	14	15	16	2	64
4	E-4	21	17	17	18	2	75
5	E-5	17	14	15	16	2	64
6	E-6	16	14	15	16	2	63
7	E-7	20	16	15	16	2	69
8	E-8	19	16	16	15	2	68
9	E-9	20	16	17	17	2	72
10	E-10	19	15	16	16	2	68
11	E-11	17	14	16	16	3	66
12	E-12	21	14	15	17	3	70
13	E-13	20	17	14	16	2	69
14	E-14	20	16	15	16	2	69
15	E-15	20	18	18	20	3	79
16	E-16	20	16	15	16	2	69
17	E-17	19	16	16	15	2	68
18	E-18	17	16	13	20	2	68
19	E-19	17	15	14	15	2	63
20	E-20	18	16	16	17	2	69
21	E-21	20	17	16	17	3	73
22	E-22	21	17	16	18	3	75
23	E-23	20	16	16	17	3	72
24	E-24	22	18	17	18	3	78
25	E-25	12	14	13	14	2	55
26	E-26	22	16	17	17	3	75
27	E-27	21	16	17	18	3	75
28	E-28	20	16	16	17	2	71
29	E-29	17	15	15	17	2	66
30	E-30	19	16	16	17	2	70
31	E-31	18	15	15	16	2	66
32	E-32	21	16	17	18	3	75
33	E-33	20	15	16	17	3	71
34	E-34	20	16	16	16	3	71
35	E-35	19	16	15	16	2	68
36	E-36	20	17	14	17	3	71

Students's Complete Scoring Post-Test Experimental Class (Rater 1)

No	Students	Content	Organization	Vocabulary	Language Use	Mechanics	Score
1	E-1	19	16	16	20	4	75
2	E-2	20	18	18	20	4	80
3	E-3	18	17	16	16	2	69
4	E-4	22	18	18	20	4	82
5	E-5	18	17	16	18	2	71
6	E-6	17	18	18	20	2	75
7	E-7	17	18	18	16	2	71
8	E-8	17	18	18	17	2	72
9	E-9	25	18	20	20	4	87
10	E-10	18	15	16	16	3	68
11	E-11	18	17	16	18	3	72
12	E-12	18	16	16	18	3	71
13	E-13	25	18	18	20	4	85
14	E-14	18	16	18	20	3	75
15	E-15	25	18	18	22	4	87
16	E-16	18	16	16	18	3	71
17	E-17	16	16	16	18	3	69
18	E-18	20	16	16	18	3	73
19	E-19	18	15	15	18	3	69
20	E-20	18	15	15	16	3	67
21	E-21	24	18	18	18	4	82
22	E-22	18	16	16	18	3	71
23	E-23	20	16	16	20	3	75
24	E-24	25	20	18	22	4	89
25	E-25	24	18	18	20	4	84
26	E-26	22	18	18	18	4	80
27	E-27	18	16	16	18	3	71
28	E-28	20	18	18	18	3	77
29	E-29	16	16	16	16	3	67
30	E-30	26	16	18	20	4	84
31	E-31	20	16	16	18	4	74
32	E-32	20	18	16	18	4	76
33	E-33	22	16	18	20	3	79
34	E-34	24	16	18	20	4	82
35	E-35	20	18	16	18	3	75
36	E-36	24	18	16	18	3	79

Students's Complete Scoring Post-Test Experimental Class (Rater 2)

No	Students	Content	Organization	Vocabulary	Language Use	Mechanics	Score
1	E-1	20	17	18	20	4	79
2	E-2	22	18	18	21	4	83
3	E-3	18	16	16	18	3	71
4	E-4	25	18	16	20	3	82
5	E-5	20	16	16	20	3	75
6	E-6	20	18	17	19	3	77
7	E-7	20	18	17	17	3	75
8	E-8	20	18	17	16	3	74
9	E-9	27	18	20	21	4	90
10	E-10	18	16	16	18	3	71
11	E-11	19	16	16	20	4	75
12	E-12	19	16	16	19	3	73
13	E-13	27	18	19	22	4	90
14	E-14	21	17	17	19	3	77
15	E-15	27	19	18	23	4	91
16	E-16	20	16	17	19	3	75
17	E-17	18	17	16	18	3	72
18	E-18	21	17	16	19	3	76
19	E-19	18	15	16	17	3	69
20	E-20	19	16	16	17	3	71
21	E-21	26	18	19	20	4	87
22	E-22	19	17	17	18	3	74
23	E-23	22	17	17	19	3	78
24	E-24	26	19	18	21	4	88
25	E-25	24	18	18	20	4	84
26	E-26	23	18	18	20	4	83
27	E-27	18	17	15	17	3	70
28	E-28	21	18	18	19	3	79
29	E-29	17	15	17	16	3	68
30	E-30	27	18	18	21	4	88
31	E-31	19	16	17	18	3	73
32	E-32	21	18	16	19	4	78
33	E-33	23	17	18	21	3	82
34	E-34	24	17	18	21	4	84
35	E-35	20	18	17	19	3	77
36	E-36	25	17	17	20	3	82

