THE STUDENTS LIST OF CLASS XI IPA
(EXPERIMENTAL CLASS)

No.	CODE	NAME
1	E-1	Adi Santoso
2	E-2	Ahmad Mupatihin
3	E-3	Anita Dewi
4	E-4	Azzura Ayu Putrianti
5	E-5	Bagus Juliansa
6	E-6	Bayu Widiantoro
7	E-7	Ela Handayani
8	E-8	Faqihuddin Masna
9	E-9	Gestin Alifa
10	E-10	Hidayatut Thoyibah
11	E-11	Ibnu Setya Jaya
12	E-12	Imroatul Khasanah
13	E-13	Ismiyati Maghfiroh
14	E-14	Kavlina
15	E-15	Liana Wati
16	E-16	Miftahurrohmah
17	E-17	Miftakhul Falah
18	E-18	Moh. Kurniawan
19	E-19	Muhammad Ajid Khoirul Mufti
20	E-20	Mukhamad Dawam
21	E-21	Nadila Putri Indriani
22	E-22	Naela Nur Rizqiana
23	E-23	Nafisatul Khoridah
24	E-24	Ni'ma Himatul Aliyah
25	E-25	Nikmatul Ainiyah
26	E-26	Nur Fadlilatul Hidayah
27	E-27	Risqi Muhammad An-Naba
28	E-28	Rizqi Agus Sukmanto
29	E-29	Santi
30	E-30	Sariyah
31	E-31	Sawiji

32	E-32	Siti Muafiyah
33	E-33	Surip Fatkhurrosyidin
34	E-34	Widiyanto
35	E-35	Zuhrotul Laeliyah

THE STUDENTS LIST OF CLASS XI IPS I
(CONTROL CLASS)

No.	CODE	NAME
1	C-1	Abdul Aziz
2	C-2	Afif Syaifur. R
3	C-3	Agih Jamal Habib
4	C-4	Ahmad Irfan
5	C-5	Ahmad Mukti
6	C-6	Ahmad Nurul Huda
7	C-7	Alam Ardiansyah
8	C-8	Anis Faizatul Khusna
9	C-9	Anis Wahida
10	C-10	Anna Awalliatur Rohmah
11	C-11	Asih Wati
12	C-12	Dedi Irawan
13	C-13	Farikhna Lailatul Khikmah
14	C-14	Firdha Amelia
15	C-15	Fitri Hidayah
16	C-16	Hendri Irawan
17	C-17	Imam Jamaludin
18	C-18	Ina Afanita
19	C-19	Istirokhah
20	C-20	Kamila Zahra
21	C-21	M. Farhan Naufal
22	C-22	M. Fauzan
23	C-23	M. Nurul Amin
24	C-24	M. Sofwatar
25	C-25	Miftakhul Falah
26	C-26	Mir'atul Khasanah
27	C-27	Nur Kumala Sari
28	C-28	Nur Rahma
29	C-29	Nuril Afiqoh
30	C-30	Nuril Firdaus
31	C-31	Rina Pujiyanti

32	C-32	Shinta Khairunnisa'
33	C-33	Sirly Amroena
34	C-34	Tri Utami
35	C-35	Zidni Huda

THE PRE TEST SCORE OF THE EXPERIMENTAL AND CONTROL CLASS

EXPERIMENTAL			CONTROL		
NO	CODE	SCORE	NO	CODE	SCORE
1	E-1	44	1	C-1	52
2	E-2	48	2	C-2	52
3	E-3	56	3	C-3	36
4	E-4	52	4	C-4	64
5	E-5	48	5	C-5	48
6	E-6	52	6	C-6	36
7	E-7	52	7	C-7	44
8	E-8	48	8	C-8	48
9	E-9	52	9	C-9	52
10	E-10	60	10	C-10	52
11	E-11	52	11	C-11	48
12	E-12	52	12	C-12	64
13	E-13	48	13	C-13	64
14	E-14	48	14	C-14	44
15	E-15	48	15	C-15	52
16	E-16	60	16	C-16	36
17	E-17	44	17	C-17	52
18	E-18	48	18	C-18	48
19	E-19	52	19	C-19	48
20	E-20	44	20	C-20	44
21	E-21	60	21	C-21	64
22	E-22	44	22	C-22	44

23	E-23	56	23	C-23	40
24	E-24	48	24	C-24	44
25	E-25	56	25	C-25	56
26	E-26	64	26	C-26	56
27	E-27	48	27	C-27	48
28	E-28	44	28	C-28	44
29	E-29	56	29	C-29	48
30	E-30	52	30	C-30	44
31	E-31	52	31	C-31	44
32	E-32	52	32	C-32	60
33	E-33	44	33	C-33	48
34	E-34	40	34	C-34	36
35	E-35	68	35	C-35	60
SUM		1792			1720
n		35			35
X Ave		51.2			49.1429
Variance (s2)		38.4			66.420
Standard Deviation (Sd)		6.196773			8.14986

