

APPENDICES OF RESEARCH AT SMA BAE 2 KUDUS

A. EXAMPLE OF LESSON PLAN AT EXPERIMENTAL CLASS

School	: SMA 2 BAE KUDUS
Subject	: English
Aspect/Skill	: Written Text
Topic/Theme	: Hortatory Exposition Text
Class/Semester	: XI A2 /2
Time Allotment	: 1 x 45 Minute

I. Standard of Competence

To express the meaning in short functional written text and simple essay of narrative, hortatory exposition, and spoof in the daily life.

II. Basic Competence

To express the meaning and rhetorical steps in essay using variety of written language accurately, fluently, understandably in the context of daily life and in the text form of narrative, hortatory exposition, and spoof.

III. Indicators

1. To identify the meaning of some words in the hortatory exposition text which is read.
2. To identify the topic of the text which is read.
3. To identify the generic structures of the text which is read.
4. To identify the information of the text which is read.

IV. Learning objectives

1. Students are able to identify the meaning of some words in the hortatory exposition text which is read.
2. Students are able to identify the topic of the text which is read.
3. Students are able to identify the generic structures of the text which is read.
4. Students are able to identify the information of the text which is read.

V. Learning material

- Hortatory exposition text. (Authentic Text)

VI. Learning method / technique

- Three phase technique.

VII. Procedure teaching

1. Exploration
- Greeting and Praying. - Check Students attendance.
2. Elaboration
a. BKOF - Asking some question related to the topic.
b. MOT

<ul style="list-style-type: none"> - The teacher explain and gives example text of the authentic material of hortatory exposition text. - The students analyze the generic structure, language features of the authentic text. - The teacher leads the discussion of the result of the students analyze.
<p>c. JCOT</p> <ul style="list-style-type: none"> - The students checking and discussing text to check the correct answer of the questions. - To give reward to the students
<p>d. ICOT</p> <ul style="list-style-type: none"> - The students write an hortatory exposition text individually
<p>3. Confirmation</p> <ul style="list-style-type: none"> - Making conclusion about the material

VIII. Learning Sources

- Article

IX. Scoring

- Technique : Writing Test
- Instrument : Essay

Kudus, January 2012

The Teacher English Subject

Practitioner

Dra. Budi Karyani
NIP. 19630930 198903 2 005

Dian Maya Angraini

B. EXAMPLE OF MATERIAL AT EXPERIMENTAL CLASS

NEVER TRY SMOKING

A lot of people, especially teenagers, who do not smoke, always want to try smoking. They know it is bad for them and all, but it is just something they want to try. So they ask one of their smoker friends for a cigarette. Admittedly, they firstly can not light it on their own so they ask his friend to do it. Then they inhale that cigarette and smoke occasionally.

Apparently that makes them the born smokers. Now they do smoke fairly regularly. They can not avoid smoking and they enjoy too. They have smoker friends. Everyday they bring a pack in their pocket. For them, a pack of cigarette is as important as a wallet for their money.

Suddenly, for certain reason, they realize the fact that tobacco is the cause of a long list of nasty diseases. It is not only heart disease, stroke, and chronic lung disease but also bladder, lung, and pancreatic cancer. Even it was

reported that around 400,000 Americans died each year. It was one every 80 seconds from tobacco-related illnesses.

Then they decide it is stupid to harm selves. They want to quit smoking. Unfortunately, they find that quitting smoking is so difficult. “Why can't I stop smoking? I really want to stop it”. It is hard to quit because nicotine is powerfully addictive. Cigarette is one of the most efficient drug-delivery devices ever devised. As result, when people try to quit smoking, they often experience classic nicotine withdrawal symptoms such as anxiety, irritability, headache, depression, and restlessness.

Well, still want to try smoke? Think the facts before trying! If you are not smoker, you should never and never try to smoke.

<http://www.englishdirection.com>

I. Answer the question based on the text!

1. What is the story tell about?
2. What is the generic structure of the text?
3. What is the moral value of the text?
4. What is the last paragraph tell about?
5. What do you think about the Never Try Smoking?

II. Make a hortatory exposition text by yourself!

C. EXAMPLE OF LESSON PLAN AT CONTROL CLASS

School	: SMA 2 BAE KUDUS
Subject	: English
Aspect/Skill	: Written Text
Topic/Theme	: Hortatory Exposition Text
Class/Semester	: XI S3/2
Time Allotment	: 1 x 45 Minute

I. Standard of Competence

To express the meaning in short functional written text and simple essay of narrative, hortatory exposition, and spoof in the daily life.

II. Basic Competence

To express the meaning and rhetorical steps in essay using variety of written language accurately, fluently, understandably in the context of daily life and in the text form of report, narrative and analytical exposition.