Student's Average Score Pre-test Control Class

No	Students	RATER 1	RATER 2	Average
1	C-1	57	67	62
2	C-2	61	58	59.5
3	C-3	53	60	56.5
4	C-4	61	69	65
5	C-5	58	66	62
6	C-6	53	56	54.5
7	C-7	56	61	58.5
8	C-8	57	61	59
9	C-9	66	73	69.5
10	C-10	60	67	63.5
11	C-11	58	68	63
12	C-12	61	68	64.5
13	C-13	58	61	59.5
14	C-14	70	70	70
15	C-15	65	65	65
16	C-16	55	55	55
17	C-17	61	61	61
18	C-18	59	70	64.5
19	C-19	54	60	57
20	C-20	51	58	54.5
21	C-21	54	58	56
22	C-22	49	54	51.5
23	C-23	63	56	59.5
24	C-24	53	60	56.5
25	C-25	56	68	62
26	C-26	52	62	57
27	C-27	51	61	56
28	C-28	61	70	65.5
29	C-29	58	70	64
30	C-30	49	56	52.5
31	C-31	60	68	64
32	C-32	61	68	64.5
33	C-33	57	63	60
34	C-34	58	64	61

Student's Average Score Post Control Class

No	Students	RATER 1	RATER 2	Average
1	C-1	70	74	72
2	C-2	67	68	67.5
3	C-3	65	66	65.5
4	C-4	76	77	76.5
5	C-5	68	72	70
6	C-6	66	65	65.5
7	C-7	67	71	69
8	C-8	65	72	68.5
9	C-9	75	80	77.5
10	C-10	68	76	72
11	C-11	68	79	73.5
12	C-12	72	77	74.5
13	C-13	74	75	74.5
14	C-14	69	79	74
15	C-15	72	74	73
16	C-16	65	63	64
17	C-17	68	64	66
18	C-18	70	77	73.5
19	C-19	67	69	68
20	C-20	63	66	64.5
21	C-21	63	63	63
22	C-22	62	63	62.5
23	C-23	64	63	63.5
24	C-24	70	67	68.5
25	C-25	70	67	68.5
26	C-26	72	70	71
27	C-27	70	68	69
28	C-28	78	75	76.5
29	C-29	71	80	75.5
30	C-30	70	69	69.5
31	C-31	79	81	80
32	C-32	76	77	76.5
33	C-33	77	74	75.5
34	C-34	68	72	70

Student's Average Score Pre-test Experimental Class

No	Students	RATER 1	RATER 2	Average
1	E-1	64	64	64
2	E-2	68	69	68.5
3	E-3	62	64	63
4	E-4	69	75	72
5	E-5	60	64	62
6	E-6	60	63	61.5
7	E-7	71	69	70
8	E-8	70	68	69
9	E-9	68	72	70
10	E-10	66	68	67
11	E-11	64	66	65
12	E-12	67	70	68.5
13	E-13	68	69	68.5
14	E-14	67	69	68
15	E-15	69	79	74
16	E-16	64	69	66.5
17	E-17	65	68	66.5
18	E-18	65	68	66.5
19	E-19	62	63	62.5
20	E-20	66	69	67.5
21	E-21	71	73	72
22	E-22	73	75	74
23	E-23	72	72	72
24	E-24	78	78	78
25	E-25	55	55	55
26	E-26	75	75	75
27	E-27	75	75	75
28	E-28	68	71	69.5
29	E-29	60	66	63
30	E-30	64	70	67
31	E-31	67	66	66.5
32	E-32	69	75	72
33	E-33	69	71	70
34	E-34	67	71	69
35	E-35	67	68	67.5
36	E-36	70	71	70.5

Student's Average Score Post-test Experimental Class

No	Students	RATER 1	RATER 2	Average
1	E-1	75	79	77
2	E-2	80	83	81.5
3	E-3	69	71	70
4	E-4	82	82	82
5	E-5	71	75	73
6	E-6	75	77	76
7	E-7	71	75	73
8	E-8	72	74	73
9	E-9	87	90	88.5
10	E-10	68	71	69.5
11	E-11	72	75	73.5
12	E-12	71	73	72
13	E-13	85	90	87.5
14	E-14	75	77	76
15	E-15	87	91	89
16	E-16	71	75	73
17	E-17	69	72	70.5
18	E-18	73	76	74.5
19	E-19	69	69	69
20	E-20	67	71	69
21	E-21	82	87	84.5
22	E-22	71	74	72.5
23	E-23	75	78	76.5
24	E-24	89	88	88.5
25	E-25	84	84	84
26	E-26	80	83	81.5
27	E-27	71	70	70.5
28	E-28	77	79	78
29	E-29	67	68	67.5
30	E-30	84	88	86
31	E-31	74	73	73.5
32	E-32	76	78	77
33	E-33	79	82	80.5
34	E-34	82	84	83
35	E-35	75	77	76
36	E-36	79	82	80.5

-----Pemisah Seksi (Halaman Berikutnya)-----

APPENDIX 6

The Student's Worksheet

Pre-test Instrument

Name : Muhammad Abdul R
Class : X. (Ps 1)

Read the instructions below before you do the test !

1. Write a report text based on one of the topics :
- Earthquake - Nuclear Power
2. The score is based on 5 criterias : 1) The content is relevant to assigned topic (max.30 points). 2) The words/idioms (vocabulary) choice and usage in the text (max.20 points). 3) The constructions of tense, pronouns, word order, proposition and errors of the text (max.25 points). 4) The organization of the ideas stated in the text (20 points). 5) Spelling, punctuations, capitalization and paragraphing (max.5 points)
3. Allocated time is 45 minutes to finish the test.

Earthquake

Earthquake are vibrations or shocks that occur due to the movement of the earth's rocky layers from the bottom or bottom of the earth's surface. Earthquakes occur due to the shifting layer of soil and the layer of volcanoes.