THE POST TEST SCORE OF THE EXPERIMENTAL AND CONTROL CLASS

EXPERIMENTAL			CONTROL		
NO	CODE	SCORE	NO	CODE	SCORE
1	E-1	68	1	C-1	52
2	E-2	60	2	C-2	60
3	E-3	64	3	C-3	64
4	E-4	76	4	C-4	52
5	E-5	64	5	C-5	60
6	E-6	60	6	C-6	56
7	E-7	64	7	C-7	56
8	E-8	60	8	C-8	60
9	E-9	64	9	C-9	60
10	E-10	76	10	C-10	60
11	E-11	64	11	C-11	56
12	E-12	72	12	C-12	52
13	E-13	76	13	C-13	72
14	E-14	68	14	C-14	64
15	E-15	72	15	C-15	52
16	E-16	60	16	C-16	44
17	E-17	60	17	C-17	48
18	E-18	56	18	C-18	56
19	E-19	60	19	C-19	68
20	E-20	60	20	C-20	60
21	E-21	76	21	C-21	52
22	E-22	60	22	C-22	56

23	E-23	72	23	C-23	48
24	E-24	68	24	C-24	56
25	E-25	64	25	C-25	44
26	E-26	64	26	C-26	52
27	E-27	60	27	C-27	72
28	E-28	48	28	C-28	56
29	E-29	72	29	C-29	52
30	E-30	64	30	C-30	56
31	E-31	64	31	C-31	60
32	E-32	68	32	C-32	48
33	E-33	60	33	C-33	60
34	E-34	60	34	C-34	64
35	E-35	76	35	C-35	48
SUM		2280			1976
n		35			35
X Ave		65.1429			56.4571
Variance (s2)		43.8319			47.785
Standard Deviation (Sd)		6.62057			6.91266

THE NORMALITY TEST OF THE EXPERIMENTAL CLASS IN PRE-TEST

Hypothesis

H_o: Data distributes normally

Ha: Data does not distributes normally

$$\chi^2 = \sum_{i=1}^{k} \frac{(O_i = E_i)^2}{E_i}$$

Criteria

accepted if $|: \chi^2_{hitung} < \chi^2_{tabel}$

Test Of Hypothesis

Max. Value	=	68
Min. Value	=	40
Stretches of Value (R)	=	68-40 = 28
Classes (k)	=	1 +3.3 log 35 = 6.095 = 6 kelas
Length of Classes (P)	=	28/6 4.59 = 5

Frequency Distribution Table

Class			f_i	X_i	X_i^2	$f_i.X_i$	$f_i.X_i^2$
40	–	44	7	42	1764	294	12348
45	–	49	9	47	2209	423	19881
50	–	54	10	52	2704	520	27040
55	–	59	4	57	3249	228	12996
60	–	64	4	62	3844	248	15376
65	–	69	1	67	4489	67	4489
SUM			35			1780	92130

$$= \frac{\sum f_i \chi_i}{\sum f_i} = \frac{1780}{35} \quad = \quad 50.86$$

$$S^2 = \frac{n \sum f_i \chi_i^2 - \left(\sum f_i \chi_i \right)^2}{n(n-1)}$$

$$= \frac{35 * 92130 - (1780)^2}{35(35 - 1)}$$

$$S^2 = 47.18$$

$$S = 6.87$$

Table of Observation Frequency

Class			Bk	Z_i	$P(Z_i)$	Ld	Ei	Oi	$\dfrac{(O_i - E_i)^2}{E_i}$
			39.5	-1.65	-0.4509				
40	–	44				0.1282	4.1	7	2.0446
			44.5	-0.93	-0.3226				
45	–	49				0.2443	7.8	9	0.1785
			49.5	-0.20	-0.0783				
50	–	54				0.2804	9.0	10	0.1179
			54.5	0.53	0.2021				
55	–	59				0.1938	6.2	4	0.7813
			59.5	1.26	0.3958				
60	–	64				0.0806	2.6	4	0.7806
			64.5	1.99	0.4765				
65	–	69				0.0202	0.6	1	0.1940
			69.5	2.71	0.4967				
							χ^2	=	4.10

THE NORMALITY TEST OF THE CONTROL CLASS IN PRE-TEST

Hypothesis

H_0: Data distributes normally

Ha: Data does not distributes normally

$$\chi^2 = \sum_{i=1}^{k} \frac{(O_i = E_i)^2}{E_i}$$

Criteria

accepted if $\quad H_0 = \chi^2_{hitung} < \chi^2_{tabel}$

Test Of Hypothesis

Max. Value		=	64		
Min. Value		=	36		
Stretches of Value (R)		=	64-36	=	28
Classes (k)		=	1 + 3,3 log 35	=	6.095 = 6 kelas
Length of Classes (P)		=	28/6	4.59 =	5

