

**THE USE OF ALL WRITE ROUND ROBIN ON STUDENTS' ABILITY
TO COMPREHEND EXPLANATION TEXT**

A Paper

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By

Siti Lies Atikoh

031114114



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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APPROVAL SHEET

THE USE OF ALL WRITE ROUND ROBIN ON STUDENTS' ABILITY TO
COMPREHEND EXPLANATION TEXT

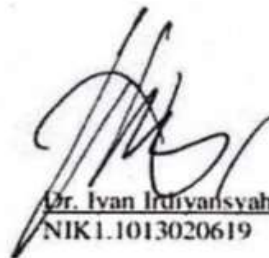
Approved by:

Supervisor I,



Dr. Entis Supisna, M.Pd.
NIK. 1.1013020619

Supervisor II,



Dr. Ivan Irdiansyah, M.Pd.
NIK. 1.1013020619

Dean of Faculty Teacher Training
and Education Sciences



Dr. Entis Supisna, M.Pd.
NIK. 1.1013020619

Head of Educational Study
Program



Istiqlaliah Nurul Hidayati, M.Pd.
NIK. 1.0212008570



UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Jalan Pakuan Kotak Pos 452, Email: kip-unpak@org, Telepon (0251) 8375608, Bogor

BUKTI PERSETUJUAN HARDCOVER SKRIPSI

Nama : Siti Lies Atikoh

NPM : 031114114

Judul Skripsi : The Use of All Write Round Robin on Students' Ability to Comprehend Explanation Text.

Tanggal Ujian : 15 Mei 2020

Pengujian Sidang Skripsi :

No	Nama Penguji	Tanda Tangan
1.	Dra. Atti Herawati, M.Pd.	
2.	Asih Wahyuni, M.Pd.	
3.	Dr. Iyan Irdiyansyah, M.Pd.	

Pembimbing Skripsi :

No	Pembimbing skripsi	Tanda Tangan
1.	Dr. Entis Sutisna, M.Pd.	
2.	Dr. Iyan Irdiyansyah, M.Pd.	

Bogor, 9 September 2021
Mengetahui,
Ketua Prodi,

Istiqlaliah Nurul H, M.Pd.
NIK. 1.0212008570

DECLARATION

I hereby declare that this paper entitled **“The Use of All Write Round Robin on Students’ Ability to Comprehend Explanation Text”** is completely my own work. I am fully aware that I have quoted some ideas and statements from my resources. All quotations are properly acknowledged in the text. Should there be any claim on the originality of this paper, I would be prepared to take any responsibility.

Bogor, August 2021

A handwritten signature in blue ink, consisting of a large 'S' followed by a series of vertical lines and a final flourish.

Siti Lies Atikoh

PREFACE

Alhamdulillahirabbilalamin, all praise and gratitude should be to Allah SWT who has given health, strength, wise and guidance to finish the paper entitled, **“The Use of All Write Round Robin on Students’ ability to Comprehend Explanation Text”**. The purpose of this paper is to fulfill one of the requirements for *Sarjana Pendidikan* examination at English language Education Study Program, Faculty of Teacher Training and Educational Science, Pakuan University.

After finishing this paper, the writer realizes that this paper has many mistakes and far from being perfect. However, the comments, criticisms and suggestions are highly appreciated to complete the paper as well. The writer also hopes that the reader can reach the benefit from this paper.

Bogor, August 2021

A handwritten signature in purple ink, consisting of a large 'G' followed by several vertical lines and a small 'L' at the end.

The Writer

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ABSTRACT

This research entitled “The Use of All Write Round Robin on Students’ Ability to Comprehend Explanation Text”. The aim of this research was achieving students’ reading skill who face the difficulties on comprehending explanation text. The study was employed by adapting pre- experimental method and one of the designs is one group pretest-posttest based on quantitative research. The research was conducted at SMK YAPA Cileungsi. The participants were the students of XI-A with 32 persons that had chosen with lottery system. In order to collect the data, the study was carried out with pretest and posttest which reading comprehension on explanation text as the main factor. To validate the data, Liliefors is adopted as normality test. The data was analyzed by using t-test formula to get the final result. According to the data calculation, the t-test value is 13.57, and the value of t-table with $df = 31$ at significant level 0.05 is 2.03. The result of the test is $13.57 > 2.03$. The value of t-test is higher than t-table, so the alternative hypothesis (H_a) is accepted and null hypothesis is rejected. It means that the use of All Write Round Robin affect the students’ ability to comprehend explanation text.

Keywords: *reading comprehension, All Write Round Robin, explanation text.*

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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is one of important skills to get the information from the text. Reading also is the process of creating meaning involves reader's existing knowledge. The reader can open their main if there are many sources from the book or article that have been read. Comprehend the text is needed for making the reader find out the correct information. However, the reader read texts for various goals from gaining information.

Reading skill should be seen by students to comprehend the text. Moreover, students' critical thinking recognizes when understanding the text. As the result of this, the teacher should establish students' engagement during learning process. The material also is familiar for students, which is related to the topic. Whether the problem is faced, the students have to get impact of reading skill.

Based the observation done at SMK YAPA Cileungsi, the students have some difficulties in comprehend a text. The text is usually translated before understanding the text. Vocabulary is the problem to know the meaning from the text. The students do not read the whole paragraph they only look for the keyword from the question. Although the students do not know the true keyword from the question, they answer the question without checking the other information from the text.

Furthermore, as students, they are able to decide the source from the text with group working. It needs to determine the answer from each paragraph. Every student has different opinion about the important points from the text. They comprehend the text before answer the question. They have to read the text carefully and choose the source without missing the information. To solve this problem, the teacher has to give clear instruction before conducting the lesson. All Write Round Robin as a technique is applied by the teacher.

All Write Round Robin is a strategy based on cooperative learning. The technique also is a teaching strategy to help students' ability in reading skill. All Write Round Robin is one of Round Robins technique for teaching reading. It can be modified with the other technique such as Brainstorming, Read Aloud Group, and round Robin. In the All Write Round Robin, students share their ideas in a group. Each participant has a turn to offer their answer. Nobody should interrupt the person who has the floor. All students have opportunity to communicate with every member in the group.

Using text as a media is needed for teaching reading. Students who learn English language as a second language will face the difficulties while reading a text with foreign language. One of the texts that given as a material is explanation text. An explanation text is a kind of text which tells or explains processes relating to forming of natural or social phenomena or how something works.

In this case, teaching reading for foreign language should be creative and innovative. The students require clue to read the text without missing the

information. All Write Round Robin is applied to make student cooperative to discuss what the topic about in this case, this technique makes the students easy to understand the text. The use of All Write Round Robin on students' ability to comprehend explanation text. would be investigated.

B. Reason for Choosing the Topic

The difficulties are faced when learning English language through the text. Text is one of medias in learning English for improving reading skill. Comprehending the text is a must, to make students understand and learn every difficult vocabularies and what the text talk about. Sometimes, they get error to recognize the meaning of the text.

There are two reasons why the topic is chosen in this research: first when the students try to understand the text. As Vocational High School students, they should acknowledge their major. As a result of this, they can learn their major through English lesson. To study the text with foreign language, they have to comprehend the text clearly.

Second, All Write Round Robin technique that conducted on this research will be effective to apply or can be failed. This technique is one of round Robin techniques in cooperative learning. Every step from this technique will be compered by the suitable way for knowing how work the technique is in learning English. Based on explanation above, the writer wants to investigate it.

Accordingly, the students who get flustered can be guidance during learning process. The teacher should know what the students discuss in the group by establishing the classroom activity through All Write Round Robin technique.

C. Aim of the Research

The aim of the research is to find out the effectiveness of All Write Round Robin technique in comprehending explanation text.

D. Limitation of the Problem

This research is limited about students' ability to do intensive reading on explanation text.

E. Statement of the Problem

This research is formed by the problem which is happened in comprehending the text. The statement of problem is: does All Write Round Robin technique can be applied for comprehending explanation text affect student's reading ability?

F. Hypothesis

Alternative hypothesis (*Ha*) is applied in this research: There is effect of All Write Round Robin technique on students' ability to comprehend explanation text.

CHAPTER II

THEORETICAL FONDATION

A. All Write Round Robin

1. Definition of All Write Round Robin

All Write Round Robin technique is one of cooperative learning techniques. This technique is developed from Round Robin technique by Kagan. Round Robin is one of the most effective strategies for cooperative learning. It is valuable strategy at the start of any unit since, it allows the teacher to discover the general level of knowledge of the class. Round Robin can also be used for revision purpose, as well as being used for specific purpose Frangenheim (2005:82).

According to Kagan (1998) All Write Round Robin is a technique to ensure that all students have a chance and students also who might otherwise dominate a conversation do not limit anyone else's opportunity to participate. All students are accountable for thinking about a topic contributing to the group discussion. In the group working, each student writes down their ideas in a paper after answering the question from the teacher. Each paper has a different but related to the question or topic on it. The students are responsible for thinking and brainstorming.

Then every student shares the idea to their group. Related to Kagan (2010) "in team, students take turns responding orally. All students write each response on their own paper." its mean that every member writes the

idea on their paper. If this is used to activate a group project, the final product should reflect ideas from all group members.

Kagan and Kagan (2009) explain that “... leaving equalization of participation up to the students is wishful thinking and almost always results in unequal participation.” Its mean, this technique makes students be participant to all activities. Every student stays simultaneously engaged. This activity is a way to promote interaction among students through the written modality (Jordon, Carlile, & Stack, 2008). All Write Round Robin also is like discussion, which can be used for brainstorming, reviewing, practicing, and serving as a team builder.

Based on statement above, it can be concluded that All Write Round Robin is a technique that provides opportunities for achieving students’ ability in building their ideas. This technique also makes students improve their courage in conveying their opinion. However, students should get information from each member.

2. Procedure of All Write Round Robin Strategy

Instruction is needed to control the situation in the classroom. To establish learning process, there are several steps to apply the technique. Here are the Procedures according to Alexandra (2016:20):

- a. The teacher should have been giving the students text. They have read the text and known what the text about. The students will get a text and read it carefully. They have to understand the content of the text.
- b. The teacher asks students to make group. Every group is consisted of four persons. The students will work in the group. If there is a group with three members, they will not be a group but move to another group.
- c. Verify each student has a piece of paper and pen or pencil. Every member in the group should have pencil or pen and paper for taking note.
- d. The teacher explains that it is very important to listen to and follow the directions. The teacher will ascertain the students listening to her/his instruction and observe them for being focus in the learning process.
- e. The teacher gives questions based on the text before. After understanding the text, they will be given some question by the teacher. The students will write the answer in the paper.
- f. The teacher allows students to think carefully. (Students should not talk) the teacher will give them time to think the answer. The students have to answer the question by themselves.
- g. Every student in the group writes down their response or ideas to the question. Every member does not know each answer in their group. They will discuss them answer and construct it to be their draft.
- h. Teacher explains who will start and how rotation occurs like, clockwise begin from the leader. In this case, students share the answer in their

group. If the member's answer is similar, the person has to start by acknowledging peers who had similar idea.