Based on the cause of the occurrence of divide into two, namely the earthquake and the earthquake of the volcanic earthquake.

Earthquakes can happen anytime. However, earthquakes tend to occur in certain places.

Pre-test Instrument

Name : Faridatul Iza

Class : X Mipa 1

Read the instructions below before you do the test !

1. Write a report text based on one of the topics :
- Earthquake - Nuclear Power
2. The score is based on 5 criterias : 1) The content is relevant to assigned topic (max.30 points). 2) The words/idioms (vocabulary) choice and usage in the text (max.20 points). 3) The constructions of tense, pronouns, word order, proposition and errors of the text (max.25 points). 4) The organization of the ideas stated in the text (20 points). 5) Spelling, punctuations, capitalization and paragraphing (max.5 points)
3. Allocated time is 45 minutes to finish the test.

Nuclear Power

Nuclear power is uranium which is a metal mined in various areas in the world. The first scale of nuclear power in Cumbria England in 1956.

Nuclear power produces 11% of energy in the world. It caused no pollution as we would get when burning fossil.

GOOD LUCK ☺

Pre-test Instrument

Name : Dani Hermawan
Class : X IPS 1

Read the instructions below before you do the test !

1. Write a report text based on one of the topics :
- Earthquake - Nuclear Power
2. The score is based on 5 criteria : 1) The content is relevant to assigned topic (max.30 points). 2) The words/idioms (vocabulary) choice and usage in the text (max.20 points). 3) The constructions of tense, pronouns, word order, proposition and errors of the text (max.25 points). 4) The organization of the ideas stated in the text (20 points). 5) Spelling, punctuations, capitalization and paragraphing (max.5 points)
3. Allocated time is 45 minutes to finish the test.

Earthquake

An Earthquake is a vibration or vibration that occurs in the earth's surface due to the sudden release of energy from within that creates seismic wave. Earthquake are commonly caused by the movement of earth's crust. The frequency of a region, referring the time period, earthquake are measured using seismometer tools.

Pre-test Instrument

Name : Safna Egi Anisa

Class : X - IPA 1

Read the instructions below before you do the test !

1. Write a report text based on one of the topics :
- Earthquake - Nuclear Power
2. The score is based on 5 criteria : 1) The content is relevant to assigned topic (max.30 points). 2) The words/idioms (vocabulary) choice and usage in the text (max.20 points). 3) The constructions of tense, pronouns, word order, proposition and errors of the text (max.25 points). 4) The organization of the ideas stated in the text (20 points). 5) Spelling, punctuations, capitalization and paragraphing (max.5 points)
3. Allocated time is 45 minutes to finish the test.

Nuclear Power

Nuclear Power is the controlled use of nuclear energy.

Nuclear energy is energy uranium can be release by using nuclear reaction in a machine is called a nuclear reactor.

All nuclear power stations produce wastes that in most cases remain radioactive for thousand years.

GOOD LUCK ☺

Post-test Instrument

Name : Rizqi Fajrianti

Class : x MIA 1

Read the instructions below before you do the test !

1. Write a report text based on one of the topics :
- White Shark - Koala
2. The score is based on 5 criteria : 1) The content is relevant to assigned topic (max.30 points). 2) The words/idioms (vocabulary) choice and usage in the text (max.20 points). 3) The constructions of tense, pronouns, word order, proposition and errors of the text (max.25 points). 4) The organization of the ideas stated in the text (20 points). 5) Spelling, punctuations, capitalization and paragraphing (max.5 points)
3. Allocated time is 45 minutes to finish the test.

WHITE SHARK

A white shark is a species of large mackerel shark. He has live in sea. He has animal mammals. Found in the coastal surface waters of all the major oceans. Longest live cartilaginous fish.

White Shark have sharp teeth to eat prey. He has carnivore. He has have upper body grey and bottom body white. In around white shark there are small fish. He has have fish fin big and broad. He has have two eyes. Female individuals growing to 6.1 m (20 ft) in length and 1,905 kg (4,200 lb) in weight at maturity. Males measuring 3.4 to 4.0 m (11 to 13 ft) and females 4.6 to 4.9 m (15 to 16 ft) on average. White Shark is estimat to be as long as 70 years. Can swim to depths of 1,200 m (3,900 ft). Rank first is having the most record shark bite incident on humans.

GOOD LUCK ☺

Post-test Instrument

Name : M. Agung S.A.

Class : X IPA 1

Read the instructions below before you do the test !

1. Write a report text based on one of the topics :
- White Shark - Koala
2. The score is based on 5 criteria : 1) The content is relevant to assigned topic (max.30 points). 2) The words/idioms (vocabulary) choice and usage in the text (max.20 points). 3) The constructions of tense, pronouns, word order, proposition and errors of the text (max.25 points). 4) The organization of the ideas stated in the text (20 points). 5) Spelling, punctuations, capitalization and paragraphing (max.5 points)
3. Allocated time is 45 minutes to finish the test.

The koala

Koala has name is believed to derive from the ancient Aboriginal word meaning "No drink". Animal of Australia, Koalas lives in part Australia the eastern and southern coasts or inland areas of Queensland, Victoria, South Australia and New South Wales.

Koala spend most of their time sleeping up to 16 hours daily. Koala is anti-social animals, Koalas spend just 15 ^{minutes} ~~minutes~~ each day on social behaviors. Koala like eat eucalyptus leaves

GOOD LUCK ☺

Post-test Instrument

Name : Odhelia Gusni

Class : X MIA 1

Read the instructions below before you do the test !