Frequency Distribution Table

Class			f_i	X_i	X_i^2	$f_i.X_i$	$f_i.X_i^2$
36	–	40	4	38	1444	152	5776
41	–	45	8	43	1849	344	14792
46	–	50	8	48	2304	384	18432
51	–	55	6	53	2809	318	16854
56	–	60	4	58	3364	232	13456
61	–	65	5	63	3969	315	19845
SUM			35			1745	89155

$$\overline{X} = \frac{\sum f_i \chi_i}{\sum f_i} = \frac{1745}{35} = 49.86$$

$$S^2 = \frac{n\sum f_i \chi_i^2 - \left(\sum f_i \chi_i\right)^2}{n(n-1)}$$

$$= \frac{35*89155 - (1745)^2}{35(35-1)}$$

$S^2 = 63.36$

$S = 7.96$

Table of Observation Frequency

Class		Bk	Z_i	$P(Z_i)$	Ld	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$
		35.5	-1.80	-0.4644				
36 –	40				0.0843	2.7	4	0.6307
		40.5	-1.18	-0.3801				
41 –	45				0.1722	5.5	8	1.1260
		45.5	-0.55	-0.2079				
46 –	50				0.2401	7.7	8	0.0130
		50.5	0.08	0.0322				
51 –	55				0.2286	7.3	6	0.2367
		55.5	0.71	0.2608				
56 –	60				0.1486	4.8	4	0.1198
		60.5	1.34	0.4094				
61 –	65				0.0659	2.1	5	3.9627
		65.5	1.97	0.4753				
						χ^2	=	6.09

THE HOMOGENEITY TEST OF THE PRE-TEST

Hypothesis

$$H_0 : \sigma_1{}^2 = \sigma_2{}^2$$
$$H_1 : \sigma_1{}^2 \neq \sigma_2{}^2$$

Test Of Hypothesis

To test The Hypothesis Used Formula:

$$F = \frac{\text{Varians terbesar}}{\text{Varians terkecil}}$$

Ho accepted if $F \leq F_{(1-a)\ (nb-1):(nk-1)}$

Daerah penerimaan Ho

$F_{(1-a)\ (nb-1):(nk-1)}$

Based on the Data, found:

Variance Sources	Experimental Class	Control Class
SUM	1792	1720
n	35	35
x	51.200	49.142
Variance (s^2)	38.400	66.425
Standard Deviation (s)	6.197	8.149

Based on the Formula, found:

$$F = \frac{66.4250}{38.4000} = 1.730$$

For a = 5% dengan:

dk numerator = nb - 1		=	35	-	1 =	34
dk denominator = nk -1		=	35	-	1 =	34

$F_{(0.05)(35:35)}$ = 1.772 `

Daerah penerimaan Ho

1.7298   1.772

THE AVERAGE SIMILARITY OF PRE-TEST

Hypothesis

Ho : $\mu 1$ = $\mu 2$

Ha : $\mu 1$ $\neq$ $\mu 2$

Test Of Hypothesis

To test The Hypothesis Used Formula

$$t = \frac{\overline{x}_1 - \overline{x}_2}{s\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

Where,

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Ho accepted if $-t_{(1-1/2a)} < t < t_{(1-1/2a)(n1+n2-2)}$

Daerah penerimaan Ho

Table of Variance in Pre-Test

Variance Sources	Experimental Class	Control Class
SUM	1792	1720
n	35	35
$\bar{x}$	51.200	49.142
Variance (s^2)	38.400	66.425
Standard Deviation (s)	6.197	8.149

Based on the Formula, found:

$$ s = \sqrt{\frac{(35-1)\,38.4000 + (35-1)\,66.4250}{35 + 35 - 2}} = 7.2396 $$

$$ t = \frac{51.20 - 49.14}{7.2396\sqrt{\frac{1}{35} + \frac{1}{35}}} = 1.189 $$

For a = 5% dengan df = 35 + 35 - 2 = 68 found $t_{(0.05)(68)}$ = 2.00

Daerah penerimaan Ho

-2.00   1.189   2.00

THE NORMALITY TEST OF THE EXPERIMENTAL CLASS
IN POST-TEST

Hypothesis

H_o: Data distributes normally

Ha: Data does not distributes normally

$$\chi^2 = \sum_{i=1}^{k} \frac{(O_i = E_i)^2}{E_i}$$

Criteria

accepted if $H_0 = \chi^2_{hitung} < \chi^2_{tabel}$

Test Of Hypothesis

Max. Value	=	76		
Min. Value	=	48		
Stretches of Valuei (R)	=	76-48	=	28
Classes (k)	=	1 + 3,3 log 35	=	6.095 = 6 kelas
Length of Classes (P)	=	28/6=	4.59	= 5

Frequency Distribution Table

Class			f_i	X_i	X_i^2	$f_i.X_i$	$f_i.X_i^2$
48	–	52	1	50	2500	50	2500
53	–	57	1	55	3025	55	3025
58	–	62	11	60	3600	660	39600
63	–	67	9	65	4225	585	38025
68	–	72	8	70	4900	560	39200
73	–	77	5	75	5625	375	28125
SUM			35			2285	150475