- i. After that, students explain their answer/ideas for five minutes (time can vary depending on prompt) to the group. Every member must talk the entire time. The students should listen and consider the other opinion.
- j. Other members listen carefully and can ask a question for clarification, but they should not interrupt until it is their turn.
- k. Students rotate roles until each group member has shared their answer/ideas. Every group will explain their idea and mention the reason.
- l. Finally, every group will make a conclusion in written. Then they submit it to the teacher.

Based on the explanation above, applying this technique makes all students communicating by written and spoken way. The students also can comprehend the text carefully in answering the question from the teacher. The members who do not understand about the text will get the information from the other member. However, the answer will be similar but they can explore their weakness. In this case, students are drilled to write the idea based on the teacher' question or prompt.

B. Reading Skill

1. Definition of Reading

Reading is one of the skills to board insight the knowledge from written form. Gilakjani and Sabouri (2016:230) explain that “the main goal

of reading is to gain the correct message from a text that the writer intended for the reader to receive”. As a result of the statement that reading skill can make interaction between the reader and the text in process of reading and the aim of the process is getting the information from the text.

According to Brown (2010:229) mentions that “reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction.” Despite of it, there is an interaction between the reader and the text for gaining what the text about. Although using English as a language, this is the way to improve students’ ability in the learning process.

Based on Setiana (2015:9) state that “reading is an activity which has two essential processes; the first is interpretation which is process to decode the written symbols and the second is comprehension, the understanding of the ideas within the printed language.” It means that reading is a skill to learn how engaging the knowledge and understanding the written symbol which is as a text in second process. The reader does not only see the printed language, but getting the meaning and what the text talking about.

After reading a text, the reader will know the structure of the text and information through the content from the text. According to Gilakjani & Sabouri (2016:180) expressed that familiar subject of students’ majors as a source in reading class will improve their language knowledge. In this case, engaging students’ understanding is able use another major as a source in reading class.

Therefore, the explanation above can be concluded that reading is a skill to learn English language with getting the meaning from the text. While reading a text, the text will bring a reader into schema for outlining the information on the text. The reader also should follow the process to build the understanding. The reader also can use the text about their major, for discovering the meaning of the text.

2. Reading Comprehension

Comprehension is a process in reading to understand the text. While reading a text, the student may focus to get what the text about. According to Sarah, Jerad, Elizabeth, and Richard (2017) explain that reading comprehension is defined for being students' ability in constructing the meaning through interaction with a text which opening their mind critical. The students who apply this process will open their mind in building the meaning from the text. This comprehension is appearance from the interaction between written word and how the reader gets knowledge outside the message.

Bonnie & Melissa (2011:128) stated that "Reading Comprehension involves actively constructing new understandings by building relationship among the part of the text and between the text and one's pre-existing knowledge." It meant that comprehend a text properly is getting new understanding from the knowledge which is known before. The students can

transfer more information from the text without obtaining new meaning but new understanding.

While comprehend the text, interpret the meaning is considered in recognizing the meaning. Masithoh (2017:25) mention that reading comprehension is along to the reader who actively comprehend what the writer's intended message by predicting, evaluating, selecting significant details, organizing, etc. The reader can get the meaning of the text after intending the message step by step, so the information is meant as efficiently as possible. Moreover, obtaining the required ideas in reading is crucial factor that influence comprehension.

Brown (2001:299) stated that reading comprehension is affected by schema and background knowledge. Both schema and background belong to the readers who learn a specific major. In this case, students' vocational High School learns about their own major. The major is well-known though the learning process.

In brief, reading comprehension is a process to build the meaning from the text. To get the information from the text, the reader should know what the text tell about. The interaction can be done while understanding the text. The reader sometime interprets the meaning to catch the ideas. Reader's background knowledge also is involved as the factor to comprehend writer's message.

3. Kinds of Reading

According to Gilakjani and Sabouri (2016:230) described that there are two kinds of reading. They are intensive reading and extensive reading.

a. Intensive Reading

Intensive reading is detailed the information to find the meaning and to be familiar with the strategies of writing. In this kind of strategy, the students can get fundamental practice to conduct these strategies based on text-related or learners-related. Intensive reading also is useful to develop reading comprehension. This strategy is important for learning vocabulary and understanding how text is formed. The text which is read should be discussed in detail, sometimes analyzed and used as a basis for writing exercises. This kind of reading also set the goal to read shorted text and collect specific information.

b. Extensive Reading

Extensive reading is activities that can be beneficial in aiding the students to be self-directed in searching for meaning from the longer text. In selecting reading text, the students will look for the text based on content, level of difficulty, and length. Specific information is not included after reading the text. The reader also will read the longer text outside a classroom activity to keep them update.

According to the information above, it can be concluded that the different between intensive reading and extensive reading are the use and goal in reading a text. Intensive reading is used for learning process

and extensive reading for self-directed individual in getting the information. Meanwhile the goal is collecting specific information for intensive reading, and extensive reading is gaining more information for keeping them update.

C. Explanation Text

1. Definition of Explanation Text

In explanation text, the text tells about the phenomenon about nature and social. According to Abdurrahman (2017:188) explains that explanation text is a text which shows the process relating to forming of natural, social, scientific and cultural phenomenon. It assumes that the phenomenon of social, science and culture are involved to be source in explanation text. The content also tells about the process and how something formed.

Explanation text is contented about phenomenon that caused the explanation will tell the truth. In this case, general statement can be mentioned. According to Wiyanto (2018:5) “An explanation text is a set of statements constructed to describe a set fact which clarifies the source, content and consequences of the fact.” In conclusion, the information on the text is describing about the fact, the specific knowledge also is told and set.

Aprianti, Saun and Fatimah (2018:16) state that explanation text is aimed at explaining how and why something works in particular way and why something happens. In simple word, explanation text is the text which contain the answer form the question how and why – how something works

and why something happens. In the series of paragraph, the text explains why and how in sequence of explanation.

Based on description, explanation text is talking about the phenomenon on social, science and culture. The information on the text, explain about the knowledge why and how something occurs. The text also informs the process to acquire detail information. Fact is set to describe the content clearly understood by the reader. The reader will recognize the information that began from general statement to sequence of explanation.

2. Generic Structure of Explanation text

Generic structure is needed for every text to keep the information clearly understood. The content of the text can be differed trough generic structure. In explanation text, there are three steps they are;

a. General statement

In this part, tell about the issue which is to be explained and to introduce the topic. The process being explained may be highlighted in a little or in the first sentence.

b. Sequence Explanation

In this part, it consists of sequenced explanation why of how something occurs, or a series of chronological steps which explain how or why something happens.

c. Closing/conclusion

In closing/conclusion, it is the end of the paragraph that includes about the conclusion of the text.

According to the information above, the writer concluded that explanation text is divided into three parts they are generic statement about the issue, sequence explanation tells about the series of how or why something happens and closing or conclusion is the end of the paragraph.

3. Language Feature of Explanation Text

In explanation text, there are language features that are used in this text they are:

- a. Using Simple Present Tense; the device uses a battery as a source of electric energy.
- b. Using chronological connection; then, so, but
- c. Using passive voice; the towers are networked to a central switching station.
- d. Focusing generic participant; daylight.

Based on the explanation above, it can be concluded that language features of explanation text use simple present tense to explain the fact or common theory that the text talks about. Chronological connection is also included to relate the sentence. To emphasize the object, passive voice sentence is applied in this text. However, the text is focusing on generic participant.

D. Related Research

Related research was conducted by Alexandra (2016:93). The title of research is "*The All Write Round Robin as a Cooperative Learning Strategy to Improve the Writing Skill Amongst First-Year of Bachillera to students at Colegio De Bachillerato Vilcabamba High School During the 2014-2015 School Year*". The research talks about how All Write Round Robin applied in improving writing skill. The reserch conducted at first grade of Colegi De Bachhillerato Vilcabamba High school during the academic year 2014-2015. The result showed that after conducting the strategy there was a great improvement in writing skill and behavior of students as well. Therefore, it can be concluded that the techniqe proving effectiveness. All Write Round Robin is able to apply for teaching the material of senior high school.

Another research was written by Setiana, D (2013:7) entitled "*Improving Reading Comprehension Through the Use of Round Robin Technique for the Tenth Grade Students of SMK Farmasi 'Indonesia' Yogyakarta in the Academic Year of 2014/2015*". The research conducted talks about how to improve students' reading comprehension with researching in two aspects between the teacher and the students. The data of the research were in the form of qualitative and quantitative. The result of qualitative data was in the form of field notes and interview transcripts. The result of quantitative research showed that Round Robin technique was effective to improve the students' reading comprehension and their participation in reading class. The mean value of the pretest is 71.61 while the mean value of posttest is 81.22. As a result, the use

of All Write Round Robin technique is affect students in reading skill. The students also became more motivated in learning reading which made them actively engaged in the learing porcess.

Based on the information above, the writer concluded that treating the students with All Write Round Robin technique will improve their ability in learning English language. The result will be effective if the technique is conducted properly. All Write Round Robin technique will be revealed for guiding students in learning foreign language.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Design

Pre-Experimental method was applied in this research. This method establishes the condition to prove the hypothesis of experimental. However, for the design had result that interpretation to produce. There are three kinds of design, like one-shot case study, one-group pretest-posttest design and intact-group design. In this research, one-group pretest-posttest was adopted. There are three points in this method, they are:

$$O_1 \text{ X } O_2$$

Notes:

O₁: Pretest on comprehend explanation text before treatment

O₂: Posttest on comprehend explanation text after treatment

X : Treatment (All Write Round Robin)

Using experiment as a method, pretest (O₁) was provided to measure students' ability before conducting the treatment. All Write Round Robin was able to set the experiment for treatment (X). Vocational High School was chosen to get classroom sampling. The students were guidance to maximum their ability during learning process. In this case, the treatment was given to enhance their ability. The treatment was held in the learning process. The class would be chosen randomly before conducting treatment. After that, the teacher

in the school was asked about the lesson plan that applied. This lesson plan should be analyzed for knowing the learning process. However, lesson plan was made based on the material. The students have to comprehend the explanation text have been learned. The students were treated by All Write Round Robin as a technique. After the material had been learned, the posttest (O₂) was used to measure students' ability. Reading is one of the skills that measurement. The test like, the students were provided ten questions by using explanation text. The students should answer multiple-choice question.