III. Indicators

1. To identify the meaning of some words in the hortatory exposition text which is read.
2. To identify the topic of the text which is read.
3. To identify the generic structures of the text which is read.

4. To identify the information of the text which is read.

IV. Learning objectives

1. Students are able to identify the meaning of some words in the hortatory exposition text which is read.
2. Students are able to identify the topic of the text which is read.
3. Students are able to identify the generic structures of the text which is read.
4. Students are able to identify the information of the text which is read.

V. Learning material

- Hortatory Exposition text. (Students Textbook)

VI. Learning method / technique

- Three phase technique

VII. Procedure teaching

1. Exploration
<ul style="list-style-type: none"> - Greeting and Praying - Check the students attendance
2. Elaboration
<ol style="list-style-type: none"> a. BKOF <ul style="list-style-type: none"> - Asking some question related to the topic b. MOT <ul style="list-style-type: none"> - The teacher explains and give example text of hortatory exposition text from the Students' textbook.. - The students analyze the generic structure, language features of the hortatory exposition text from the textbook. - The teacher leads the discussion of the result of the students analyze c. JCOT <ul style="list-style-type: none"> - The students checking and discussing text to check the correct answer of the questions. - To give reward to the students d. ICOT <ul style="list-style-type: none"> - The students write an hortatory exposition text individually
3. Post-Teaching
<ul style="list-style-type: none"> - Making conclusion about the material

VIII. Learning Sources

- Students Textbook (LKS)

IX. Scoring

- Technique : Writing Test
- Instrument : Essay

Kudus, January 2012

The Teacher English Subject

Practitioner

D. EXAMPLE OF MATERIAL AT CONTROL CLASS

What are Your Kids Watching?

Is it important to know your kids are watching? Or course it is. Television can expose your children to things that you have tried to protect them from, especially violence, drug abuse, etc.

One study demonstrated that watching too much TV during the day or at bedtime often causes bedtime resistance; sleep onset delay and anxiety around sleep, followed by shorten sleep duration.

Another study found a significant association between the amount of time spend watching television during adolescence and early adulthood of subsequent aggressive acts against others.

Meanwhile, many studies have found an association between kids watching a lot of TV, being inactive and overweight.

Considering some facts above, protect your children whit some following tips :

1. Limit television viewing to 1-2 hours each day.
2. Do not allow your children to have a TV set in their bedrooms
3. Review the ratings of TV show that your children watch.
4. Watch television that your children and discuss what is happening during the show. Discuss alternative and more acceptable things that characters could have done. Source: [http://www.keepkidsheatlty.com/parenting.tip/kids and tv.html](http://www.keepkidsheatlty.com/parenting.tip/kids_and_tv.html)(Feb 9,2005)

Answer the questions!

1. What causes bedtime resistance; sleep on set delay, etc?
 2. Mention other bad impacts caused by watching television!
 3. What does the writer want by writing the text??
 4. What type of text is the text above?
 5. Write the generic structure of the text!
- E. The Table of Specification of the Mastery on Writing Hortatory Exposition Text of the Eleventh Grade Students of SMA 2 Bae Kudus of the Academic Year 2011/2012 those who are Taught by Using Authentic Text and Text Available on the Students' Textbook.

Standard of competence	Basic competence	Theme	Material	Indicators	Test item
To express the meaning in short functional written text and simple essay of narrative, hortatory exposition and spoof in the daily life.	To express the meaning and rhetorical steps in essay using variety of written language accurately, fluently, understand in the context of daily life and in the text form of narrative, hortatory exposition and spoof.	Hortatory exposition text	Group: Never try smoking, Why should wearing a helmet when motorcycling, Use English, Millions from property market, More dust bins is clean, Let's make campaign of reading, Being fat is a serious problem, Passive smokers, What are your kids watching?, Address to the jury, Ads should be stopped, Smoking in restaurant.	<ul style="list-style-type: none"> • Students are able to identify the meaning of the words in the hortatory exposition text which is read • Students are able to identify the topic of the text which is read • Students are able to identify the generic structures of the text which is read • Students are able to identify the information of the text 	Written text: Essay Please make a hortatory exposition text individually consisting of general classification and description. Choose one of the topics below!

				which is read	
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F. Test of the students writing mastery of hortatory exposition text for experiment

Group:

Name	:	
Class	:	

Please make a hortatory exposition text individually consisting of thesis, argument, and recommendation!

G. Test of the students writing mastery of hortatory exposition text for control

Group

Name	:	
Class	:	

Please make a hortatory exposition text individually consisting of thesis, argument, and recommendation.