$$\overline{X} = \frac{\sum f_i \chi_i}{\sum f_i} = \frac{2285}{35} = 65.29$$

$$S^2 = \frac{n\sum f_i \chi_i^2 - \left(\sum f_i \chi_i\right)^2}{n(n-1)}$$

$$= \frac{35*150475 - (2285)^2}{35(35-1)}$$

$$S^2 = 38.15$$

$$S = 6.18$$

Table of Observation Frequency

Class			Bk	Z_i	$P(Z_i)$	Ld	Ei	Oi	$\dfrac{(O_i - E_i)^2}{E_i}$
			47.5	-2.88	-0.4980				
48	–	52				0.0172	0.6	1	0.3647
			52.5	-2.07	-0.4808				
53	–	57				0.0845	2.7	1	1.0743
			57.5	-1.26	-0.3963				
58	–	62				0.2222	7.1	11	2.1256
			62.5	-0.45	-0.1740				
63	–	67				0.3140	10.0	9	0.1094
			67.5	0.36	0.1400				
68	–	72				0.2386	7.6	8	0.0175
			72.5	1.17	0.3786				
73	–	77				0.0974	3.1	5	1.1372
			77.5	1.98	0.4760				
							χ^2	=	4.83

THE NORMALITY TEST OF THE CONTROL CLASS IN POST-TEST

Hypothesis

H_0: Data distributes normally

H_1: Data does not distributes normally

$$\chi^2 = \sum_{i=1}^{k} \frac{(O_i = E_i)^2}{E_i}$$

Criteria

accepted if $\quad H_0 = \chi^2_{hitung} < \chi^2_{tabel}$

Test Of Hypothesis

Max. Value	=	72		
Min. Value	=	44		
Stretches of Valuei ®	=	72-44	=	28
Classess (k)	=	1 + 3,3 log 35	=	6.095 = 6 kelas
Length of Classes(P)	=	28/6	4.67	=	5

Frequency Distribution Table

Class			f_i	X_i	X_i^2	$f_i.X_i$	$f_i.X_i^2$
44	–	48	6	46	2116	276	12696
49	–	53	7	51	2601	357	18207
54	–	58	8	56	3136	448	25088
59	–	63	8	61	3721	488	29768
64	–	68	4	66	4356	264	17424
69	–	73	2	71	5041	142	10082
SUM			35			1975	113265

$$\overline{X} = \frac{\sum f_i \chi_i}{\sum f_i} = \frac{1975}{35} = 56.43$$

$$S^2 = \frac{n \sum f_i \chi_i^2 - \left(\sum f_i \chi_i\right)^2}{n(n-1)}$$

$$= \frac{35*113265 - (1975)^2}{35(35 - 1)}$$

$$S^2 = 53.49$$

$$S = 7.31$$

Table of Observation Frequency

Class			Bk	Z_i	$P(Z_i)$	Ld	Ei	Oi	$\dfrac{(O_i - E_i)^2}{E_i}$
			43.5	-1.77	-0.4614				
44	–	48				0.1006	3.2	6	2.4013
			48.5	-1.08	-0.3608				
49	–	53				0.2053	6.6	7	0.0284
			53.5	-0.40	-0.1556				
54	–	58				0.2671	8.5	8	0.0350
			58.5	0.28	0.1115				
59	–	63				0.2217	7.1	8	0.1156
			63.5	0.97	0.3332				
64	–	68				0.1174	3.8	4	0.0158
			68.5	1.65	0.4506				
69	–	73				0.0396	1.3	2	0.4227
			73.5	2.33	0.4902				
							χ^2	=	3.02

THE HOMOGENEITY TEST OF THE POST-TEST

Hypothesis

Ho : $\quad s_1^2 \quad = \quad s_2^2$

Ha : $\quad s_1^2 \quad = \quad s_2^2$

Test Of Hypothesis

To test The Hypothesis Used Formula:

$$F = \frac{Varians \quad terbesar}{Varians \quad terkecil}$$

Ho accepted if $F \leq F_{1/2a\,(nb-1):(nk-1)}$

Daerah penerimaan Ho

$F_{1/2a\,(nb-1):(nk-1)}$

Based on the Data, found:

Variance Sources	Experimental Class	Control Class
SUM	2280	1968
n	35	35
x	65.142	56.228
Variance (s^2)	43.831	50.770
Standard Deviation (s)	6.620	7.125

Based on the Formula, found:

$$F = \frac{50.7700}{43.8310} = 1.158$$

For a = 5% dengan:

dk numerator = nb - 1	=	35	-	1 =	34
dk denominator = nk -1	=	35	-	1 =	34

$F_{(0.05)(35:35)}$ = 1.772

Daerah penerimaan Ho

1.1583   1.7721

THE AVERAGE SIMILARITY OF POST-TEST

Hypothesis

Ho : m_1 $\leq$ m_2

Ha : m_1 $>$ m_2

Test Of Hypothesis

To test The Hypothesis Used Formula:

$$t = \frac{\overline{x}_1 - \overline{x}_2}{s\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

Where,

$$s = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2}}$$

Ha accepted if tcount > $t_{(1-a)(n1+n2-2)}$

Daerah
penerimaan Ho

Based on the Data, found:

Variance Sources	Experimental Class	Control Class
SUM	2280	1968
n	35	35
x	65.142	56.450
Variance (s^2)	43.831	50.770
Standard Deviation (s)	6.620	7.125