B. Population and Sample

In this research, population and sample is required to determine or select the responded. The population of the research is 11th grade students of Vocational High School YAPA Cileungsi, Bogor. There are two classes in this school and the total number is 74 students. The classes are XI-A and XI-B with accounting as a major. In Conducting the research, the chosen class is XI-A that there are 32 students in the class as a sample. Random sampling with lottery system is applied to find out students' ability in learning English language.

C. Research Instrument

Reading comprehension test was used in this research for being data that resulted from test score. This test was provided to know the effectiveness of All Write Round Robin as a technique in processes. Reading comprehension

test was focused on comprehending the text. In measuring students' reading comprehension test, multiple-choice test is appropriate test to conduct. The test will be validated by the expert. Furthermore, Number Right (NR) scoring in conventional scoring method was used for finding the data. Correct answers were scored with positive value, incorrect answer and omitted answer with value of zero. However, the correct answer would be counted and summed into the score. There were 15 questions in the test, and the point is 15 with total number of score is one hundred.

D. Data Collection Technique

In order to collect the data, reading comprehension test was used as research instrument. The data should be analyzed to resume the result from the research. There were some steps in collecting the data. First, pretest was conducted to find out students' ability in comprehend reading text. In pretest, students were provided 15 questions based on explanation text. Second, treatments were given by using All Write Round Robin as a technique. In the treatment, explanation text as media in this research was adopted to know students' ability in getting the information on the text. Posttest was the last step in collecting data. The students had to answer 15 questions related to explanation text. Posttest also was the step to know the result of the research after conducted the whole steps.

E. Data Analysis

After giving treatments on students' ability to comprehend explanation text, the result of the data was observed. The data comes from the test which was tested after treatment. All Write Round Robin as a technique was applied to measure their ability in comprehend the text. Normality test is used in this research owing to quantitative research. The usage of normality test is to find the data from the sample which has been normally distributed (Sudijono, 2015:383). Liliefors is adopted as normality test. The formulas in this research are taken from Supardi (2013:325). Firstly, calculating gain is needed to know the average point from the class. Then calculating mean of gain is utilized to present the mean from group that has been research. Finally, t-test is used for checking validity of data. Processes are shown below.

1. Calculating Gain

$$d = [y - x]$$

Calculating gain is the way to find mean of gain in the next steps. There are two points in the formula that have the post-test result of one student (Y) and the pre-test result of one student. If the formula is counted in one way, the result will be average from the score of students.

2. Calculating Mean of Gain

$$M_d = \frac{\sum d}{n}$$

Calculating Mean of gain is adjusted to calculate the mean from the score pre-test and post-test. The points are (M_d) as mean of gain, ($\sum d$) as sum

of gain and (n) as total of sample. After counting all of points, the data will be continued to t-test.

3. Calculating t-test

$$t = \frac{M_d}{\sqrt{\frac{\sum x_d^2}{n(n-1)}}}$$

Calculating T-test is comparative test to measure the different between average score of group and certain score that use one sample. There are some points to count, they are (t) as test, (M_d) as mean of gain, ($\sum X_d$) as deviation of gain score ($X_d = d_1 - M_d$) and ($\sum X_d^2$) as quadrate of gain score. The result of calculating t-test is validity for the research.

4. Testing the Hypothesis

$$df = N-1$$

The formula degree of freedom is taken from Arikunto (2014:350). There are two points in the formula such as, degree of freedom (df) and total number of sample (N). After getting the result, it is for compare and test the hypothesis in this research.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

In this chapter, the result of the research was presented. The research was begun from September 17, until October 18, 2019. 11th grade at SMK YAPA Cileungsi was chosen as sample. There was one class which had researched with 32 students. Therefore, random sampling was applied to get the data from the participant. During the process, reading comprehension was given as a test based on the instrument. Pre-test and post-test was tested to the students, and the treatment also was conducted to distinguish the result of the research. In addition, the kind of text which is given was explanation text. After getting the data, normality test was calculated to look for the significant of the data that normally distributed. Then, the data analyzed to find out the result both of the tests by counted t-test formula. This formula was purposed to find the degree of effectiveness variable on this research.

1. Calculating Normality Test

In calculating normally test, Liliefors normality test was adopted. This test is used to test the significant of distribution normality. The test was calculated using Microsoft Excel. Below is the calculation of normality test:

Table 4.1

Liliefors Normality Test

Total	1550
Mean	48.438
S-Dev	28.071
L-value	0.0984
L-table	0.1542

Based on the table above, both of data from pretest and posttest has been calculated by adopting Liliefors Normality Test. Before gaining the result, N-gain should be found and the total is 1550. After that, calculating average of N-gain with the result is 48.438. However, the calculation of S-Dev (Standard Deviation) is 28.071. L-value is the higher result from the last formula on Liliefors Normality Test which got 0.0984. According to Liliefors test table, L-table from the total sample 32 is 0.1542. It can be concluded that the data distribution is normal since the L-value and was lower than L-table ($0.0984 < 0.1542$).

2. Calculating the Mean of Gain

Calculating mean of gain is to find out the mean from the gain between pre-test and post-test. The formula is $(Y - X) - Y$ as post-test score and X as pre-test score. The function of the result is to extend the next step in calculating t-test like calculating deviation of difference. The aim from this calculation is to maintain every step as the first. Here is the calculation:

$$M_d = \frac{\sum d}{N}$$

$$M_d = \frac{785}{32}$$

$$M_d = 24.531$$

After the calculation above, the result of mean is 24.531. Number of gain ($\sum d$) was resulted from the mean of students' pretest and posttest scores. Every mean is counted to be sigma gain ($\sum d$) and the value is 785. After that, the gain is divided with the total number of students (N) which was 32 students. In addition, the result belongs to the next steps in calculating deviation of difference.

3. Calculating Deviation of Difference

Calculating deviation of difference is to look for the total of difference score between pre-test and post-test. The function of the formula is to know the progress of score after and before treatment for every student. Below is one of the examples from every score:

$$X_d = d - M_d$$

$$X_d = 27 - 24.531$$

$$X_d = 2.469$$

The result of calculation above existed from gain (d) in each mean of students' pretest posttest. One of the result is 27 that minus with the mean of gain ($M_d = 24.531$). Meanwhile, the value is 2.469. The entire result of deviation of difference ($\sum M_d$) is 27.696 which used in t-test formula.

4. Calculating t-test

Calculating t-test is to produce the last result from every calculation and to check validity of data. The whole calculation from finding the mean to deviation of difference, are elaborated on t-test. The benefit from the progress is to investigate the result of t-test. The purpose is to compare the result between t-test and hypothesis. The calculation is as follows:

$$t = \frac{M_d}{\sqrt{\frac{\sum x_d^2}{n(n-1)}}}$$

$$t = \frac{24.531}{\sqrt{\frac{3,244.757}{32(32-1)}}}$$

$$t = \frac{24.531}{\sqrt{\frac{3,244.757}{992}}}$$

$$t = \frac{24.531}{\sqrt{3.27}}$$

$$t = \frac{24.531}{1.808}$$

$$t = 13.568 \text{ (13.57)}$$

After calculating each formula, the last is counting t-test . The result showed that t-test value is 13.568 (13.57). It can be compared in testing hypothesis – the comparison is between level of significance and t-test value. The result should be found after calculating the degree of freedom (d.f).

5. Testing the Hypothesis

After obtaining the result, testing the hypothesis is needed to find the value of t-table. Degree of freedom is applied to know the result. Degree of freedom is to investigate the significance of t-test.

$$d.f = n - 1$$

$$d.f = 32 - 1$$

$$d.f = 31$$

The result from the calculation above shows that the degree of freedom is 31. Based on t-table, the degree of freedom from 31 with level of significance 0.05 (one tail) is 2.03. Meanwhile, t-calculation has been resulted that is 13.57. It means that t-test calculation is higher than t-table ($13.57 > 2.03$). As a result of this, null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

B. Discussion

The research was conducted for a month to collect the data. During the research, some tests and four treatments were established. First, the students were given pre-test to know students' ability in understanding the meaning of the text. The students had to answer the questions that contained some explanation texts. Intensive reading was a kind of reading that adopted to learn the material about explanation text. According to Gilakjani and Sabouri (2016:230) stated that Intensive reading also is useful to develop reading comprehension. While doing research, using intensive reading in learning process has been done while adjusted reading comprehension for getting the information from explanation text. Second, the technique was All Write Round Robin for the treatment. There are some steps that had done while applying the All Write Round Robin technique in the treatment.

The first step, text about explanation text was provided. The content of the text was about the material that taught in their major. Then, the material was learned about explanation text such as, social function, language feature and generic structure of explanation text. Based on Alexandra (2016:20) the procedure are; the students were asked to make a group consist of 4-5 persons. In this case, all students should be taken a paper and pen. After that, they had to observe the text. During observation, some questions were asked about the content of the text. The students answered the questions and wrote it on the paper. Next, they discussed the answer to get the correct information from the text. Last, the text was investigated together with the writer. To conclude the session, the writer gave feedback about the material during learning process.

The different theme of explanation text was given for every session - the themes of the text was about kind of electronic that used in their major such as, computer, notebook, netbook and phone cellular. According to Gilakjani & Sabouri (2016:180) familiar subject of students' majors as a source in reading class will improve their language knowledge. As a result, students looked enthusiastic during the learning process and the information on the text also was gotten.

In addition, posttest is conducted in the other session. Both of the test were tested in different sessions. All of sessions were attended for six sessions. After applying treatment using All Write Round Robin technique, posttest was given to measure students' reading comprehension ability in getting information from explanation text.

Treatments and tests above were conducted for getting the data. After that calculating the data, that has been the part of this research to know the result. Scores from pretest and posttest were calculated based on the data indeed. The formula on this research were taken from Supardi (2013:325). Mean of gain and deviation of difference were the first formula in calculating the data. Those were the progress to extend in calculating t-test. The other formula was calculating degree of freedom for enclosing level of significance result between t-test and t-table. The calculation was for testing the hypothesis whether the research is rejected or not. However, the result of the hypothesis in this research was accepted.

The result from every formula can be seen based on the calculation. First is mean of gain calculation result is 24.531 and the deviation of difference ($\sum X_d$) is 27.696. Then, according to both of the formulas before, those result are for calculating t-test and the result is 13.57. After calculating t-test, the hypothesis should be tested. To test the hypothesis, t-test should be higher than t-table. Therefore, based on t-table value on 31 degree of freedom (df) has the level of significance 0.05 (2.03). The t-test value is higher than t-table ($13.57 > 2.03$), so the alternative hypothesis is accepted and null hypothesis is rejected. It means that All Write Round Robin technique is affective on students' reading ability to comprehend explanation text.