1. Write a report text based on one of the topics :
- White Shark - Koala
2. The score is based on 5 criterias : 1) The content is relevant to assigned topic (max.30 points). 2) The words/idioms (vocabulary) choice and usage in the text (max.20 points). 3) The constructions of tense, pronouns, word order, proposition and errors of the text (max.25 points). 4) The organization of the ideas stated in the text (20 points). 5) Spelling, p.nctuations, capitalization and paragraphing (max.5 points)
3. Allocated time is 45 minutes to finish the test.

WHITE SHARK

White shark is a animal that live in the sea. He species of large and including dangerous animals. Many people are afraid of its existence because it can be dangerous.

White shark has sharp teeth. He female individuals growing to 6.1 m (20ft) in lenght and 1.905 kg (4,200 lb) in weight at maturity. While males measuring 3.9 to 4.0 m (11 to 13 Ft) and females 4.6 to 4.9 m (15 to 16 Ft) on average. White shark can live up to the age of 70 years. There are small fish around it. He body has a predominantly grey and white color. White shark sensitive to prey. He can swim to depths of 1200 m (3,900 Ft). He has fish find big and broad.

GOOD LUCK ©

Post-test Instrument

Name : Sri Dewi R.

Class : X 15 1

Read the instructions below before you do the test !

1. Write a report text based on one of the topics :
- White Shark - Koala
2. The score is based on 5 criterias : 1) The content is relevant to assigned topic (max.30 points). 2) The words/idioms (vocabulary) choice and usage in the text (max.20 points). 3) The constructions of tense, pronouns, word order, proposition and errors of the text (max.25 points). 4) The organization of the ideas stated in the text (20 points). 5) Spelling, punctuation., capitalization and paragraphing (max.5 points)
3. Allocated time is 45 minutes to finish the test.

Key Words KOALA.

The name "koala" is believe to derive from the ancient Aboriginal "no drink". Endemic range of Australia, the eastern and southern coasts or inland areas of Queensland, Victoria, South Australia, and New South Wales. 80.000 koalas throughout its endemic continent, temperate to tropical climate areas. The koala is most likely to be local inhabiting.

Primarily nocturnal, and spends in the branches of the tree canopy. Spend most of their time sleeping up to 18 hours daily. Females are also simply to recognize for their pouch. Anti-social animals, koalas spend just 15 minutes each day on social behaviors. Like eucalyptus leaves koalas cannot eat more than three pounds of fresh leaves each day or ~~do~~ they will get indigestion.

GOOD LUCK ☺

-----Pemisah Seksi (Halaman Berikutnya)-----

APPENDIX 7

Syllabus and Lessons Plan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>report</i> lisan dan tulis dengan memberi dan meminta informasi terkait teknologi yang tercakup dalam mata pelajaran lain di Kelas X sesuai dengan konteks penggunaannya</p> <p>4.8 <i>Teks report</i></p> <p>4.8.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>report</i> lisan dan tulis, terkait teknologi yang tercakup dalam mata pelajaran lain di Kelas X</p> <p>4.8.2 Menyusun teks <i>report</i> lisan dan</p>	<ul style="list-style-type: none"> • <i>Fungsi sosial</i> Memperoleh gambaran umum tentang hal yang terkait teknologi secara objektif dan ilmiah. • <i>Struktur teks</i> Struktur teks mencakup <ul style="list-style-type: none"> - Menyebutkan jenis atau definisi obyek yang dipaparkan. - Deskripsi obyek termasuk nama, bagian-bagian, sifat dan perilaku yang umum ditemukan/ dilihat. • <i>Unsur kebahasaan</i> <ul style="list-style-type: none"> - Kosakata tentang teknologi yang diamati: banyak peristilahan ilmiah - Kata kerja keadaan <i>be, have, look, need, breed, dll.</i>, dalam <i>Simple Present Tense</i>, atau <i>Simple Past Tense</i> jika sudah punah atau tidak ada lagi - Ucapan, tekanan kata, intonasi, ejaan dan tanda baca - Tulisan tangan 	<ul style="list-style-type: none"> • Menyimak guru membacakan beberapa teks <i>report</i> tentang teknologi yang tercakup dalam mata pelajaran lain di Kelas X. • Menirukan guru membaca teks tersebut secara bermakna, dengan intonasi, ucapan, dan tekanan kata yang benar. • Bertanya dan mempertanyakan tentang fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam teks tersebut. • Membaca dan mendiskusikan contoh tabel analisis isi teks yang sedang dipelajari. • Membahas cara mempresentasikan hasil analisis tersebut. • Mempresentasikan hasil analisis secara lisan dalam kelompok masing-masing. • Membaca dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>report</i> dari sumber lain. • Mempresentasikan hasil analisis secara lisan di depan kelompok lain. • Menuliskan <i>report</i> tentang teknologi yang tercakup dalam mata pelajaran lain di Kelas X secara kontekstual. • Melaporkan secara lisan, mengenai teks <i>report</i> tentang teknologi yang

<p>tulis, terkait teknologi yang tercakup dalam mata pelajaran lain di Kelas X, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<ul style="list-style-type: none"> • <i>Topik</i> <p>Teknologi terkait dengan mata pelajaran lain di Kelas X, yang dapat menumbuhkan perilaku yang termuat dalam KI.</p>	<p>tercakup dalam mata pelajaran lain di Kelas X.</p> <ul style="list-style-type: none"> • Melakukan refleksi tentang proses dan hasil belajarnya.
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LESSONS PLAN
(*Lesson Plan of Experimental*)