Based on the Formula, found:

$$s = \sqrt{\frac{(35-1)\,43.8310 + (35-1)\,50.7700}{35 + 35 - 2}} = 6.8775$$

$$t = \frac{65.14 - 56.45}{6.8775\sqrt{\frac{1}{35} + \frac{1}{35}}} = 5.287$$

For a = 5% dengan dk = 35 + 35 - 2 = 68 found $t_{(0.05)(68)}$ =   1.67

Daerah
penerimaan Ho

1.67 5.287

LESSON PLAN
EXPERIMENTAL CLASS

School   : SMA Wahid Hasyim

Subject   : English

Class/Semester   : XI/II

Skill   : Speaking

Time Allocation   : 1 x 45 minutes (two meetings)

A. Standard of Competence :

Speaking (Performing Monologue)

10. To express the meaning in short functional text and essay in the form of narrative, spoof, and hortatory exposition in the context of daily life

B. Basic Competence :

10.2. To express the meaning in simple short essay accurately, fluently and acceptable in the context of daily life and in the form of: narrative, spoof, and hortatory exposition

C. Learning Objectives :

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

a. Identifying the social function of hortatory exposition

b. Identifying generic structure of hortatory exposition

c. Identifying language features of hortatory exposition

d. Arrange and practice to reveal personal opinion in the form of simple hortatory exposition related to the social phenomenon issue

D. Learning Material :

a. Social function of hortatory exposition text

Purpose of hortatory exposition text is to persuade the reader or listener that something should or should

b. Schematic/Generic Structure

    a. Thesis

       Announcement of issue of concern

    b. Arguments

       Reasons for concern, leading to recommendation

    c. Recommendation

       Statement of what ought or ought not to happen

c. Language Features

    1. Focus on generic human and non-human participants, except for speaker or writer referring to self

    2. Use of:

       a. Mental processes: to state what writer thinks or feels about issue

       b. Material processes: to state what happens

       c. Relational processes: to state what is or should be

3. Use of simple present tense

d. The example of hortatory exposition text

Country Concern

Thesis	In all the discussion over the removal of lead from petrol (and the atmosphere) there doesn't seem to have been any mention of the difference between driving in the city and the country.
Argument	While I realize my leaded petrol car is polluting the air wherever I drive, I feel that when you travel through the country, where you only see another car every five to ten minutes, the problem is not as severe as when traffic is concentrated on city roads.
Arguments	Those who want to penalize older, leaded petrol vehicles and their owners don't seem to appreciate that, in the country, there is no public transport to fall back upon one's own vehicles is the only way to get about.

Recommendation	I feel that country people, who often have to travel huge distances to the nearest town and who already spend a great deal of money and petrol, should be treated differently to the people who live in the city.

E. Technique :

Time Token Arends

F. Learning Activities :

Activities		Time
Pre-activities	✓ Opening the activity by greeting the students ✓ Asking the questions about the general condition in classroom ✓ Checking students' attendance list ✓ Telling students about what will be discussed in the classroom ✓ Stating the learning objective to be achieved	10 menit
Main	**Eksplorasi**	30 menit

activities	✓ Showing a video related to the material ✓ Explaining hortatory exposition text **Elaborasi** ✓ Divide class into group (2-6 students in each group) ✓ Giving topic to each students ✓ Asking them to compose a draft of hortatory exposition related to topic they get ✓ Asking them to discuss with their group ✓ Implementing the time token arends activity ✓ Giving two speaking coupons to each students (each coupon consist of 3 minutes time to speak) ✓ Asking students to express their personal opinion based on the draft in the	

	group one by one	
	Konfirmasi	
	✓ Giving comment for the activity that had been conducted	
	✓ Confirming the key concept of the lesson	
Post activities	✓ Giving the students chance to ask questions and problems	5 menit
	✓ Concluding the material	
	✓ Closing the lesson	

G. Sources and Media :

   a. Text book that relevant to the material

   b. Video that relevant to the material

H. Assessment :

No.	Indikator	Technique	Form
1	Expressing personal opinion in the form of hortatory exposition orally based on the topics that has been set	Oral test	Performance

Instrument:

1. You will get a topic, and then follow the steps below!

TOPIC I: Motorcycle for students	TOPIC III: Mobile phone for students	TOPIC V: Play truant
TOPIC II: Smoking for students	TOPIC IV: Everyday homework for students	TOPIC VI: Cheat in class

TOPIC I: Bullying for students	TOPIC III: Engage in a gang fight	TOPIC V: Liquor for students
TOPIC II: The use of make up for students in the school	TOPIC IV: Have a date friend in the school	TOPIC VI: The use of jewelry for student in the school

2. Please make a draft of topic that you get
3. The duration of making draft is 20 minutes.
4. You can describe the issue based on the following guiding questions:
   a. What topic did you get? Write down the suitable title on your sheet!

b. What announcement do you want to write related to the topic?

c. Write your first argument to support your opinion!

d. Write your second argument to support your opinion!

e. Write your personal recommendation to solve the problem based on the topic you get

5. After that you have to practice it orally.

School   : SMA Wahid Hasyim

Subject   : English

Class/Semester   : XI/II

Skill   : Speaking

Time Allocation   : 1 x 45 minutes (two meetings)