The data on this research was valid based on the result from t-test that got higher result than t-table. Then, the result of hypothesis on this research proved that All Write Round Robin technique developed students' reading

comprehension. Masithoh (2017:25) mentioned that reading comprehension was gained by the reader who actively comprehend what the writer's intended message by predicting, evaluating, selecting significant details, organizing, etc. It means that students' reading comprehension ability can be enhanced if there is an activity while comprehending the writers' intended message. Using All Write Round Robin technique as the activity was improving students' reading comprehension during the learning process. Those can be seen on students' score between pre-test and post-test also are distinguished while finding the data – before and after applying the treatment.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research, it can be concluded that the students in 11th grade of SMK YAPA Cileungsi have enhanced their reading ability in comprehending explanation text. Students' development can be seen based on the progress that conducted from pretest, treatment and posttest. According to the data, normality test on this research is normal. T-test also indicates that the data is valid after calculating every formula. The hypothesis also shows that null hypothesis is rejected and alternative hypothesis is accepted.

The data on this research proves that All Write Round Robin technique can be applied in improving students' ability on comprehending explanation text. All Write Round Robin as a technique can solve students' difficulties in getting the meaning of explanation text. The content on the text also can be used. It means All Write Round Robin technique is effective to increase students' reading ability in comprehending explanation text.

B. Suggestion

There are some suggestions that should be mentioned for the teacher who being a tutor, and the next writer who creating the research. The suggestions can be useful for their preparation before conducting the research. First suggestion is going to the teacher who being a tutor. The teacher can apply All

Write Round Robin technique for teaching the other text. In addition, for comprehending the text, the teacher can use the other skill besides reading skill. Last is for the next writers who want to create their own research. Knowing step by step in All Write round robin is important to decide the theme on the research. It is directly to the writer who going to use the technique. However, the writer also should consider standard-competence in choosing the text that will be used. The next writer also can use the same text with different technique and the skill that will be research.

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APPENDICES



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- Memperhatikan : Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
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Pertama : **MEMUTUSKAN**
- Mengangkat Saudara:
1. Dr. Entis Sutisna, M.Pd.
2. Iyan Irdiansyah, M.Pd.
- sebagai pembimbing dari :
- Nama : Siti Lies Atikoh
- NPM : 031114114
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : The Use of All Write Round Robin on Students' Ability to Comprehend Explanation Text
- Kedua : Kepada yang bersangkutan diberikukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.
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Ditetapkan di Bogor
Pada tanggal 20 Juni 2019
Dekan, *[Signature]*



Dr. Budy Sofyan, M.Pd.
NIP. 19560108 198601 1 001

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Nomor : 886/WADEK /FKIP/IX/2019

16 September 2019

Perihal : Izin Penelitian

Yth. Kepala SMK YAPA
di
Tempat.

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : SITI LIES ATIKOH
NPM : 031114114
Program Studi : PENDIDIKAN BAHASA INGGRIS
Semester : Akhir

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 17 September 2019 s.d. 18 Oktober 2019 mengenai: THE USE OF ALL WRITE ROUND ROBIN ON STUDENTS' ABILITY TO COMPREHEND EXPLANATION TEXT

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.



Dr. Endang Sutisna, M. Pd.

NIK : 1.1101 033 404



YAYASAN PENDIDIKAN ISLAM AL-ISTI'AANAH

SMK YAPA

Izin No. : 421/122-Disdik-2012

Gg. Pandai RT. 01/17 Cileungsi, Bogor Jawa Barat - Telp./Fax. 8233663 Hp. 0813 1101 6276

SURAT KETERANGAN SELESAI PENELITIAN

NOMOR: 011/421.5/SMK-YAPA/IX/2020

Yang bertanda tangan dibawah ini :

Nama : H. Asep Saepudin, MM.

Jabatan : Kepala SMK YAPA

Alamat : Jl. Blok Pandai RT/RW, 001/017 Rawahingik Cileungsi Bogor

Dengan ini menerangkan bahwa mahasiswi yang beridentitas :

Nama : Siti Lies Atikoh

NPM : 031114114

Jurusan : Pendidikan Bahasa Inggris

Kampus : Universitas Pakuan

Telah selesai melakukan penelitian pada siswa/siswi SMK YAPA Cileungsi, selama 1 (satu) bulan, terhitung mulai tanggal, 18 September s/d 18 Oktober 2019 untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul "THE USE OF ALL WRITE ROUND ROBIN TO COMPREHEND EXPLANATION TEXT".

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Cileungsi, 06 Maret 2020

Kepala SMK YAPA



H. Asep Saepudin, MM

VALIDITAS ISI INSTRUMENT

A. Pengantar

Saya Siti Lies Atikoh, mahasiswa Progam Studi Bahasa Inggris Fakultas Keguruan Dan Ilmu pendidikan, Universitas Pakuan akan melakukan penelitian mengenai “The Use of All Write Round Robin On Students’ Ability To Jot Down Ideas”. Untuk mendukung data penelitian yang saya lakukan, saya memohon anda untuk mengisi pertanyaan di bawah ini.

B. Petunjuk pengisian

Pilih salah satu jawaban dari pertanyaan-pertanyaan dibawah ini dengan cara memberikan tanda ceklis (✓) pada pilihan yang sesuai dengan pemahaman anda:

4 berarti sangat setuju = baik sekali

3 berarti setuju = cukup baik


2 berarti tidak setuju = tidak baik

1 berarti sangat tidak setuju = sangat tidak baik

No.	Pertanyaan	Tingkat persetujuan			
		4	3	2	1
1	Bentuk dan isi soal merupakan jenis dari <i>reading comprehension test</i>		✓		
2	Materi yang ditanyakan selaras dengan pilihan jawaban	✓			
3	Isi materi yang ditanyakan sesuai dengan jenjang sekolah dan tingkat kelas	✓			
4	Terdapat Petunjuk Untuk cara menjawab soal		✓		
5	Menggunakan tanda Tanya atau perintah dengan benar	✓			
6	Butir soal dirumuskan dengan padat, singkat dan jelas	✓			
7	Butir soal tidak memiliki jawaban ganda	✓			
8	Butir soal tidak bergantung dengan soal sebelumnya	✓			
9	Petunjuk dan butir soal menggunakan Bahasa Inggris yang baik dan benar	✓			
10	Kesesuaian rubrik penilaian dengan instrument				

Note:

Bogor, Rabu 18 September 2019


 (SAMSUDIN S.Pd)

Pre-Test

Name :

Class :

A. Choose the correct answer by crossing A, B, C, D, or E!

This text is for questions 1 to 3

The following text is how rain is formed. The air is filled with tiny particles as known as vapour. Vapour is actually the gaseous form of water. The air around us is constantly moving because the air near the surface of the Earth is hotter and lighter. This why this air rises. The air higher up in the sky is cold and heavy, so it sinks. The rising of air and the sinking of cold water cause the air to move. When the of air rises to a certain level, the vapour presents in it, cools and changes to water. This known as condensation. When the water particles are too heavy for the air to carry, the air is said to be oversaturated. The water particles then fall as rain.

1. What is the purpose of the text?
 - a. To show the form of rain
 - b. To explain how rain is formed
 - c. To show what rain looks like
 - d. To explain what causes rain
 - e. To describe rain
2. What is vapour?
 - a. A very tiny particle
 - b. From the gaseous form water

- c. A part of gas
- d. The hot air
- e. A heavy particle of air

3. The air higher up in the sky is cold and heavy, so it sinks.

The underlined word has similar meaning to....

- a. The air
- b. The sky
- c. The cold water
- d. The rain
- e. The surface

This text is for questions 4 to 7

Tornadoes are among the most violent storms on earth, with the potential to cause very serious damage.

Although no two tornadoes are the same, they need certain conditions to form-particularly temperature increases, moist air heats and starts to rise when the warm, moist air meets cold dry air, it explodes upwards, puncturing the layer above. A thunder cloud may begin to build.

A storm quickly develops. There may be a rain, thunder, and lightning. Upward movement of air can become rapid. Winds from different directions cause it to rotate. A visible cone or funnel drops out of the cloud toward the ground.

The vortex of winds in size and shape, and can be hundreds of meters wide. A tornado can last from several second to more than an hour and may travel dozens of miles.

- e. Tornadoes may cause very serious damage
4. The text above is about....
- How tornadoes are formed
 - Where tornadoes happens
 - What tornadoes are dangerous
 - What cause tornadoes
 - Why tornado rotate

5. From the text, we know that tornadoes...
- Are similar around the world
 - Happen in shape of circle
 - Are not violent storm
 - May travel dozens of miles
 - Move slowly

6. "The vortex of winds in size and shape"

The underlined word has similar in meaning to....

- | | |
|----------|------------|
| a. Flood | d. Wave |
| b. Race | e. Twister |
| c. Trend | |

7. Which of the following is not characteristic of tornadoes?
- A tornado is swirling vortex
 - Tornadoes can vary in shape and size
 - A tornado always happens shortly
 - Tornadoes move quickly

The following text is for questions 8-10!

The most destructive landslides have been formed by earthquake that started the material moving. However excessive rainfall on steep angels. Rapid temperature development can also cause land to slide by expanding soil formations. Forest fires are indirectly responsible for landslides because they take away slope vegetation, making erosion easier. Man can also cause slides by mining the Earth and overdeveloping hillsides.

- The rainfall
 - The forest fire
 - The erosion
9. What is the purpose of the text?
- To describe the earthquake
 - To inform the landslide
 - To explain how the landslides formed
 - To tell how earthquake occur
 - To know make erosion easier
10. Why does forest fire be responsible for landslides?
- Forest fire formed the landslide
 - The earthquake made forest fire
 - The landslide caused forest fire

- d. Forest fire made erosion easier
- e. The slides can overdevelop hillslides

The text is for questions 11-12

Balinese Tooth Filing Ceremony
Tooth Filing Ceremony is one of the biggest Hindu rituals in Bali and it is a part of Human Ceremony. This ceremony is executed by smoothing down incisor and eye-tooth.

It is purposing to cut the vice like gluttonous, arrogant, and bluff which are owned by every human being. This ceremony is taken in the certain day based on Balinese calendar and involves the priest and other local societies.