Satuan Pendidikan : SMA N 3 Demak
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X / 2
Materi Pokok : Teks ilmiah faktual (factual report) lisan dan tulis.
Alokasi Waktu : 8 X 45 menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
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.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa inginnya 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.
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.
- 1.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *report* lisan dan tulis dengan memberi dan meminta informasi terkait teknologi yang tercakup dalam mata pelajaran lain di Kelas X sesuai dengan konteks penggunaannya.
- 4.8 *Teks report*
 - 4.8.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *report* lisan dan tulis, terkait teknologi yang tercakup dalam mata pelajaran lain di Kelas X
 - 4.8.2 Menyusun teks *report* lisan dan tulis, terkait teknologi yang tercakup dalam mata pelajaran lain di Kelas X, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

C. Indikator

- 1.1.1 Menunjukkan kesungguhan belajar bahasa Inggris dalam berkomunikasi dengan guru dan teman untuk menyatakan dan menanyakan niat melakukan suatu tindakan.
- 1.1.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi tentang menyatakan dan menanyakan niat melakukan suatu tindakan.
- 3.8.1 Menganalisis fungsi sosial beberapa teks report lisan dan tulis dengan memberi dan meminta informasi terkait pandangan/pendapat mengenai topik yang hangat dibicarakan umum, serta saran, sesuai dengan konteks penggunaannya.
- 3.8.2 Mengidentifikasi struktur teks dari beberapa teks report lisan dan tulis dengan memberi dan meminta informasi terkait pandangan/pendapat mengenai topik yang hangat dibicarakan umum, serta saran, sesuai dengan konteks penggunaannya
- 4.8.1.1 Menyebutkan pokok pikiran /pikiran utama masing-masing paragraph pada teks report.
- 4.8.1.2 Menyusun teks report lisan dan tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks.

D. Tujuan Pembelajaran

1. Siswa dapat menganalisis fungsi sosial beberapa teks report lisan dan tulis dengan memberi dan meminta informasi terkait pandangan/pendapat mengenai topik yang hangat dibicarakan umum, argumentasi pendukung, serta saran
2. Siswa dapat mengidentifikasi struktur teks dari beberapa teks report lisan dan tulis dengan memberi dan meminta informasi terkait pandangan/pendapat mengenai topik yang hangat dibicarakan umum, serta saran.
3. Siswa dapat menggunakan unsure kebahasaan dari beberapa teks report lisan dan tulis dengan memberi dan meminta informasi terkait pandangan/pendapat mengenai topik yang hangat di bicarakan umum, serta saran
4. Siswa dapat menyebutkan pokok pikiran /pikiran utama masing-masing paragraph pada teks report.
5. Siswa dapat menyusun teks report secara keseluruhan dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks.

E. Materi

REPORT TEXT

A. Definition of Report Text

Report text is a text that contains information that describes something in reality, from sources like ; natural, man-made, and social phenomenon in our environment. It belongs that “report text” or “information report”.

B. The Purpose of Report Text

Report text has a function that presenting information about something. It generally describe natural or made like ; mammals, plants , countries of region, culture etc. Inn other words, report text is kind of information of describing something happen in our environment.

C. The Generic Structure of Report Text

The schematic structure of report text are ;

- Title – a title states a subject to be discussed,
- General identification or classification of subject , this part as an introduction to the main discussion,
- (Series of events) descriptions, the phenomena in whole paragraph involved

D. The Linguistic Feature of Report Text

Linguistics feature report text, as follows :

1. Focus on generic participants.
2. Use of relational process to state what is and that which it is. These relational process have largely been wrriten about abstractly and even metaphorically. However, rather than in terms of specific exchanges at the local level of the interaction, such as : be, feel, become, turn into, remain, seem, grow into, look, appear, mean, form, include, make, has/have and measure.
3. Use simple present tense
4. No temporal sequence

E. Example of Report Text

PANDA

Panda bear is a standout amongst the most jeopardized creatures and on the edge of eradication. Anyway, a group of researchers has been framed around the backwoods in China to help spare the panda bear populace. This report will let you know about the panda bear and why they are imperiled.

Pandas live in territories with a ton of different creatures yet have couple of foes. They lived in Southeast China. They live in the cool backwoods on the inclines of the dim mountains. There are a considerable measure of bamboo trees to eat.

Pandas invest energy to eat for around 10 to 12 hours a day, around 40-80 kg. Panda nourishment comprises of 99% bamboo yet infrequently they eat different plants or meat furthermore nectar. Honey bee stings would not hurt Panda on the grounds that they have a tough skin. Pandas eat in a sitting position. Panda does not rest like other bear sorts.

Pandas just have one foe. Their foes are wild puppies. At the point when the wild canines assaulted them. Panda will climb trees to evade battles. Panda generation rate is truly low. Female pandas don't breed until 5 to 7 years. Female pandas can just have up to 3 children at one time. The infant panda are as little as child cat. Children normally leave their mom following 18 months.

Panda is imperiled in view of a few issues. First and foremost, the reproducing season just happens in the middle of March and May. Second, the panda living space is not sufficiently enormous. The latter is poaching. Some of the time the pandas stuck in the trap which is made for different creatures Presently you know the data about panda and why it is imperiled. The pandas ought to be helped and spared or these excellent creature will be terminated.