A. Standard of Competence :

Speaking (Performing Monologue)

10. To express the meaning in short functional text and essay in the form of narrative, spoof, and hortatory exposition in the context of daily life

B. Basic Competence :

10.2 To express the meaning in simple short essay accurately, fluently and acceptable in the context of daily life and in the form of: narrative, spoof, and hortatory exposition

C. Learning Objectives :

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

a. Mention the social function, generic structure of hortatory exposition text

b. Arrange a simple hortatory exposition text related to the social phenomenon issue

c. Practice to reveal personal opinion about certain social phenomenon issue

D. Learning Material :

a. Social function of hortatory exposition text

Purpose of hortatory exposition text is to persuade the reader or listener that something should or should no

b. Schematic/Generic Structure

a. Thesis

Announcement of issue of concern

b. Arguments

Reasons for concern, leading to recommendation

c. Recommendation

Statement of what ought or ought not to happen

c. Language Features

1. Focus on generic human and non-human participants, except for speaker or writer referring to self

2. Use of:

a. Mental processes: to state what writer thinks or feels about issue

b. Material processes: to state what happens

c. Relational processes: to state what is or should be

3. Use of simple present tense

d. The example of hortatory exposition text

Country Concern

Thesis	In all the discussion over the removal of lead from petrol (and the atmosphere) there doesn't seem to have been any mention of the difference between driving in the city and the country.
Argument	While I realize my leaded petrol car is polluting the air wherever I drive, I feel that when you travel through the country, where you only see another car every five to ten minutes, the problem is not as severe as when traffic is concentrated on city roads.
Arguments	Those who want to penalize older, leaded petrol vehicles and their owners don't seem to appreciate that, in the country, there is no public transport to fall back upon one's own vehicles is the only way

	to get about.
Recommendation	I feel that country people, who often have to travel huge distances to the nearest town and who already spend a great deal of money and petrol, should be treated differently to the people who live in the city.

E. Technique :

Time Token Arends

F. Learning Activities :

Activities		Time
Pre-activities	✓ Opening the activity by greeting the students ✓ Asking the questions about the general condition in classroom ✓ Checking students' attendance list ✓ Telling students about what will be discussed in the classroom ✓ Stating the learning objective to be achieved	10 menit

Main activities	**Eksplorasi**	30 menit
	✓ Showing a video related to the material	
	✓ Explaining hortatory exposition text	
	Elaborasi	
	✓ Giving topic to each students	
	✓ Asking them to compose a draft of hortatory exposition related to topic they get	
	✓ Asking students to express their personal opinion based on the draft one by one	
	Konfirmasi	
	✓ Giving comment for the activity that had been conducted	
	✓ Confirming the key concept of the lesson	
Post activities	✓ Giving the students	5 menit

	chance to ask questions and problems	
	✓ Concluding the material	
	✓ Closing the lesson	

G. Sources and Media :

a. Text book that relevant to the material

b. Video that relevant to the material

H. Assessment :

No.	Indikator	Technique	Form
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1. You will get a topic, and then follow the steps below!

TOPIC I: Motorcycle for students	TOPIC III: Mobile phone for students	TOPIC V: Play truant
TOPIC II:	TOPIC IV:	TOPIC VI:

Smoking for students	Everyday homework for students	Cheat in class

TOPIC I: Bullying for students	**TOPIC III:** Engage in a gang fight	**TOPIC V:** Liquor for students
TOPIC II: The use of make up for students in the school	**TOPIC IV:** Have a date friend in the school	**TOPIC VI:** The use of jewelry for student in the school

2. Please make a draft of topic that you get
3. The duration of making draft is 20 minutes.
4. You can describe the issue based on the following guiding questions:
   a. What topic did you get? Write down the suitable title on your sheet!
   b. What announcement do you want to write related to the topic?
   c. Write your first argument to support your opinion!
   d. Write your second argument to support your opinion!
   e. Write your personal recommendation to solve the problem based on the topic you get
5. After that you have to practice it orally.

TRANSCRIPTS SAMPLE OF STUDENTS

A. PRE TEST

1. EXPERIMENTAL CLASS

E-35

Topic   : Have a date friend in the school

Title   : -

Now day, the students especially students in the Senior High School have not been strange with a date friend. It is natural, remembering that their age have been proper to know about a date friend. But any problems come. One of them, problem from school about able and unable of dating friend.

With dating friend, teenager can know a relationship which can persuade teenagers especially students to be more diligent students. With a spirit in between spouse, can make them be more spirit in the studying process.

With dating friend too, teenager can fall down to a relationship which can make them be broken young generation. Moreover, can bring them in relationship which can bring a bad impact to their future.

From the reason above, the school direction can be permitted for students to have a date friend as long as they don't exceed constraint, and school direction should ban them and give a punishment if they are be naughty.

Score:

Pronunciation : 3

Grammar   : 3

Vocabulary   : 4

Fluency   : 3

Comprehension: 4

2. E-20

Topic   : Liquor for students

Title   : -

Liquor is a type of chemical that can use for a mixture of other drugs and other cosmetics.