APPENDICES OF THE RESEARCH AT MA AL HIDAYAH GETASSRABI KUDUS

A. EXAMPLE OF LESSON PLAN AT EXPERIMENTAL CLASS

School	: MA Al-Hidayah
Subject	: English
Aspect/Skill	: Written Text
Topic/Theme	: Narrative Text
Class/Semester	: XI 1 /1
Time Allotment	: 1 x 45 Minute

I. Standard of Competence

To express the meaning in short functional written text and simple essay of report, narrative and analytical exposition in the daily life.

II. Basic Competence

To express the meaning and rhetorical steps in essay using variety of written language accurately, fluently, understandably in the context of daily life and in the text form of report, narrative and analytical exposition.

III. Indicators

5. To identify the meaning of the words in the narrative text this is read.
6. To identify the topic of the text this is read.
7. To identify the generic structures of the text this is read.
8. To identify the information of the text this is read.

IV. Learning objectives

5. Students are able to identify the meaning of the words in the narrative text which is read.
6. Students are able to identify the topic of the text which is read.
7. Students are able to identify the generic structures of the text which is read.
8. Students are able to identify the information of the text which is read.

V. Learning material

- Narrative text

VI. Learning method / technique

- Three phase technique

VII. Procedure teaching

4. Pre-Teaching
<ul style="list-style-type: none"> - Greeting and Praying - Check Students attendance - To give question to the students related to the material
5. While- Teaching
<p>e. BKOF</p> <ul style="list-style-type: none"> - Asking some question related to the topic - Sharing experince on the topic <p>f. MOT</p> <ul style="list-style-type: none"> - The teacher give five examples of the authentic texts of narrative text for five group each group got one example. - The students analyze the generic structure, language features of the authentic texts. - The teacher leads the discussion of the result students analyze - To make short story about the narrative text based on the authentic texts. <p>g. JCOT</p> <ul style="list-style-type: none"> - The students checking and discussing text to check the correct answer of the questions. - To give reward to the students <p>h. ICOT</p> <ul style="list-style-type: none"> - The students write an authentic texts of narrative text individually
6. Post-Teaching
<ul style="list-style-type: none"> - Making conclusion about the material

VIII.Learning Sources

- Jakarta Post Newspaper
- Hello Magazine

IX.Scoring

- Technique : Writing Test
- Instrument : Essay

Kudus, 10 December 2011

The Teacher English Subject

Practitioner

Sri Hartutik, S.Pd

Ema Zumaela

B. EXAMPLE OF MATERIAL AT EXPERIMENTAL CLASS

Read the text carefully and then answer the questions below!

Indonesian Volcano Releases Biggest Eruption

Indonesia's Mount Merapi erupted with renewed force Wednesday, prompting evacuations of residents from emergency shelters to locations even further from the volcano.

Indonesian government volcanologist Wednesday's eruption was three times more powerful than Merapi's first blast on October 26.

The volcano sent hot ash and rocks five kilometers into the sky, forcing authorities to widen the evacuation zone around the mountain from 10 kilometers to 15 kilometers.

The new eruption happened as Indonesian President Susilo Bambang Yudhoyono visited emergency shelters housing 70,000 evacuees from earlier eruptions. Shelters within the expanded danger zone will be moved further away.

It may be weeks before the evacuees can return to their homes.

Mount Merapi's eruptions have killed at least 38 people, most from burns and suffocation. There was no immediate word of any casualties from Wednesday's blast.

The Jakarta Post, Jakarta | Wed, 03/21/2012

I. Answer the question based on the text!

6. What is the story tell about?
7. What is the generic structure of the text?
8. What is the moral value of the text?
9. What is the last paragraph tell about?
10. What do you think about the cash aid plan could destroy self-sufficiency, students say?

II. Make a narrative text based on the authentic texts of by yourself!

C. EXAMPLE OF LESSON PLAN AT CONTROL CLASS

School	: MA Al-Hidayah
Subject	: English
Aspect/Skill	: Written Text
Topic/Theme	: Narrative Text
Class/Semester	: XI 1 /1
Time Allotment	: 1 x 45 Minute

I. Standard of Competence

To express the meaning in short functional written text and simple essay of report, narrative and analytical exposition in the daily life.

II. Basic Competence

To express the meaning and rhetorical steps in essay using variety of written language accurately, fluently, understandably in the context of daily life and in the text form of report, narrative and analytical exposition.

III. Indicators

5. To identify the meaning of the words in the narrative text this is read.
6. To identify the topic of the text this is read.
7. To identify the generic structures of the text this is read.
8. To identify the information of the text this is read.

IV. Learning objectives

5. Students are able to identify the meaning of the words in the narrative text which is read.
6. Students are able to identify the topic of the text which is read.
7. Students are able to identify the generic structures of the text which is read.
8. Students are able to identify the information of the text which is read.