F. Metode Pembelajaran

Pendekatan : Scientific

Metode : Menyimak, diskusi kelompok, penugasan individu

G. Media, Alat dan Sumber Pembelajaran

1. Media: beberapa teks report, video dokumenter, power point, dll
2. Alat: buku siswa, LCD, Proyektor, Laptop, Whiteboard, dll.
3. Sumber Pembelajaran :
 - a. www.sekolahbelajarbahasainggris.com
 - b. LKS Bahasa Inggris Kelas X Semester 2
 - c. www.jenisteksbahasainggris.com

H. Langkah-langkah Kegiatan Pembelajaran

Pertemuan I

1. KegiatanPendahuluan (5 menit)
 - Guru member salam kepada siswa.
 - Guru menyiapkan siswa untuk berdo'a.
 - Guru mengabsen siswa.
 - Guru memberikan pertanyaan-pertanyaan yang berkaitan dengan materi yang akan diajarkan.
 - Guru menyampaikan tujuan pembelajaran tentang teks tulis dan lisan berbentuk report text.
2. Kegiataninti (75 menit)

Observasi

- Guru yang memberikan contoh ceritateks tulis dan lisan berbentuk report text.
- Guru memberikan film dan beberapa contoh teks tentang teks tulis dan lisan berbentuk film dokumenter.
- Guru meminta siswa menuliskan kembali apa materi yang mereka ambil setelah melihat film tersebut.

Menanya

- Guru mengarahkan agar siswa bertanya pada dirinya sendiri dan diharapkan siswa dapat membuat pertanyaan.
- Siswa membuat pertanyaan terkait contoh yang diberikan guru tentangteks tulis dan lisan berbentuk report text .

- Guru bertanya tentang pertanyaan yang sudah dibuat siswa. (*Guru hanya mengecek apakah siswa dapat membuat pertanyaan dan guru tidak perlu menjawab pertanyaan, karena pertanyaan siswa hanya untuk menumbuhkan rasa ingin tahu tentang materi yang akan dibahas*)

Mengumpulkan Informasi

- Guru menjelaskan penggunaan teks tulis dan lisan berbentuk report text dari generic structure, kebaksaannya dalam teks tulis tersebut dengan peserta didik.
- Gurumenyebutkan tentang jenis-jenis report text yang ada dalam bahasa inggris.
- Guru menganalisis contoh jenis-jenis report text yang di sebutkan oleh peserta didik.

3. KegiatanPenutup (10 menit)

- Dengan panduan guru menyimpulkan hasil pembelajaran
- Mencatat semua masukan guru baik dari aspek struktur teks, kebaksaan maupun ucapan, tekanan kata, danintonasi.
- Memberikan tugas kepada siswa untuk membuat sebuah report text kepada siswa.
- Mendengarkan penjelasan guru tentang rencana kegiatan pertemuan berikutnya.

Pertemuan II

1. Kegiatan Pendahuluan (5 menit)

- Guru member salam kepada siswa.
- Guru menyiapkan siswa untuk berdo'a.
- Guru mengabsen siswa.
- Guru menanyakan tentang pelajaran yang telah dipelajari di pertemuan sebelumnya.
- Guru memberikan pertanyaan-pertanyaan yang berkaitan dengan materi yang akan diajarkan.

2. Kegiatan inti (75')

Mengupulkan Informasi

- Guru bertanya kepada siswa tentang film dokumenter yang telah di berikan sebelumnya
- Guru meminta siswa menjawab pertanyaan guru secara bergantian dan acak.

Mengasosiasi

- Guru meminta siswa membedakan kembali jenis-jenis report text dengan film documenter yang telah di berikan.
- Siswa di minta untuk mengerjakan soal pemahan berbentukessay yang telah di berikan oleh guru.
- Siswa diminta untuk menganalisis sebuah report text yang di sediakan oleh guru.

Mengkomunikasikan

- Peserta didik menyebutkan makna dan ciri-ciri yang termasuk dalam report text.
3. Kegiatan Penutup (10')
- Dengan panduan guru menyimpulkan hasil pembelajaran
 - Mencatat semua masukan guru baik dari aspek struktur teks, kebahasaan maupun ucapan, tekanan kata, dan intonasi.
 - Mendengarkan penjelasan guru tentang rencana kegiatan pertemuan berikutnya.

Pertemuan III

1. Kegiatan Pendahuluan (5 menit)
- Guru member salam kepada siswa.
 - Guru menyiapkan siswa untuk berdoa'a.
 - Guru mengabsen siswa.
 - Guru memberikan pertanyaan-pertanyaan yang berkaitan dengan materi yang akan diajarkan.

2. Kegiatan inti (75')

Mengupulkan Informasi

- Guru bertanya kepada siswa tentang film dokumenter yang telah di tonton dengan siswa.
- Guru meminta siswa menjawab pertanyaan guru secara bergantian dan acak.

Mengasosiasi

- Guru meminta siswa memnonton beberapa film dokumenter dengan berbeda tema yang terkait kembali jenis-jenis report text.
- Siswa di minta untuk mengerjakan soal pemahan berbentuk essay yang telah di berikan oleh guru.
- Siswa diminta untuk menganalisis sebuah report text yang di sediakan oleh guru.

3. Kegiatan Penutup (10')

- Dengan panduan guru menyimpulkan hasil pembelajaran
- Mencatat semua masukan guru baik dari aspek film documenter yang sesuai ngan pemahaman siswa, jenis-jenis report text dan lainnya.
- Mendengarkan penjelasan guru tentang rencana kegiatan pertemuan berikutnya.