11. What is Tooth Filing Ceremony?

- a. Balinese ritual for death people
- b. Smoothing down incisor and eye-tooth ritual
- c. Hindu ritual for give birth mother
- d. Balinese ceremony for sacrificing
- e. Balinese ritual for the tourists in Kuta

12. What is the purpose of the ceremony?

- a. A symbol to remove evils inside human body
- b. A symbol to remove the laziness
- c. To clean the earth from death bodies
- d. To be able to eat easily
- e. To become more arrogant

The text is for questions 13 to 15

A drought begins with a disruption to the water cycle, the circulation of water from the earth's atmosphere to its surface. Sometimes this disruption happens naturally, such as during a heat wave. Most droughts are temporary, and can occur in all climates. Some climates are permanently dry, or arid, such as deserts. A drought is a shortage of precipitation over period of time. Droughts get worse when rivers and streams dry up, leaving people without water to drink and to grow food.

Droughts should not be confused with arid climates, where very little precipitation falls year round.

A drought happens when a specific geographic region receives much less precipitation than normal conditions that are thought to be drought-like in North America might not be considered drought-like in Africa or parts of Australia. In arid climates, people have developed ways of surviving with very little water. They also conserve what little water they have.

13. What does the text mainly explain?

- a. The effects of droughts

- b. The different between droughts and arid climates
- c. How droughts happen
- d. Where droughts occur
- e. Why droughts are dangerous

14. It can be concluded that droughts happen when.....

- a. the areas change into deserts
- b. some regions experience arid climates
- c. there is a disruption in the climates

Tim penyusun. (2013). *Belajar Praktis Bahasa Inggris*. Jawa Tengah: Viva.

- d. a specific geographic region receives much precipitation than normal
- e. there is not enough rain for a long period of time

15. “They also conserve what little water they have”

What is the synonym of the underline word?

- | | |
|------------|------------|
| a. save | d. waste |
| b. release | e. support |
| c. use | |

VALIDITAS ISI INSTRUMENT

C. Pengantar

Saya Siti Lies Atikoh, mahasiswa Progam Studi Bahasa Inggris Fakultas Keguruan Dan Ilmu pendidikan, Universitas Pakuan akan melakukan penelitian mengenai “The Use of All Write Round Robin On Students’ Ability to Comprehend Explanation Text”. Untuk mendukung data penelitian yang saya lakukan, saya memohon anda untuk mengisi pertanyaan di bawah ini.

D. Petunjuk pengisian

Pilih salah satu jawaban dari pertanyaan-pertanyaan dibawah ini dengan cara memberikan tanda ceklis (√) pada pilihan yang sesuai dengan pemahaman anda:

4 berarti sangat setuju = baik sekali

3 berarti setuju = cukup baik

2 berarti tidak setuju = tidak baik

1 berarti sangat tidak setuju = sangat tidak baik

No.	Pertanyaan	Tingkat persetujuan			
		4	3	2	1
1	Bentuk dan isi soal merupakan jenis dari <i>reading comprehension test</i>	✓			
2	Materi yang ditanyakan selaras dengan pilihan jawaban		✓		
3	Isi materi yang ditanyakan sesuai dengan jenjang sekolah dan tingkat kelas	✓			
4	Terdapat Petunjuk Untuk cara menjawab soal		✓		
5	Menggunakan tanda Tanya atau perintah dengan benar	✓			
6	Butir soal dirumuskan dengan padat, singkat dan jelas		✓		
7	Butir soal tidak memiliki jawaban ganda	✓			
8	Butir soal tidak bergantung dengan soal sebelumnya	✓			
9	Petunjuk dan butir soal menggunakan Bahasa Inggris yang baik dan benar	✓			
10	Kesesuaian rubrik penilaian dengan instrument		✓		

Note:

Bogor, 2019


 Samudra, S.Pd

Prost-Test

Name :

Class :

A. Read the following text and choose a, b, c, d or e for the correct answer!

This text is for questions 1 to 4!

When childhood self-confidence is formed by the attitude of acceptance, appreciation, affection and family. But this still doesn't stop there, because children experience adolescence and adulthood. At each of these times, the environment and problems faced also change and contribute to the development of one's personality.

The process of forming self-confidence begins with an understanding of the strengths and weaknesses that are owned to be able to generate positive reactions, and use all the advantages that exist in the individual to create self-confidence, because self-confidence is the source of our own strength to get along with the social environment. People who have confidence will act decisively and have an optimistic attitude, life motivation is more meaningful and has high self-esteem.

1. What is the topic of this passage?

- a. Childhood
- b. adulthood
- c. Self-confidence
- d. Children experience
- e. Self-esteem

2. What is the purpose of the text?

- a. To show childhood self-confidence
- b. To explain how self-confidence formed
- c. To describe self-confidence
- d. To tell motivation
- e. To know self-esteem

3. Which of the following is NOT stated about self-confidence?

- a. It is formed from childhood.
- b. It begins with an understanding of the strengths.
- c. It is contributed by environment and problem faced
- d. It is more meaningful
- e. It is the source of strength

4. What is the synonym of the word "self-esteem" in the last line?

- a. Pride
- b. Best
- c. Attitude
- d. Exist
- e. worst

This text for questions 5 to 8!

Individuals migrate because they think that they can improve their own lives or those of their families by doing so. Factors such as poverty, lack of economic opportunity, land shortage and low living standards at home function as push factor, while prosperity, opportunity, available employment and higher living standards in the place of destination are pull factors. Migrants have to consider general factors such as the cost of travel and accommodation, the chances of finding work and the prevailing wage rates in the destination area compared with those in the destination areas, or the potential effect of their absence on the household left behind. Knowledge of conditions elsewhere is important in migration decisions and therefore modern communications play a significant role. Potential migrants may learn of opportunities from the media, from television images of from returnees.

5. The text is about
 - a. How to go abroad
 - b. How poverty happens
 - c. Why people become poor
 - d. Why people migrate
 - e. How migrants survive in other countries
6. The following are push factors of migration, **except**
 - a. Land shortage
 - b. Available employment
 - c. Low living standards
 - d. Poverty

e. Lack of economic opportunity

7. The individual factors also The migrants, such as contacts with relatives and the effects of their absence in their family.
 - a. will be swayed
 - b. will impress
 - c. will support
 - d. will inspire
 - e. will affect
8. “the prevailing wage rates in the destination area compared with those in the destination areas,”

What is the synonym of the underline word?

- | | |
|-----------|-----------|
| a. money | d. gift |
| b. salary | e. reward |
| c. hire | |

The text is for questions 9 to 11

Corruption usually occurs because some individuals are willing to use illicit means to maximize personal or corporate profit. When we hear the word corruption, we immediately think about political issues. But have you ever thought that actually people have often practiced culture of corruption from an early age. For example, we know the term “rubber clock” which is always not on time to make an appointment. This is an example of small corruption that we are not aware of. So don’t be surprised if there will be a lot of corruptors – who are very troubling.

Furthermore, exam cheating is also a form of corruption. Cheating is a common thing done by students. Indeed cheating can give us a high value, but it will reduce us ourselves, by cheating we certainly cannot get that knowledge purely. If this is often done, the cheating action is carried out when an adult student. As an adult, he has a position in the government, in politics, and in a BUMN (state-owned enterprise). Finally, the person

The text is for questions 12 to 15

A cell phone is a great gadget in this modern world. What is a cell phone? A cell phone is actually a radio in certain way. Like a radio, by a cell phone we can communicate to other people in real time. Million people use cell phone for their communication. Even nowadays, people use cell phones to communicate in voice, written and data. Alexander Graham Bell who make great change in the way people communicate to each other. He invented a telephone in 1876. Wireless radio was known in 1894 presented by Guglielmo Marconi. By these two technologies, then a cell phone was born. However do you know how actually cell phones work? This short explanation on how a cell phone work is really wonderful. A cell phone or in long term “cellular telephone” is worked by transmitting signals of radio to towers of cellular. The towers are networked to a central switching station. The connection usually uses wire, fiber optic-cables, or microwave.

9. What is the purpose of the text?
 - a. To know someone corruption
 - b. To describe corruptor
 - c. To show kind of corruption
 - d. To explain how corruption occur
 - e. To tell about corruption
10. The expression “rubber clock” in line 10 is closest in meaning to which of the following?
 - a. on time
 - b. never late
 - c. never on time
 - d. can’t came on time
 - e. come late
11. According to the text, how many kind of corruption explain?

a. 1	d. 4
b. 2	e. 5
c. 3	
12. What is the text tell about?
 - a. How cell phone works
 - b. Why cell phone formed
 - c. How phone found
 - d. Why radio works
 - e. How radio formed
13. What is a cell phone?
 - a. It is an object can movement
 - b. It is actually a radio in certain way
 - c. It is a contraption thing

- d. It is Graham Bell's founder
- e. It is general object

14. How does cell phone work?

- a. Signal radio
- b. Battery
- c. User
- d. GPS signal
- e. Transmitting signal

15. What is the main idea of paragraph three?

- a. How to use the phone
- b. The founder of phone
- c. The part of phone
- d. How to make a phone
- e. Function of phone

Tim penyusun. (2013). *Belajar Praktis Bahasa Inggris*. Jawa Tengah: Viva.

Scoring Rubric

Answer Key:

Exercise 2 (pretest)

No	Questions	Score	Answers
1	What is the purpose of the text?	1	b. To explain how rain is formed
		0	<i>Tidak dijawab atau jawaban salah</i>
2	What is vapour?	1	b. From the gaseous form water
		0	<i>Tidak dijawab atau jawaban salah</i>
3	The air higher up in the sky is cold and heavy, so <u>it</u> sinks. The underlined word has similar meaning to....	1	a. The air
		0	<i>Tidak dijawab atau jawaban salah</i>
4	The text above is about...	1	a. How tornadoes are formed
		0	<i>Tidak dijawab atau jawaban salah</i>
5	From the text, we know that tornadoes...	1	d. May travel dozens of miles
		0	<i>Tidak dijawab atau jawaban salah</i>
6	“The <u>vortex</u> of winds in size and shape”	1	e. Twister

	The underlined word has similar in meaning to....	0	<i>Tidak dijawab atau jawaban salah</i>
7	Which of the following is not characteristic of tornadoes?	1	a. will be swayed
		0	<i>Tidak dijawab atau jawaban salah</i>
8.	What does the text tell about?	1	a. The landslides
		0	<i>Tidak dijawab atau jawaban salah</i>
9	What is the purpose of the text?	1	c.To explain how the landslides formed
		0	<i>Tidak dijawab atau jawaban salah</i>
10	Why does forest fire be responsible for landslides?	1	d. Forest fire made erosion easier
		0	<i>Tidak dijawab atau jawaban salah</i>
11	What is Tooth Filing Ceremony?	1	b. Smoothing down inciso and eye-tooth ritual
		0	<i>Tidak dijawab atau jawaban salah</i>
12	What is the purpose of the ceremony?	1	a. A symbol to remove evils inside human body
		0	<i>Tidak dijawab atau jawaban salah</i>