V. Learning material

- Narrative text

VI. Learning method / technique

- Three phase technique

VII. Procedure teaching

4. Pre-Teaching
<ul style="list-style-type: none">- Greeting and Praying- Check the students attendance- To give question to the students related to the material
5. While- Teaching
e. BKOF
<ul style="list-style-type: none">- Asking some question related to the topic- Sharing experince on the topic
f. MOT
<ul style="list-style-type: none">- The teacher explains and give example of narrative text adapted from Modul and students' worksheet.- The students analyze the generic structure, language features of the narrative text based on the textbook.- The teacher leads the discussion of the result of the students analyze.

<ul style="list-style-type: none"> - To make short story about the narrative text based on the textbook. <p>g. JCOT</p> <ul style="list-style-type: none"> - The students checking and discussing text to check the correct answer of the questions. - To give reward to the students <p>h. ICOT</p> <ul style="list-style-type: none"> - The students write an narrative text individually
<p>6. Post-Teaching</p> <ul style="list-style-type: none"> - Making conclusión about the material

VIII. Learning Sources

- Modul and students' worksheet.

IX. Scoring

- Technique : Writing Test
- Instrument : Essay

Kudus, 10 December 2011

The Teacher English Subject

Practitioner

Sri Hartutik, S.Pd

Ema Zumaela

D. EXAMPLE OF MATERIAL AT CONTROL CLASS

MONKEY AND CROCODILE

One day a monkey wanted to cross a river. He saw a crocodile in the river, so he asked the crocodile to take him across the other side. The crocodile told the monkey to jump on its back. Then the crocodile swam down the river.

Now, the crocodile was very hungry, so when it was in the middle of the river, it stopped and said to the monkey, "Monkey, my father is very sick. He must eat the heart of the monkey. Then he will be strong again." The monkey thought for a while. Then he told the crocodile to swim back to the river bank. "What's for?" asked the crocodile. "Because I didn't bring my heart with me," said the monkey. "I left it under the tree, near some coconuts." So, the crocodile turned around and swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back and climbed up to the top of a tree. "Where is your heart?" asked the crocodile. "You are foolish," the monkey said to the crocodile. "Now I am free and you have nothing."

The monkey told the crocodile not to try to fool him again. The crocodile swam away, hungry.

I. Answer the questions!

1. What is the story tell about?
2. What is the generic structure of the text?
3. What is the moral value of the text?
4. What do you think of the monkey and the crocodiles?
5. The word **turned around** has similar meaning with.....

II. Make a narrative text based on the textbook of by yourself!

E. Table of Specification of the mastery on writing narrative text of the eleventh grade students of MA Al-Hidayah Getassrabi Gebog Kudus of academic year 2010/2011 those who are taught by using authentic text and text available on the students' textbook.

Standard of competence	Basic competence	Theme	Material	Indicators	Test item
To express the meaning in short functional written text and simple essay of report, narrative and analytical exposition in the daily life.	To express the meaning and rhetorical steps in essay using variety of written language accurately, fluently, understandably in the context of daily life and in the text form of report, narrative and analytical exposition.	Narrative text	Indonesian Volcano Releases Biggest Eruption, Love prevails over wars and magic, Timor Leste presidential voting closes, Crocodile attacks person in Jambi, Ani Yudhoyono stable after gallbladder surgery, No TV for Nyepi, But Muslim Prayers Allowed, TVRI	<ol style="list-style-type: none"> 1. Students are able to identify the meaning of the words in the narrative text which is read 2. Students are able to identify the topic of the text which is read 3. Students are able to identify the generic structures of the text which is read 4. Students are able to 	Written text: Essay Please make a narrative text individually consisting of orientation, complication, and resolution. Choose one of the topics below!

			<p>producer shot dead in Bintaro, Monkey and crocodile, Snow white,</p> <p>Rabbit and crocodile,</p> <p>The hawk and hen,</p> <p>Mouse deer stole the cucumber,</p> <p>The smartest parrot,</p>	<p>identify the information of the text which is read</p>	
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F. Test of the students writing mastery of narrative text for experiment group

Essay

Name	:	
Class	:	

Please make a narrative text individually consisting of orientation, complication, and resolution. Choose one of the topics below!

- a. Jakarta to Focus on Creating more Interactive Parks
- b. Teluk Jakarta Festival Crowded at Second Day
- c. Fatahillah Museum to Hold Cultural Festival
- d. Herculean record-breaker looks forward to London

G. Test of the students writing mastery of narrative text for control group

Name	:
Class	:

Please make a narrative text individually consisting of orientation, complication, and resolution. Write a narration stories or tales such as: a legend, fable, fairy tale, myth, or folktale.