I. Penilaian

1. Jenis/teknik Penilaian: Pengamatan dan Unjuk Kerja
2. Bentuk Instrumen: lembar pengamatan dan test instrumen :
 - a. Instrumen penilaian sikap spiritual (lembar pengamatan terlampir)
 - b. Instrumen penilaian sikap sosial (lembar pengamatan terlampir)
 - c. Penilaian pengetahuan dilakukan dengan: Tes Tertulis (soal terlampir)

- d. Penilaian penerapan dilakukan dengan penilaian rubrik (lembar rubric terlampir)
3. Pedoman Penskoran : (terlampir)

Demak, 2 Maret 2018
Mengetahui,
Guru Mata Pelajaran



Suhermiyanti, S.Pd.
NIP.-

Mahasiswa Penelitian

Marsha Lestari Ayu Prasasty
NIM. 31801300500

-----Pemisah Seksi (Halaman Berikutnya)-----

REPORT TEXT**A. Definition of Report Text**

Report text is a text that contains information that describes something in reality, from sources like ; natural, man-made, and social phenomenon in our environment. It belongs that “report text” or “information report”.

B. The Purpose of Report Text

Report text has a function that presenting information about something. It generally describe natural or made like ; mammals, plants , countries of region, culture etc. Inn other words, report text is kind of information of describing something happen in our environment.

C. The Generic Structure of Report Text

The schematic structure of report text are ;

- Title – a title states a subject to be discussed,
- General identification or classification of subject , this part as an introduction to the main discussion,
- (Series of events) descriptions, the phenomena in whole paragraph involved

D. The Linguistic Feature of Report Text

Linguistics feature report text, as follows :

5. Focus on generic participants.
6. Use of relational process to state what is and that which it is. These relational process have largely been written about abstractly and even metaphorically. However, rather than in terms of specific exchanges at the local level of

the interaction, such as : be, feel, become, turn into, remain, seem, grow into, look, appear, mean, form, include, make, has/have and measure.

7. Use simple present tense
 8. No temporal sequence
- E. Example of Report Text

Dolphins

Dolphins are very intelligent animals and they are benign to humans. This water mammals are able to fascinate us in many different ways. These mammals live in a group. They have been known to help humans in a variety of circumstances including rescue and fishing.

There are 36 species of dolphins that have been found. 32 species are dolphins the sea is already well known by the people and 4 species are river dolphins. It's very interesting to see and learn about the dolphin species

Dolphins can be very entertaining. They can jump out of the water. Some of them can jump up to 30 feet in the air. The dolphins are grayish blue and his skin is very sensitive to human touch and other objects.

Although the dolphins have 100 teeth, they don't use their teeth to eat. They use it to get fish then they swallow the fish. They can consume fish up to 15 kg per day. They always gather in a group to hunt fish.

Mangrove Trees

A mangrove is a tropical marine tree. Mangroves have special aerial roots and salt-filtering tap roots which enable them to thrive in brackish water. Brackish water is salty but not as salty as sea water.

Mangrove trees are commonly planted and found in coastal areas. Mangroves can serve as walls of protection for natural disaster in coastal area like tsunami. According to BBC News, healthy mangrove forests had helped save lives in the Asia disaster tsunami and people tended to respect these natural barriers even more, especially after the tsunami.

There are several species of mangrove tree found all over the world. Some prefer more salinity, while others like to be very-close to a large fresh water source such as river. Some prefer areas that are sheltered from waves. Some species have their roots covered with sea water every day during high tide. Other species grow

on dry land but are still part of the ecosystem. The Times of India reported that rare species of mangrove had been found and was also known as the looking-glass tree, probably because the leaves are silver-coated.

Mangroves need to keep their trunk and leave above the surface of the water. Yet they also need to be firmly attached to the ground so they are not moved by waves.

Any part of root that appears above the water flows oxygen to the plant under water surface. as the soil begin to build up, these roots procedure additional roots that become embedded in the soil.

Jakarta

Jakarta is a capital city of Indonesia. Jakarta is located on the northwest Java. The most popular food in Jakarta are Kerak Telor, Ketoprak, and Soto Betawi. There are so many cultural in Jakarta. There are many old buildings there.

But now, Jakarta has influenced by Globalization. Globalization gives many Impact. Negative impact and positive impact. There are many positive impact. But, because the positive impact, there are many negative impact too.

An example of positive impact is, there are a lot of tourist that goes vacation to Jakarta. and then, the tourist will see Indonesian culturals, old buildings, and many gives. But, from that positive impact, the negative impact is rivers in Indonesian especially Jakarta, the rivers are polluted by waste. And if Jakarta is rainy, there are always flood.

-----Pemisah Seksi (Halaman Berikutnya)-----

APPENDIX 9

Normality Test

One-Sample Kolmogorov-Smirnov Test

		Pre Test Experimental
N		36
Normal Parameters ^{a,b}	Mean	68,24
	Std. Deviation	4,533
Most Extreme Differences	Absolute	,129
	Positive	,071
	Negative	-,129
Kolmogorov-Smirnov Z		,772
Asymp. Sig. (2-tailed)		,591

a. Test distribution is Normal.

b. Calculated from data.