13	What does the text mainly explain?	1	b. The different between droughts and arid climates
		0	<i>Tidak dijawab atau jawaban salah</i>
14	It can be concluded that droughts happen when.....	1	d. A specific geographic region receives much precipitation than normal
		0	<i>Tidak dijawab atau jawaban salah</i>
15	“They also <u>conserve</u> what little water they have” What is the synonym of the underline word?	1	a. Save
		0	<i>Tidak dijawab atau jawaban salah</i>

Scoring Rubric

Answer Key:

Exercise 2 (posttest)

No	Questions	Score	Answers
1	What is the topic of this passage?	1 0	c. Self-confidence <i>Tidak dijawab atau jawaban salah</i>
2	What is the purpose of the text?	1 0	b. To explain how self-confidence formed <i>Tidak dijawab atau jawaban salah</i>
3	Which of the following is NOT stated about self-confidence?	1 0	d. It is more meaningful <i>Tidak dijawab atau jawaban salah</i>
4	What is the synonym of the word “self-esteem” in the last line?	1 0	a. Pride <i>Tidak dijawab atau jawaban salah</i>
5	The text is about	1 0	d. Why people migrate <i>Tidak dijawab atau jawaban salah</i>
6	The following are push factors of migration, except	1	b. Available employment

		0	<i>Tidak dijawab atau jawaban salah</i>
7	The individual factors also The migrants, such as contacts with relatives and the effects of their absence in their family.	1	a. will be swayed
		0	<i>Tidak dijawab atau jawaban salah</i>
8	“the prevailing <u>wage</u> rates in the destination area compared with those in the destination areas,” What is the synonym of the underline word?	1	b. salary
		0	<i>Tidak dijawab atau jawaban salah</i>
9	What is the purpose of the text?	1	d. To explain how corruption occur
		0	<i>Tidak dijawab atau jawaban salah</i>
10	The expression “rubber clock” in line 10 is closest in meaning to which of the following?	1	c. never on time
		0	<i>Tidak dijawab atau jawaban salah</i>
11	According to the text, how many kind of corruption explain?	1	c. 3
		0	<i>Tidak dijawab atau jawaban salah</i>
12	What is the text tell about?	1	a. How cell phone works
		0	<i>Tidak dijawab atau jawaban salah</i>
13	What is a cell phone?	1	b. It is actually a radio in certain way
		0	<i>Tidak dijawab atau jawaban salah</i>

14	How does cell phone work?	1	e. Transmitting signal
		0	<i>Tidak dijawab atau jawaban salah</i>
15	What is the main idea of paragraph three?	1	c. The part of phone
		0	<i>Tidak dijawab atau jawaban salah</i>

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMK YAPA

Mata Pelajaran : Bahasa Inggris

Kelas/semester : XI/2

Materi Pokok : *Explanation Text*

Sub Pokok : *observing text*

Alokasi Waktu : 2 x 40 menit (2JP)

A. Kompetensi Inti

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajarinya di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata	3.8.1 Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks explanation

pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya	
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C. Tujuan pembelajaran

Setelah selesai pembelajaran, siswa di harapkan dapat mengidentifikasi dan memahami teks explanation tentang elektronik dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan, secara benar dan sesuai konteks

D. Materi Pembelajaran

- a. Materi Reguler
 1. Disediakan teks tentang penjelasan cara kerja ponsel.
 2. Fungsi sosial mengenalkan teks explanation secara lisan.
 3. Unsur kebahasaannya menggunakan *simple present tense*.
 4. Struktur teks membahas sebuah teks explanation.
- b. Materi Pembelajaran Pengayaan
 1. Peserta didik mengerjakan lembar kerja
 2. Peserta didik memahami teks explanation
- c. Materi Pembelajaran Remedial
 1. Peserta didik menjawab pertanyaan dari kelompok lain.
 2. Guru mengulang kembali materi yang telah di ajar kan dengan cara menanyakan pada siswa apa yang telah di pelajari sebelumnya.

E. Metode Pembelajaran

- Pendekatan : *Scientific Approach*
- Metode : *Cooperative Learning (All Write Round Robin)*

F. Media dan Bahan

- Media/ alat : Video, infocus, spidol
- Bahan : Lembar kerja

G. Sumber Belajar

- Kementrian Pendidikan dan Kebudayaan, Bahasa Inggris, kelas XI
- <https://www.tutorialbahasainggris.com/contoh-explanation-text-about-notebook-dan-artinya.html>

H. Langkah-langkah kegiatan pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru mengucapkan salam • Guru menyapa siswa • Guru menanyakan kabar siswa • Guru menanyakan absen siswa • Siswa diajak untuk memainkan sebuah permainan. <i>“Concentration Game”</i> • Siswa ditanya tentang topik yang akan dipelajari hari ini. 	10

	<ul style="list-style-type: none"> Guru menyampaikan tujuan pembelajaran 	
Inti	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa diminta untuk mengamati beberapa gambar terkait materi pembelajaran. Siswa diajukan pertanyaan terkait gambar 	60
	<p>Menanya</p> <ul style="list-style-type: none"> Peserta didik diberi kesempatan untuk bertanya 	
	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa disediakan sebuah teks explanation Guru meminta siswa untuk membaca teks tersebut Guru dan siswa membahas bersama isi dari teks tersebut Guru menjelaskan struktur teks pada teks 	
	<p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa diminta untuk membuat kelompok dengan anggota sebanyak 5 orang Setelah siswa berada di kelompok masing-masing guru menjelaskan apa yang akan mereka diskusikan dalam kelompok 	

	<ul style="list-style-type: none"> • Guru memberikan beberapa pertanyaan mengenai isi teks yang telah diberikan • Guru meminta siswa untuk bertukar pikiran dengan apa yang sudah mereka tulis • Siswa diminta untuk membahas hasil diskusi di depan kelas 	
	<p>Mengkomunikasi</p> <ul style="list-style-type: none"> • Siswa diminta untuk bertanya tentang hasil diskusi kelompok pada kelompok lain • Guru memilih siswa secara acak untuk menjawab pertanyaan • Siswa di berikan <i>feedback</i> atas apa yang telah dibahas • Guru memberikan kesempatan kepada siswa untuk bertanya mengenai pelajaran yang sudah di pelajari • Siswa diberikan tugas untuk memdeskripsikan suatu barang yang mereka sukai 	

Penutup	<ul style="list-style-type: none"> • Guru menanyakan kembali kegiatan yang sudah dipelajari • Guru meminta siswa untuk mempelajari materi selanjutnya • Guru memberikan salam kepada siswa 	10
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I. PENILAIAN

Instrumen

No	Indikator	Bentuk Soal	Soal	Keterangan
3.8.1	Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan teks explanation lisan dan tulisan	Tulis	<i>Read the text above and answer the question bellow!</i>	Siswa membaca teks dan menjawab pertanyaan yang tersedia.

Penilaian 3.8.1

1 ada kesalahan

0 jawaban salah

Pedoman penilaian

Skor = $\frac{\text{skor yang diperoleh}}{\text{Skor maksimal}} \times 100$

Mengetahui,

Guru Pamong

A handwritten signature in dark ink, featuring a stylized 'S' and 'P' with a horizontal line crossing through them.

Samsudin, S.Pd.

Bogor, 17 September 2019

Mahasiswa penelitian

A handwritten signature in dark ink, featuring a large 'C' with a 'k' inside, followed by several vertical lines and a horizontal line at the end.

Siti Lies Atikoh

Lampiran 1

Why People Choose Notebooks

A laptop is a kind of computer unit which has the same function as a PC (Personal Computer), but is smaller, lighter and has different shape. But, why most people choose Notebooks?

The first reason is because notebook is a portable device. It means that we can take a notebook anywhere. This portability is very helpful for our work, study and other activities. We do not need complicated cable instalations to activate a notebook and with a notebook we can do our work anytime anywhere.

Second reason is laptops allow us to access the internet in public places which have hot spots providing free access or in other places by paying a fee and using passwords. Some people like to use this facility to carry out their activities.

Finally, notebooks consume energy more efficiently than PC. This devise uses a battery as a source of electric energy. We can just charge the battery and use laptops without wasting too much energy. It also means that we support the government program to save energy. That's why laptops have become very popular.

A. Please, answer the questions carefully below!

1. What is the text tell about?
2. What is the purpose of the text?
3. Why some people prefer to use notebook?
4. What is a laptop?
5. What is the synonym from the word “consume”?

The answer:

1. The text tells about the reason why people choose notebook.
2. The purpose of the text is to explain the function of notebook
3. Because, notebook is a portable device and allows user to access the internet in public places.
4. A laptop is a kind of computer unit which has the same function as a PC (Personal Computer)
5. Use

Lampiran 3



Computer



Laptop



Notebook



Netbook

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMK YAPA

Mata Pelajaran : Bahasa Inggris

Kelas/semester : XI/2

Materi Pokok : *Explanation Text*

Sub Pokok : *Identify the structure of text*

Alokasi Waktu : 2 x 40 menit (2JP)

A. Kompetensi Inti

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajarinya di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata	3.8.2 Mengidentifikasi bagian-bagian struktur teks explanation

pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya	
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C. Tujuan pembelajaran

Setelah selesai pembelajaran, siswa di harapkan dapat mengidentifikasi teks explanation tentang elektronik dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan, secara benar dan sesuai konteks

D. Materi Pembelajaran

d. Materi Reguler

5. Disediakan teks tentang penjelasan cara kerja ponsel.
6. Fungsi sosial mengenalkan teks explanation secara lisan.
7. Unsur kebahasaannya menggunakan *simple present tense* dan *passive voice*.
8. Struktur teks membahas sebuah teks explanation.

e. Materi Pembelajaran Pengayaan

3. Peserta didik mengerjakan lembar kerja
4. Peserta didik memahami teks explanation

f. Materi Pembelajaran Remedial

3. Peserta didik menjawab pertanyaan dari kelompok lain.
4. Guru mengulang kembali materi yang telah di ajar kan dengan cara menanyakan pada siswa apa yang telah di pelajari sebelumnya.