APPENDICES OF THE RESEARCH AT MAN I KUDUS

A. EXAMPLE OF LESSON PLAN AT EXPERIMENTAL CLASS

School	: MAN I Kudus
Subject	: English
Aspect/Skill	: Written Text
Topic/Theme	: Narrative Text
Class/Semester	: XI IPA 4/ II
Time Allotment	: 1 x 40 Minutes

I. Standard of Competence

To express the meaning in short functional written text and simple essay of report, narrative and analytical exposition in the daily life.

II. Basic Competence

To express the meaning and rhetorical steps in essay using variety of written language accurately, fluently, understandably in the context of daily life and in the text form of report, narrative and analytical exposition.

III. Indicators

9. To identify the meaning of the words in the narrative text this is read.
10. To identify the topic of the text this is read.
11. To identify the generic structures of the text this is read.
12. To identify the information of the text this is read.

IV. Learning objectives

9. Students are able to identify the meaning of the words in the narrative text which is read.
10. Students are able to identify the topic of the text which is read.
11. Students are able to identify the generic structures of the text which is read.
12. Students are able to identify the information of the text which is read.

V. Learning material

- Narrative text

VI. Learning method / technique

- Three phase technique

VII. Procedure teaching

7. Pre-Teaching

-	Greeting and Praying
-	Check Students attendance
-	To give question to the students related to the material
8.	While- Teaching
i.	BKOF
-	Asking some question related to the topic
-	Sharing experince on the topic
j.	MOT
-	The teacher give five examples of the authentic texts of narrative text for five group each group got one example.
-	The students analyze the generic structure, language features of the authentic texts.
-	The teacher leads the discussion of the result of the students analyze
-	To make short story about the narrative text based on the authentic texts.
k.	JCOT
-	The students checking and discussing text to check the correct answer of the questions.
-	To give reward to the students
l.	ICOT
-	The students write an authentic texts of narrative text individually
9.	Post-Teaching
-	Making conclusion about the material

VIII. Learning Sources

- Jakarta Post Newspaper

IX. Scoring

- Technique : Writing Test
- Instrument : Essay

Kudus, 10 December 2011

The Teacher English Subject

Practitioner

Drs.EN. Arief Rayhan

Noor Faizah

B. EXAMPLE OF MATERIAL AT EXPERIMENTAL CLASS

Cash Aid Plan Could Destroy Self-Sufficiency, Students Say

University activists say that the government's plan to initiate a temporary direct cash assistance program for the people (BLSM) to help poor families cushion the blow from the fuel-price hike will cause the public to lose its sense of self-sufficiency and become more dependent on the government.

These programs will get people hooked on instant government services. The nation, as a result, will lose its ability to do things for itself.

The BLSM program was political "hoopla" that President Susilo Bambang Yudhoyono was using for better publicity.

The students proposed a number of alternative solutions to compensate for rising fuel prices. Among them is to have the government restrain annual growth by strictly limiting the use of fuel for consumptive purposes.

This could be done by restricting vehicle ownership and by providing cheap and convenient forms of mass transportation so that people would not have to buy private vehicles.

Hello magazine

Answer the question based on the text!

11. What does the story tell about?
12. What is the generic structure of the text?
13. What is the moral value of the text?
14. What does the last paragraph tell about?
15. What do you think about the cash aid plan could destroy self-sufficiency, students say?

Make a narrative text based on the authentic texts of by yourself!

C. EXAMPLE OF LESSON PLAN IN CONTROL CLASS

School	: MAN I Kudus
Subject	: English
Aspect/Skill	: Written Text
Topic/Theme	: Narrative Text
Class/Semester	: XI IPA 1/ II
Time Allotment	: 1 x 40 Minutes

X. Standard of Competence

To express the meaning in short functional written text and simple essay of report, narrative and analytical exposition in the daily life.

XI. Basic Competence

To express the meaning and rhetorical steps in essay using variety of written language accurately, fluently, understandably in the context of daily life and in

the text form of report, narrative and analytical exposition.

XII. Indicators

- 9. To identify the meaning of the words in the narrative text this is read.
- 10. To identify the topic of the text this is read.
- 11. To identify the generic structures of the text this is read.
- 12. To identify the information of the text this is read.

XIII. Learning objectives

- 9. Students are able to identify the meaning of the words in the narrative text which is read.
- 10. Students are able to identify the topic of the text which is read.
- 11. Students are able to identify the generic structures of the text which is read.
- 12. Students are able to identify the information of the text which is read.