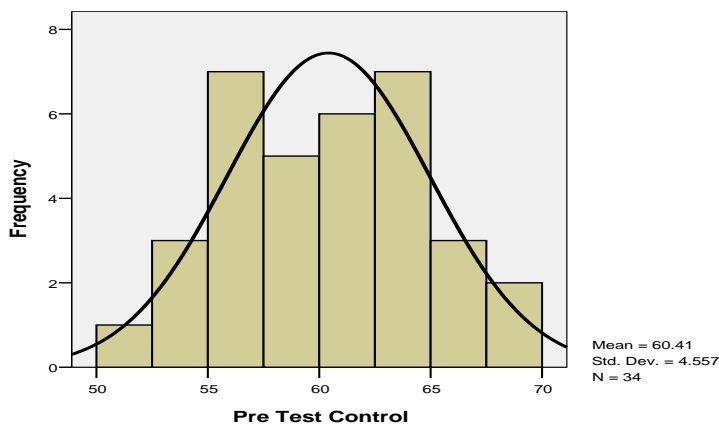
One-Sample Kolmogorov-Smirnov Test

		Pre Test Control
N		34
Normal Parameters ^{a,b}	Mean	60,41
	Std. Deviation	4,557
Most Extreme Differences	Absolute	,097
	Positive	,097
	Negative	-,079
Kolmogorov-Smirnov Z		,563
Asymp. Sig. (2-tailed)		,909

a. Test distribution is Normal.

b. Calculated from data.

Histogram



Homogeneity Test

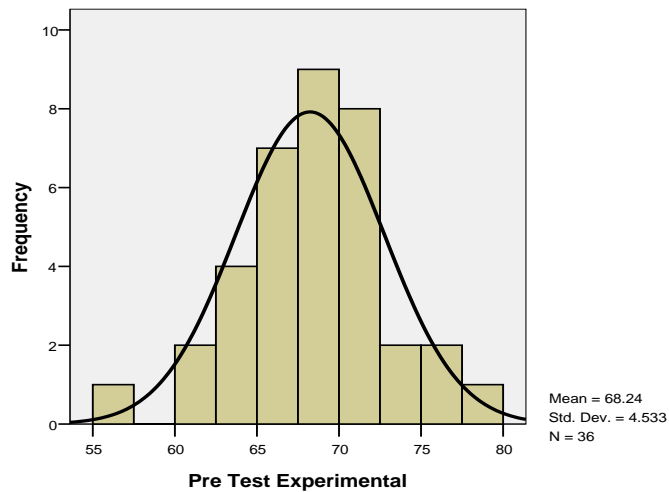
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Pre Test Control	Based on Mean	,869	1	32	,358
	Based on Median	,869	1	32	,358
	Based on Median and with adjusted df	,869	1	29,366	,359
	Based on trimmed mean	,869	1	32	,358

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Pre Test Experimental	Based on Mean	,212	1	34	,648
	Based on Median	,184	1	34	,670
	Based on Median and with adjusted df	,184	1	32,117	,671
	Based on trimmed mean	,211	1	34	,649

Histogram



T-Test

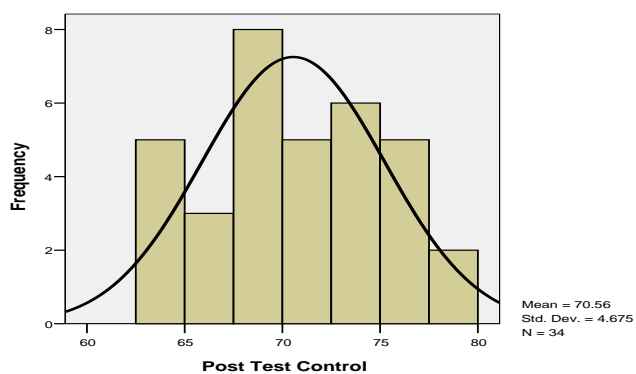
Group Statistics

Class		N	Mean	Std. Deviation	Std. Error Mean
Media	Control	34	70,56	4,675	,802
	Experimental	36	77,15	6,285	1,047

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
Media	Equal variances assumed	3,633	,061	-4,957	68	,000	-6,594	1,330	-9,248	-3,940
	Equal variances not assumed			-4,999	64,535	,000	-6,594	1,319	-9,229	-3,959


Histogram



-----Pemisah Seksi (Halaman Berikutnya)-----

APPENDIX 10


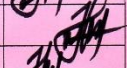


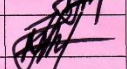
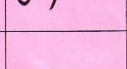
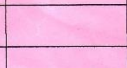
Consulting Card



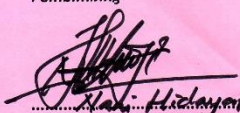
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KARTU BIMBINGAN SKRIPSI

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 Program Studi : S1 Pendidikan Bahasa Inggris
 Judul Skripsi : THE EFFECTIVENESS OF DOCUMENTARY FILMS AS A MEDIA TO IMPROVE STUDENTS' WRITING IN REPORT TEXT
 Pembimbing : Nani Hidayati, S.Pd. M.Pd.

No	Tanggal Bimbingan	Catatan Pembimbing	Paraf Pembimbing
1.	02/18 /03	Instrument & Validation	
2.	19/18 /03	Chapter 4	
3.	23/18 /03	Chapter 4 fix & Chapter 5	
4.	26/18 /03	Chapter 5 fix	
5.	05/04 /18	Chapter 1, 2, 3, 4, 5 fix	
6.	13/04 /18	Appendix	
7.	19/04 /18	Acc & finishing	
8.			
9.			
10.			
11.			
12.			

Semarang, 02 Maret 2018

Pembimbing

Nani Hidayati

-----Pemisah Seksi (Halaman Berikutnya)-----

APPENDIX 11

Documentation



-----Pemisah Seksi (Halaman Berikutnya)-----