E. Metode Pembelajaran

- Pendekatan : *Scientific Approach*
- Metode : *Cooperative Learning (All Write Roun Robin)*

F. Media dan Bahan

- Media/ alat : Gambar, spidol
- Bahan : Lembar kerja

G. Sumber Belajar

- Kementrian Pendidikan dan Kebudayaan, Bahasa Inggris, kelas XI
- <https://englishadmin.com/2013/08/explanation-text-about-how-cell-phones-work.html>

H. Langkah-langkah kegiatan pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Guru mengucapkan salam• Guru menyapa siswa• Guru menanyakan kabar siswa• Guru menanyakan absen siswa• Siswa diajak untuk memainkan sebuah permainan. <i>“Concentration Game”</i>• Siswa ditanya tentang topik yang akan dipelajari hari ini.	10

	<ul style="list-style-type: none"> • Guru menyampaikan tujuan pembelajaran 	
Inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa diminta untuk mengamati beberapa gambar terkait materi pembelajaran. • Siswa diajukan pertanyaan terkait gambar 	60
	<p>Menanya</p> <ul style="list-style-type: none"> • Peserta didik diberi kesempatan untuk bertanya 	
	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa disediakan sebuah teks explanation • Guru meminta siswa untuk membaca teks tersebut • Guru dan siswa membahas bersama isi dari teks tersebut • Guru menjelaskan struktur teks pada teks 	
	<p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa diminta untuk membuat kelompok dengan anggota sebanyak 5 orang • Setelah siswa berada di kelompok masing-masing guru menjelaskan apa yang akan mereka diskusikan dalam kelompok 	

	<ul style="list-style-type: none"> • Guru memberikan beberapa pertanyaan mengenai isi teks yang telah diberikan • Guru meminta siswa untuk bertukar pikiran dengan apa yang sudah mereka tulis • Siswa diminta untuk membahas hasil diskusi di depan kelas 	
	<p>Mengkomunikasi</p> <ul style="list-style-type: none"> • Siswa diminta untuk bertanya tentang hasil diskusi kelompok pada kelompok lain • Guru memilih siswa secara acak untuk menjawab pertanyaan • Siswa di berikan <i>feedback</i> atas apa yang telah dibahas • Guru memberikan kesempatan kepada siswa untuk bertanya mengenai pelajaran yang sudah di pelajari • Siswa diberikan tugas untuk memdeskripsikan suatu barang yang mereka sukai 	
Penutup	<ul style="list-style-type: none"> • Guru menanyakan kembali kegiatan yang sudah dipelajari 	10

	<ul style="list-style-type: none"> • Guru meminta siswa untuk mempelajari materi selanjutnya • Guru memberikan salam kepada siswa 	
--	---	--

I. PENILAIAN

Instrumen

No	Indikator	Bentuk Soal	Soal	Keterangan
3.8.1	Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan teks explanation lisan dan tulisan	Tulis	<i>Read the text above and answer the question bellow!</i>	Siswa membaca teks dan menjawab pertanyaan yang tersedia.

Penilaian 3.8.1

1 ada kesalahan

0 jawaban salah

Pedoman penilaian

Skor = $\frac{\text{skor yang diperoleh}}{\text{Skor maksimal}} \times 100$

Mengetahui,

Guru Pamong

A handwritten signature in black ink, appearing to be 'Samsudin' with a stylized flourish at the end.

Samsudin, S.Pd.

Bogor, 19 September 2019

Mahasiswa penelitian

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Siti Lies Atikoh

Lampiran 1

How a cell phone works

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

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

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

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

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

Lampiran 2

A. Please, answer the question carefully below!

1. Who were found cell phone?
2. When did the wireless radio present?
3. How was the cell phone born?
4. What is the main idea from the last paragraph?
5. Please, find the passive voice sentence on the text?

Lampiran 3



Computer



Laptop



Notebook



Netbook

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMK YAPA

Mata Pelajaran : Bahasa Inggris

Kelas/semester : XI/2

Materi Pokok : *Explanation Text*

Sub Pokok : *Comprehend the structure of the text*

Alokasi Waktu : 2 x 40 menit (2JP)

A. Kompetensi Inti

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajarinya di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata	3.8.3 Memahami struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI

pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya	
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C. Tujuan pembelajaran

Setelah selesai pembelajaran, siswa di harapkan dapat memahami teks explanation tentang elektronik dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan, secara benar dan sesuai konteks

D. Materi Pembelajaran

g. Materi Reguler

9. Disediakan teks tentang penjelasan cara kerja ponsel.
10. Fungsi sosial mengenalkan teks explanation secara lisan.
11. Unsur kebahasaannya menggunakan *simple present tense* dan *passive voice*.
12. Struktur teks membahas sebuah teks explanation.

h. Materi Pembelajaran Pengayaan

5. Peserta didik mengerjakan lembar kerja
6. Peserta didik memahami teks explanation

i. Materi Pembelajaran Remedial

5. Peserta didik menjawab pertanyaan dari kelompok lain.
6. Guru mengulang kembali materi yang telah di ajar kan dengan cara menanyakan pada siswa apa yang telah di pelajari sebelumnya.

E. Metode Pembelajaran

- Pendekatan : *Scientific Approach*
- Metode : *Cooperative Learning (All Write Roun Robin)*

F. Media dan Bahan

- Media/ alat : Gambar, spidol
- Bahan : Lembar kerja

G. Sumber Belajar

- Kementrian Pendidikan dan Kebudayaan, Bahasa Inggris, kelas XI
- <https://www.caramudahbelajarbahasainggris.net/2015/07/contoh-explanation-text-about-notebook-dan-artinya.html>

H. Langkah-langkah kegiatan pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Guru mengucapkan salam• Guru menyapa siswa• Guru menanyakan kabar siswa• Guru menanyakan absen siswa• Siswa diajak untuk memainkan sebuah permainan. <i>“Concentration Game”</i>	10

	<ul style="list-style-type: none"> • Siswa ditanya tentang topik yang akan dipelajari hari ini. • Guru menyampaikan tujuan pembelajaran 	
Inti	Mengamati <ul style="list-style-type: none"> • Siswa diminta untuk mengamati beberapa gambar terkait materi pembelajaran. • Siswa diajukan pertanyaan terkait gambar 	60
	Menanya <ul style="list-style-type: none"> • Peserta didik diberi kesempatan untuk bertanya 	
	Mengeksplorasi <ul style="list-style-type: none"> • Siswa disediakan sebuah teks explanation • Guru meminta siswa untuk membaca teks tersebut • Guru dan siswa membahas bersama isi dari teks tersebut • Guru menjelaskan struktur teks pada teks 	
	Mengasosiasi <ul style="list-style-type: none"> • Siswa diminta untuk membuat kelompok dengan anggota sebanyak 5 orang 	

	<ul style="list-style-type: none"> • Setelah siswa berada di kelompok masing-masing guru menjelaskan apa yang akan mereka diskusikan dalam kelompok • Guru memberikan beberapa pertanyaan mengenai isi teks yang telah diberikan • Guru meminta siswa untuk bertukar pikiran dengan apa yang sudah mereka tulis • Siswa diminta untuk membahas hasil diskusi di depan kelas 	
	<p>Mengkomunikasi</p> <ul style="list-style-type: none"> • Siswa diminta untuk bertanya tentang hasil diskusi kelompok pada kelompok lain • Guru memilih siswa secara acak untuk menjawab pertanyaan • Siswa di berikan <i>feedback</i> atas apa yang telah dibahas • Guru memberikan kesempatan kepada siswa untuk bertanya mengenai pelajaran yang sudah di pelajari • Siswa diberikan tugas untuk memdeskripsikan suatu barang yang mereka sukai 	

Penutup	<ul style="list-style-type: none"> • Guru menanyakan kembali kegiatan yang sudah dipelajari • Guru meminta siswa untuk mempelajari materi selanjutnya • Guru memberikan salam kepada siswa 	10
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I. PENILAIAN

Instrumen

No	Indikator	Bentuk Soal	Soal	Keterangan
3.8.1	Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan teks explanation lisan dan tulisan	Tulis	<i>Read the text above and answer the question bellow!</i>	Siswa membaca teks dan menjawab pertanyaan yang tersedia.

Penilaian 3.8.1

1 ada kesalahan

0 jawaban salah

Pedoman penilaian

Skor = $\frac{\text{skor yang diperoleh}}{\text{Skor maksimal}} \times 100$

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Mahasiswa penelitian

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Siti Lies Atikoh

Lampiran 1

The Difference between Notebook and Netbook

Technology has been growing very fast, a few years ago we could only use computer in a large size, commonly referred to as a PC or a personal computer, but now we can use the computer in more practical, sophisticated, and can be taken anywhere. Because of these developments, now appear new terms in computer technology, such as laptops, net books, note books, tabs, and others.

Among the types of the new computer above, we are often wrong in mentioning between notebook and netbook, because their shape which is almost the same. There are even some people who argue that these two things are the same technology devices. But, do you know that laptop and note book is two different things?

There are several things that distinguish these two devices, such as. In terms of size, the netbook is smaller than the notebook. Netbook itself has a size of about 7-12 inches, while the notebook can size 12-18 inch. In addition, the notebook is also thicker and heavier than the netbook.

In terms of specs, the netbook is mini version of the notebook. In general, netbooks use RAM between 1-2 Gb, processor atom, and also has bad graphics. However, if viewed in terms of the battery, the netbook has the longest endurance of all other computer devices. This makes the netbook is suitable for activity that do not require great energy source, such as browsing, typing, document processing, and as a mild

multimedia. Typically, netbooks sold in the market at a fairly cheap price that is between 2-5 million rupiahs. Although there are some netbooks that cost tens of millions of rupiahs, that is netbook produced with higher specifications by certain manufacturers.

Meanwhile, the notebook has the most complete and advanced specifications compared to other devices. In general, the notebook is equipped with a large and fast hard drive capacity. In addition, the notebook also has RAM, processor, and the graphics card which are better than the other devices. Even, there some notebook that has a DVD-Room. If we look in terms of battery, Notebook has lower durability than a netbook.

In addition, a notebook has more sophisticated specification than a netbook because it is created as a replacement of a desktop computer, so that the specifications close to a desktop computer. Therefore, the price of the notebook could reach up to tens of million rupiahs.

In terms of the use, notebook and netbook are different depending on the purpose of its user. If you want a computer device that relies on web, such as blogging, and web design, then a netbook is the right choice. However, if you prioritize comfort than durability or in other word, you need the device which can run the program with a pigeon-sized, such as gaming, super big video editing, watching movies, creating graphics, and managing large music library. Notebook is the right choice for you.

In short, although the two pieces of computer hardware has most in common, in fact they are two different things, because they are made with different specifications, and purpose.

Lampiran 2

A. Please, answer the question carefully below!

1. What is the main idea in every paragraph?
2. Please, find 3 differents between notebook and netbook?
3. How much the price between notebook and netbook?
4. What is the adventages of netbook?
5. According to the text, what the device do you need if you prioritize comfort?