Firstly, liquor is very useful for life for example to dope, clean the found, cosmetics ingredients.

Secondly, at this time liquor has been which abused by the public one for a mixture of liquor. Even now easily obtained liquor circulating widely in the community, and today many students either elementary, junior high, high school and college students who consumed.

Score:

Pronunciation : 2

Grammar : 2

Vocabulary : 3

Fluency : 2

Comprehension: 2

1. CONTROL CLASS

C-13

Topic : Mobile phone for students

Title : -

Mobile phone is one of the electronic media that is often used by students to search for information. Mobile phone used by student to search for information on the internet. In addition, mobile phone make students become lazy learning. Mobile phone normally used by students to watch things.

I think, mobile phone is needed by students. In addition to seeking information, phone can also be used as a medium of learning.

Do not agree when the phone is used for things that are not good, because it can damage the minds of students and make lazy.

So, use the phone as needed. For teachers further enhanced in the supervision of students who bring mobile phones to school.

Score:

Pronunciation   : 3

Grammar   : 3

Vocabulary   : 3

Fluency   : 3

Comprehension: 4

2. C-16

Topic   : Mobile phone for students

Title   : -

The students are bring phone at the school will get point from the teacher in school, if the pupils time lesson enable the phone and for the game on the subject. Because the student bring phone in class.

The teacher gives the penalty to clean mushola for the students who get caught bring phone in class.

The students to bring phone in class time a lesson in started because interfere with others students follow the lesson.

The students would not be repeated again bring phone in class.

Score:

Pronunciation   : 2

Grammar   : 2

Vocabulary   : 2

Fluency   : 1

Comprehension: 2

B. POST TEST

1. EXPERIMENTAL CLASS

   E29

   Topic : The use of jewelry for students in the school

   Title   :

   I personally think that the use of jewelry for student in the school it's not good. Why do I say so?

   Firstly, by use jewelry in the school will make the student themselves have character that is not good. For example will being pretentious, showy, etc.

   Secondly, apart will make the student themselves have a character that is not good also will endanger himself. As now it's been a lot of crime everywhere, for example robbery.

   So, the conclusion is that the use of jewelry for students in the schools that are less good and to have an impact as well. My suggestion should we as students do not need to wear jewelry that too much

because school is our duty to seek knowledge is not to show jewelry.

Score:

Pronunciation   : 3

Grammar   : 4

Vocabulary   : 4

Fluency   : 3

Comprehension: 4

2. E-9

Topic   : Engage in a gang fight

Title   :

   A gang fight has become a common thing that often happens among students between schools. It often happens in the public place.

   Students who engage in a gang fight is not only harming themselves but also detrimental to the school. They would receive punishment/sanctions from the school and they could tarnish the good name of the school.

   Students who engage in a gang fight can change people's views of morality education students and the world has always looked upon favorably.

Engage in a gang fight is not a good thing but it would be very detrimental to many parties, especially for those who are still students.

Score:

Pronunciation   : 3

Grammar   : 3

Vocabulary   : 3

Fluency   : 3

Comprehension: 4

1. CONTROL CLASS

   C-27

   Topic   : The use of jewelry for students in the school

   Title   :

   The jewelry is one of the luxury goods and expensive. It is kind of tertiary need.

   I personally think the use of jewelry in the school doesn't matter, as long as the jewelry used not too much. If we used it too much, it can provoke the robbers to rob her.

   Excessive wear jewelry in the school for students is also strictly forbidden. It is the school rules that must be obeyed because it is prohibited.

   Of the argument above, we can conclude that the use of jewelry for the students in the school is not

good especially if excessive and not to show of jewelry.

Score:

Pronunciation : 3
Grammar   : 3
Vocabulary   : 4
Fluency   : 4
Comprehension: 4

2. C-12

Topic   : Have a date friend in the school
Title :

   I personally think that have a date friend in the school is very not important in the school. Why do I say so?

   Firstly, because in the school the students should focus for learning what the teacher wants to tell. When a student has girlfriend, sometimes he is not paying attention to the teacher in front of the class.

   Secondly, because the writer didn't have date friend in the school. The writer support to not have a date friend in the school.

   From the facts above, it's obvious that everyone don't needs to have a date friend in the school.

Score:

Pronunciation   : 2

Grammar   : 2

Vocabulary   : 4

Fluency   : 2

Comprehension: 3

RESEARCH DOCUMENTATION

Teaching and Learning Process

The Implementation of Time Token Arends Learning Strategy

LABORATORIUM MATEMATIKA
JURUSAN PENDIDIKAN MATEMATIKA
FAKULTAS SAINS DAN TEKNOLOGI
UIN WALISONGO SEMARANG

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PENELITI : Aida Safitri
NIM : 123411021
JURUSAN : Pendidikan Bahasa Inggris
JUDUL : THE INFLUENCE OF TIME TOKEN ARENDS STRATEGY TOWARDS STUDENTS' SPEAKING SKILL IN HORTATORY EXPOSITION
(An Experimental Research at the Eleventh Grade of SMA Wahid Hasyim Tersono, Batang in the Academic Year of 2015/2016)

HIPOTESIS :
a. Hipotesis Varians :
    H_0 : Varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah identik.
    H_1 : Varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah tidak identik.
b. Hipotesis Rata-rata :
    H_0 : Rata-rata hasil belajar siswa kelas eksperimen $\leq$ kontrol.
    H_1 : Rata-rata hasil belajar siswa kelas eksperimen > kontrol.