XIV. Learning material

- Narrative text

XV. Learning method / technique

- Three phase technique

XVI. Procedure teaching

7. Pre-Teaching
<ul style="list-style-type: none"> - Greeting and Praying - Check the students attendance - To give question to the students related to the material
8. While- Teaching
<ul style="list-style-type: none"> i. BKOF <ul style="list-style-type: none"> - Asking some question related to the topic - Sharing experince on the topic j. MOT <ul style="list-style-type: none"> - The teacher explains and give example of narrative text adapted from Modul and students' worksheet. - The students analyze the generic structure, language features of the narrative text based on the textbook. - The teacher leads the discussion of the result of the students analyze. - To make short story about the narrative text based on the textbook. k. JCOT <ul style="list-style-type: none"> - The students checking and discussing text to check the correct answer of the questions. - To give reward to the students l. ICOT <ul style="list-style-type: none"> - The students write an narrative text individually
9. Post-Teaching
<ul style="list-style-type: none"> - Making conclusión about the material

- XVII. Learning Sources
- Modul and students' worksheet.

- XVIII. Scoring
- Technique : Writing Test
- Instrument : Essay

The English teacher
Drs. EN Arief Rayhan

Kudus, Pebruari 2012
Practitioner
Noor Faizah

D. EXAMPLE OF THE MATERIAL IN CONTROL GROUP

STUDENT'S WORKSHEET

Read the text carefully and then answers the question below!

MONKEY AND CROCODILE

One day a monkey wanted to cross a river. He saw a crocodile in the river, so he asked the crocodile to take him across the other side. The crocodile told the monkey to jump on its back. Then the crocodile swam down the river.

Now, the crocodile was very hungry, so when it was in the middle of the river, it stopped and said to the monkey, "Monkey, my father is very sick. He must eat the heart of the monkey. Then he will be strong again." The monkey thought for a while. Then he told the crocodile to swim back to the river bank. "What's for?" asked the crocodile. "Because I didn't bring my heart with me," said the monkey. "I left it under the tree, near some coconuts." So, the crocodile turned around and swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back and climbed up to the top of a tree. "Where is your heart?" asked the crocodile. "You are foolish," the monkey said to the crocodile. "Now I am free and you have nothing."

The monkey told the crocodile not to try to fool him again. The crocodile swam away, hungry.

Answer the questions!

6. What does the story tell about?
7. What is the generic structure of the text?
8. What is the moral value of the text?
9. What do you think of the monkey and the crocodiles?
10. The word turned around has similar meaning with.....

Make a narrative text based on the textbook of by yourself!

E. The Table of Specification of the mastery of writing narrative text of the eleventh grade students of MAN I Kudus in the academic year 2011/2012 those who are taught by using authentic text and text available on the students' textbook.

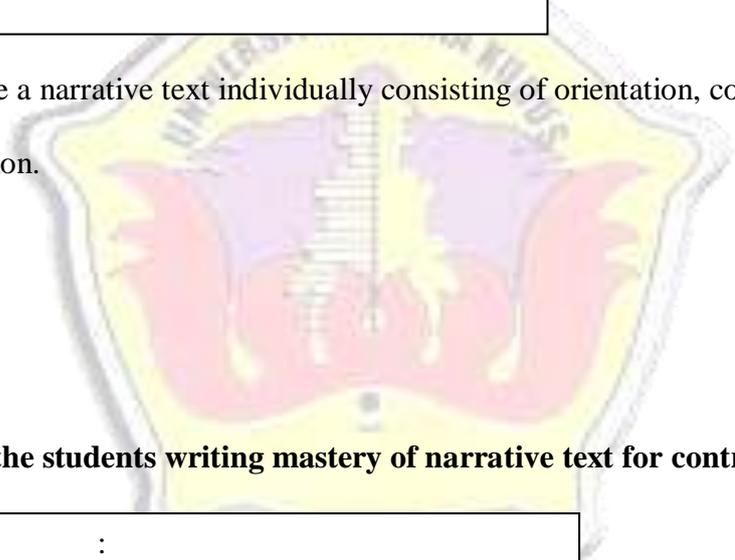
Standard of competence	Basic competence	Theme	Material	Indicators	Test item
To express the meaning in short functional written text and simple essay of report, narrative and analytical exposition in the daily life.	To express the meaning and rhetorical steps in essay using variety of written language accurately, fluently, understandably in the context of daily life and in the text form of report, narrative and analytical exposition.	Narrative text	Soup: healthy food for the soul, Thousands celebrated aids in monas, Indonesian suspension bridge collapses, Dozens of PKL stalls controlled, Simon defeats taufik secures quarters spot, Tidal wave attacked kamalmuar a, Monkey and crocodile, Snow white, Rabbit and crocodile, The hawk	5. Students are able to identify the meaning of the words in the narrative text which is read 6. Students are able to identify the topic of the text which is read 7. Students are able to identify the generic structures of the text which is read 8. Student	Written text: Essay Please make a narrative text individually consisting of orientation, complication, and resolution. Choose one of the topics below!

			and hen, Mouse deer stole the cucumber, The smartest parrot,	s are able to identify the informat ion of the text which is read	
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F. Test of the students writing mastery of narrative text for experiment group

Name	:	
Class	:	

Please make a narrative text individually consisting of orientation, complication, and resolution.



G. Test of the students writing mastery of narrative text for control group

Name	:	
Class	:	

Please make a narrative text individually consisting of orientation, complication, and resolution. Write a narration stories or tales such as: a legend, fable, fairy tale, myth, or folktale.

APPENDICES OF THE RESEARCH AT SMA MUHAMMADIYAH
KUDUS

A. EXAMPLE OF LESSON PLAN AT EXPERIMENTAL CLASS

School : SMA Muhammadiyah Kudus
Subject : English
Grade/semester : XI/I
Academic year : 2011/2012
Times : 3 x 40 minutes
Topic : Analytical Exposition Text
Date : September 10th 2011 (meeting 1)

- I. Standard of Competence
To express the meaning of short functional of simple essay involving report, narrative, and analytical exposition in daily life contexts.
- II. Basic Competence
To express the meaning and rhetorical steps in written essay accurately, fluently, and acceptably in daily life contexts and to access knowledge in report, narrative, and analytical exposition.
- III. Indicators
 1. Being able to produce an analytical exposition text
 2. Identifying rhetoric steps of analytical exposition text
- IV. Learning Objectives
 1. The students are able to produce an analytical exposition text
 2. The students are able to identify rhetoric steps of analytical exposition text
- V. Learning Material
 - Analytical exposition text
- VI. Learning Method/Technique
 - Three phase technique
- VII. Procedures of Teaching
 1. Pre-Teaching
 - Greeting and praying
 - Check the attendance list
 - Telling what students are supposed to learn and do
 2. Whilst-Teaching
 - a. Building Knowledge of Field (BKOF)
 - Asking some questions related to the topic
 - Sharing experience on the topic
 - b. Modeling of the Text (MOT)
 - The teacher gives examples of authentic text
 - The students analyze the generic structure and language features of the authentic text, facilitated by the teacher
 - The teacher leads the discussion of the result of the students' analysis
 - c. Join Construction of the Text (JCOT)
 - The students reanalyze the generic structure and language

- features of the authentic text
 - Checking and discussing the text
- d. Independent Construction of the Text (ICOT)
 - The students write an analytical exposition text individually
- 3. Post-Teaching
 - Making a conclusion about the material
 - Parting
- VIII. Learning Source
 - Jakarta Post Newspaper
- IX. Scoring
 1. Technique : writing test
 2. Instrument : essay

Kudus, September 10th 2011

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B. EXAMPLE OF TEACHING MATERIAL AT EXPERIMENTAL GROUP THE PRICE OF CLEAN AIR

After years of talk but no action at all, Jakarta's administrators seem to have arrived at the realization to free the Indonesian capital from the problem of pollution, in this case air pollution.

As of January this year, no less than 4.5 million motor vehicles plied the city roads. About 4.4 million of them were private motor vehicles, 1.5 million cars, and 3 million motor bikes.

Although, relatively small in number, the 600,000 two stroke motor bike in Jakarta and cars are the major offender's of air pollution. One such vehicle causes emission about the same as 20 maintained cars. Thus, it is not surprisingly that Jakarta is among the worst cities in the world-third after Mexico and Bangkok-in terms of air pollution.

In light of all this, the Jakarta City Council puts forward that all motor vehicles must be checked regularly. The City Council proposes to achieve this not only by making regular emission checks compulsory, but by banning from the streets all public transportations vehicles older than 10 years and private cars than 15 years. If the proposal is passed into law, Jakartan's will be fined Rp 50,000,000 if they neglect to have their cars tested once every 6 months.

It can be argued that the same thing should be given to polluting industries 30% of the air pollution one caused by these industries.

As for smokers, the bad news is that a Rp 50 million penalty will await them if they smoke in public places where smoking is prohibited.

Obviously, we have to see how such a plan could be realized without causing social disruption in a city where the majority of the population is poor and most of the vehicles are old.

Adapted from The Jakarta Post, February 5th 2005

STUDENT'S WORKSHEET

Choose one of the topics below and then make an analytical exposition text based on the topic that you choose!