DASAR PENGAMBILAN KEPUTUSAN :

    H_0 DITERIMA, jika nilai t_hitung $\leq$ t_tabel
    H_0 DITOLAK, jika nilai t_hitung > t_tabel

HASIL DAN ANALISIS DATA :

Group Statistics

	kelas	N	Mean	Std. Deviation	Std. Error Mean
hasil belajar awal	eksp	35	51.2000	6.19677	1.04745
	kontr	35	49.1429	8.14986	1.37758
hasil belajar akhir	eksp	35	65.1429	6.62057	1.11908
	kontr	35	56.4571	6.91266	1.16845

1

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
hasil belajar awal	Equal variances assumed	2.407	.125	1.189	68	.239	2.05714	1.73057	1.39615	5.51044
	Equal variances not assumed			1.189	63.465	.239	2.05714	1.73057	1.40062	5.51491
hasil belajar akhir	Equal variances assumed	.001	.979	5.368	68	.000	8.68571	1.61791	5.45723	11.91420
	Equal variances not assumed			5.368	67.874	.000	8.68571	1.61791	5.45712	11.91431

1. Pada kolom *Levenes Test for Equality of Variances*, diperoleh nilai sig. = 0,979. Karena sig. = 0,979 $\geq$ 0,05, maka H_0 DITERIMA, artinya kedua varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah identik.

2. Karena identiknya varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol, maka untuk membandingkan rata-rata antara rata-rata hasil belajar siswa kelas eksperimen dan kontrol dengan menggunakan t-test adalah menggunakan dasar nilai t_hitung pada baris pertama (*Equal variances assumed*), yaitu t_hitung = 5,368.

3. Nilai t_tabel (68;0,05) = 1,668 (*one tail*). Berarti nilai t_hitung = 5,368 > t_tabel = 1,668, hal ini berarti H_0 DITOLAK, artinya : Rata-rata hasil belajar siswa kelas eksperimen lebih baik dari rata-rata hasil belajar siswa kelas kontrol.

Semarang, 28 November 2016
Ketua Jurusan Pend. Matematika,

Yulia Romadiastri, M.Sc.
NIP. 19810715 200501 2 008

2

No : Un.10.3/D.1/TL.00./3820/2016
Lamp : 1 (satu) proposal
Hal : **Mohon Izin Riset**
a.n : Aida Safitri
NIM : 123411021

Semarang, 22 September 2016

Kepada Yth.
Kepala SMA Wahid Hasyim Tersono
di Batang

Assalamualaikum Wr.Wb.
Diberitahukan dengan hormat, bahwa dalam rangka penulisan skripsi, bersama ini
kami hadapkan mahasiswa:

nama	:	Aida Safitri
NIM	:	123411021
alamat	:	Pujut RT 07 RW 02, Kec. Tersono, Kab. Batang
judul skripsi	:	The Influence of Time Token Arends (TTA) Strategy Towards Student Speaking Skill in Hortatory Exposition (An Experimental Research at the Eleventh Grade of SMA Wahid Hasyim, Tersono, Batang in the academic year of 2015/2016)

Pembimbing : Dra. Nuna Mustikawati Dewi

Mahasiswa tersebut membutuhkan data-data berkaitan dengan tema/judul skripsi
yang sedang disusunnya, dan oleh karena itu kami mohon diberi ijin riset selama 1
bulan, mulai tanggal 30 April 2016 sampai dengan 31 Mei 2016.
Demikian, atas perhatian dan kerjasamanya disampaikan terima kasih.
Wassalamu'alaikum Wr.Wb.

a.n. Dekan,
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SURAT KETERANGAN
Nomor : 098/SMA.WH/E.22/XI/2016

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Nama	:	Drs. Nur Khozin
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Alamat	:	Ds. Boja, Kec. Tersono, Kab. Batang

Menerangkan dengan sesungguhnya bahwa :

Nama	:	Aida Safitri
NIM	:	123411021
Fak / Program Studi	:	Ilmu Tarbiyah & Keguruan / UIN Walisongo Semarang
Judul Penelitian	:	*"The Influence of Time Token Arends (TTA) Strategy Towards Students Speaking Skill in Hortatory Exposition (An Experimental Research at the Eleventh Grade of SMA Wahid Hasyim Tersono, Batang in the academic year of 2015/2016"*
Keterangan	:	Telah melaksanakan penelitian di SMA Wahid Hasyim Tersono pada tanggal 30 April s.d. 31 Mei 2016.

Demikian keterangan ini, dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Tersono, 12 Nopember 2016
Kepala Sekolah

Drs. Nur Khozin

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Semarang, 19th Desember 2016

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