- a. Global warming
- b. National examination
- c. The Problem of Being fat

C. EXAMPLE OF LESSON PLAN (CONTROL CLASS)

School	: SMA Muhammadiyah Kudus
Subject	: English
Grade/semester	: XI/I
Academic year	: 2011/2012
Times	: 3 x 40 minutes
Topic	: Analytical Exposition Text
Date	: September, 10 th 2011 (meeting 1)

- I. Standard of Competence
To express the meaning of short functional of simple essay involving report, narrative, and analytical exposition in daily life contexts.
- II. Basic Competence
To express the meaning and rhetorical steps in written essay accurately, fluently, and acceptably in daily life contexts and to access knowledge in report, narrative, and analytical exposition.
- III. Indicators
 1. Being able to produce an analytical exposition text
 2. Identifying rhetoric steps of analytical exposition text
- IV. Learning Objectives
 1. The students are able to produce an analytical exposition text
 2. The students are able to identify rhetoric steps of analytical exposition text
- V. Learning Material
 - Analytical exposition text
- VI. Learning Method/Technique
 - Three phase technique
- VII. Procedures of Teaching
 1. Pre-Teaching
 - Greeting and praying
 - Check the attendance list
 - Telling what students are supposed to learn and do
 2. Whilst-Teaching
 - e. Building Knowledge of Field (BKOF)

- Asking some questions related to the topic
- Sharing experience on the topic
- f. Modeling of the Text (MOT)
 - The teacher explains the material of analytical exposition text
 - The students are given examples of analytical exposition text based on the textbook
 - The teacher asks the students to analyze an example of analytical exposition text in form of jumbled paragraphs individually
 - The students rearrange the paragraphs into a good text and write the generic structure and language features of the text
- g. Join Construction of the Text (JCOT)
 - Checking and discussing the text
- h. Independent Construction of the Text (ICOT)
 - The students make an analytical exposition text based on the topics that is provided in the textbook individually
- 3. Post-Teaching
 - Making a conclusion about the material
 - Parting
- VIII. Learning Source
 - Modul Pembelajaran Bahasa Inggris SMA/MA kelas XI-A
- IX. Scoring
 - 3. Technique : writing test
 - 4. Instrument : essay

Kudus, September 10th 2011

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D. EXAMPLE OF TEACHING MATERIAL AT CONTROL GROUP

The Importance of Hat for Students

Students should always wear hats in the school playground to protect their skin and eyes.

Firstly, hats protect the skin from sunburn. As we know, lunch and recess are during the sunniest part of the day. Without hats, students' skin would get much burnt and that could cause skin cancer.

Secondly, hats can help prevent eye damage from the sun. Even on cloudy days there can be a lot of glare from the sun. hats help to prevent some of the glare so that we don't have to squint and hurt our eyes.

In conclusion, hats should be worn in the playground at all times.

STUDENT'S WORKSHEET

Individually, make a text based on the generic structure below!

You may choose one of the following ideas:

1. Girls shouldn't Wear Mini Skirts at School
2. Wearing Helmets while Riding Motorcycle is Advisable

Thesis	
Argument 1	
Argument 2	
Reiteration	

E. The Table of Specification of the Writing Mastery of Analytical Exposition Text of the Eleventh Grade Students of SMA Muhammadiyah Kudus in the Academic Year 2011/2012 those Who are Taught by Authentic Texts

Standard of competence	Basic Competence	Theme	Material	Indicators	Test Item
To express the meaning of short functional of simple essay involving report, narrative, and analytical exposition in daily life contexts.	To express the meaning and rhetorical steps in written essay accurately, fluently, and acceptably in daily life contexts and to access knowledge in report, narrative, and analytical exposition.	Analytical exposition text	The price of clean air, playing with computers and education: a good match-up?, making a choice for a school, why we need more 'Posyandu'?, do young kids lack reading culture?, lessons from Japan's new	3. Being able to produce an analytical exposition text 4. Identifying rhetoric steps of analytical exposition text	Essay

			leadership, how to keep children from loading up on sweets and falling victim to the obesity epidemic		
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F. TEST OF THE STUDENT'S WRITING MASTERY OF ANALYTICAL EXPOSITION TEXT FOR EXPERIMENTAL GROUP

Name :

Students' number :

Class :

Choose one of the topics
on the topic that you choose!

- a. Indonesia football
- b. Obesity for health
- c. Dry season effects in Indonesia
- d. The accident of transportation
- e. Beautiful is expensive

G. TEST OF THE STUDENT'S WRITING MASTERY OF ANALYTICAL EXPOSITION TEXT FOR CONTROL GROUP

Name :

Students' number :

Class :

Choose one of the topics
on the topic that you choose.

- a. Why exercise is important?
- b. Having breakfast is necessary for us
- c. The negative effects of alcohol
- d. It is useful bringing laptop to school
- e. Giving punishment for coming late