Lampiran 3



Computer



Laptop



Notebook



Netbook

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMK YAPA

Mata Pelajaran : Bahasa Inggris

Kelas/semester : XI/2

Materi Pokok: *Explanation Text*

Sub Pokok : *Comprehend Explanation text*

Alokasi Waktu : 2 x 40 menit (2JP)

A. Kompetensi Inti

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajarinya di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

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Kompetensi Dasar	Indikator
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata	3.8.4 Memahami unsur kebahasaan dari teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI

pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya	
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C. Tujuan pembelajaran

Setelah selesai pembelajaran, siswa di harapkan dapat mengidentifikasi teks explanation tentang elektronik dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan, secara benar dan sesuai konteks

D. Materi Pembelajaran

j. Materi Reguler

13. Disediakan teks tentang penjelasan cara kerja ponsel.
14. Fungsi sosial mengenalkan teks explanation secara lisan.
15. Unsur kebahasaannya menggunakan *simple present tense* dan *passive voice*.
16. Struktur teks membahas sebuah teks explanation.

k. Materi Pembelajaran Pengayaan

7. Peserta didik mengerjakan lembar kerja
8. Peserta didik memahami teks explanation

l. Materi Pembelajaran Remedial

7. Peserta didik menjawab pertanyaan dari kelompok lain.
8. Guru mengulang kembali materi yang telah di ajar kan dengan cara menanyakan pada siswa apa yang telah di pelajari sebelumnya.

E. Metode Pembelajaran

- Pendekatan : *Scientific Approach*
- Metode : *Cooperative Learning (All Write Roun Robin)*

F. Media dan Bahan

- Media/ alat : Gambar, spidol
- Bahan : Lembar kerja

G. Sumber Belajar

- Kementrian Pendidikan dan Kebudayaan, Bahasa Inggris, kelas XI
- http://contohartikelbahasainggris.blogspot.com/2013/09/contoh-artikel-bahasa-inggris-tentang_4.html?m=1

H. Langkah-langkah kegiatan pembelajaran

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	<ul style="list-style-type: none"> • Siswa ditanya tentang topik yang akan dipelajari hari ini. • Guru menyampaikan tujuan pembelajaran 	
Inti	Mengamati <ul style="list-style-type: none"> • Siswa diminta untuk mengamati beberapa gambar terkait materi pembelajaran. • Siswa diajukan pertanyaan terkait gambar 	60
	Menanya <ul style="list-style-type: none"> • Peserta didik diberi kesempatan untuk bertanya 	
	Mengeksplorasi <ul style="list-style-type: none"> • Siswa disediakan sebuah teks explanation • Guru meminta siswa untuk membaca teks tersebut • Guru dan siswa membahas bersama isi dari teks tersebut • Guru menjelaskan struktur teks pada teks 	
	Mengasosiasi <ul style="list-style-type: none"> • Siswa diminta untuk membuat kelompok dengan anggota sebanyak 5 orang 	

	<ul style="list-style-type: none"> • Setelah siswa berada di kelompok masing-masing guru menjelaskan apa yang akan mereka diskusikan dalam kelompok • Guru memberikan beberapa pertanyaan mengenai isi teks yang telah diberikan • Guru meminta siswa untuk bertukar pikiran dengan apa yang sudah mereka tulis • Siswa diminta untuk membahas hasil diskusi di depan kelas 	
	<p>Mengkomunikasi</p> <ul style="list-style-type: none"> • Siswa diminta untuk bertanya tentang hasil diskusi kelompok pada kelompok lain • Guru memilih siswa secara acak untuk menjawab pertanyaan • Siswa di berikan <i>feedback</i> atas apa yang telah dibahas • Guru memberikan kesempatan kepada siswa untuk bertanya mengenai pelajaran yang sudah di pelajari • Siswa diberikan tugas untuk memdeskripsikan suatu barang yang mereka sukai 	

Penutup	<ul style="list-style-type: none"> • Guru menanyakan kembali kegiatan yang sudah dipelajari • Guru meminta siswa untuk mempelajari materi selanjutnya • Guru memberikan salam kepada siswa 	10
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I. PENILAIAN

Instrumen

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3.8.1	Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan teks explanation lisan dan tulisan	Tulis	<i>Read the text above and answer the question bellow!</i>	Siswa membaca teks dan menjawab pertanyaan yang tersedia.

Penilaian 3.8.1

1 ada kesalahan

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Pedoman penilaian

Skor = $\frac{\text{skor yang diperoleh}}{\text{Skor maksimal}} \times 100$

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Siti Lies Atikoh

Lampiran 1

Information Technology and Development of its Numerous Aspects

Info technology provides background knowledge concerning major info technology parts: hardware and software, networks, and information. these days nearly all sorts of organizations are increasingly dependent on info technologies for achieving their strategic and operational objectives. in the past decade, enterprise systems are broader offer secure, electronic connection with vendors and buyers, and the net has turned out to be a mainstream channel for communications and business transactions.

Being a regular user of numerous laptop and communication devices, you are most likely already cognizant of a number of the innovations in laptop systems and networks who have been introduced with tinnitus vendors in the past few years. the extremely fast technological amendment causes it to be hard to correctly guess the it innovations that will just be winners tomorrow-and significant mispredictions concerning technologies are general within the whole past. but, it appears safe to firmly predict that laptop and communication devices can proceed to bit nearly each aspect in our lives.

Microcomputer technology was offered as early like the nineteen seventies, and therefore the introduction of one's 1st ibm pc in 1981 was starting of>the grass roots of desktop computing. these days, desktop and portable computers, tablets created by manufacturers all over the world became commodity product with excessive processing power that's equivalent to firmly an organizations entire computing center of one's 1960s. the typical laptop, laptop or tablets for people to utilise these days has graphical icons, point-and-click and/or bit screen navigation, and preloaded software to firmly access the internet-all on a cheaper worth than what are the same features would have cost 12 months earlier, with higher laptop virus protection. the features like; portability and wireless capabilities, light-weight laptop, notebook and pill computers are being additional necessary and are replacing larger desktop machines in

offices these days. they actually might well be carried into conferences, taken on business trips, and used at home to firmly remotely connect to firmly office systems.

Smaller devices have too continued to develop in functionality and became indispensable tools to firmly access e-mail and different applications within and outside of one's office, by the factory floor, and even as in hospital premises. in mid-2007, apple laptop began selling a fresh smartphone (iphone) with bit screen navigation and scrolling, and simplified calling from an address book, email and text messaging, visual voice mail, video taking part in, and web browsing via wifi connectivity. since that very day, different it manufacturers are developing several different thinner devices like; smartphones with similar features, and apple has introduced a light-weight notebook laptop (the ipad) utilizing a similar interface.

Denor linen is an it analyst, operating with sagenext infotech. sagenext infotech could be a leading quickbooks hosting provider in conjunction with dealing altogether sorts of tax and accounting application hosting. sagenext happens to be the cheapest quickbooks hosting by providing the glorious service. By Denor Linen

Lampiran 2

A. Please, answer the question carefully below!

1. What are parts of information technology?
2. How enterprise system offer the secret in the past decade?
3. Who was create desktop and portable computer?
4. When did Apple begin selling?
5. The word 'it' in paragraph 5 line 7 refer to?
6. What is the main idea of every paragraph?

Lampiran 3



Computer



Laptop



Notebook



Netbook

YATI SUKMAWATI

XIIB

B. Inggris

- ① What is the text ^{tell} ~~about~~ about?
↳ why people choose Notebooks
- ② What is the purpose of text?
↳ to explain that laptop are easier to use than computer.
- ③ Why some people prefer to use notebook?
↳ Because to carry out their activities
- ④ What is laptop?
↳ A laptop is a kind computer unit which has the same function as a PC (personal Computer). But is smaller, lighter, and has different shape.
- ⑤ What is the synonym the word "consume"
↳ Used

- WILDA ADZIKI AKBAR
- SITI MARYANAH
- YATI SUKMAWATI
- RINI RIYANI
- RIFIN MADINAWATI
- ANIS WATIN

1. who was ~~the~~ found cellphone?

Answer: Alexander Graham Bell

2. when did the wireless radio present?

Answer: was formally known in 1899.

3. How the cell phone born?

Answer: The wireless radio was formally known in 1899 that presented by Guglielmo Marconi and combine it with the phone that found by Alexander Graham Bell.

4. What is the main idea from the last paragraph?

Answer: the towers vary in the capacity and capability to receive signals

5. please find the passive voice sentences on the text!

(4 ~~sentences~~ sentences)

Isni Rahmawati

Muhammad Nurhananah

Yunita Sari

Dewi Tiara Ningrum

Nabila Octavia

In short, although the two pieces of computer hardware has most in common, in fact they are two different things, because they are made with different specifications, and purpose.

<https://www.caramudahbelajarbahasainggris.net/2015/07/contoh-explanation-text-about-notebook-dan-artinya.html>

1). Please find 3 differences between netbook & notebook

Ans : - size : the netbook is smaller than the notebook. netbook 7-12 inches. notebook 12-18 inches
- Specifications : the netbook use ram 1-2 GB, processor atom & also has bad graphics and longest battery. if notebook better than the other devices and has DVD room.
- Purpose : if you want relies on web, blogging & web design, netbook is a right choice.

2). How much the prices between netbook & notebook

Ans : netbook have a prices 2-5 Million, note book that cost tens of millions of Rupiahs.

3). What is the advantages of netbook

Ans : the netbooks has the longest endurance of all other computer devices. This make netbook is suitable for activity that don't require great energy source, such a browsing, typing, document process

4). What the devices do you need if you priorities comfort

Ans : Notebook

5). What is the mean idea in every paragraph

Ans :

→ if you want prioritize comfort than durability, note book is a right choice

- 5). 1 - Technology has been growing very fast, a few years ago we could only use computer in a large size
- 2 - Among the types of the new computer above, we are often wrong in mentioning between notebook & netbook
- 3 - In term of size, the netbook is smaller than the notebook
- 4 - In term of specs, the netbook is mini version of the notebook
- 5 - the notebook has the most complete and advanced specifications compared to other devices
- 6 - Notebook has more sophisticated specification than a netbook
- 7 - In term of the use, notebook & netbook are different depending on the purpose of its user
- 8 - In short, although the two pieces of computer hardware has most in common.

Isni Rahmawati

Ayu Tri Rahayu

Anis

Putri Mutiara

Shintya

- 1) What are Part of information technology?
- 2) how Enterprise System offer the secure in the past decade?
- 3) who was create desktop portable computer?
- 4) when did iPhone begins selling?
- 5) the word it in Paragraph Five line seven?
- 6) what is the main idea of every paragraph?

(Answer)

- 1) Paragraph 1 line 2 = hardware and software, networks, and information
- 2) in the past decade, enterprise system are broader offer secure, electronic connection with vendors and buyers.
- 3) these days, desktop and portable computers, tablets created by manufacture all over the world.
- 4) in mid - 2007
- 5) iPhone apple
- 6) 1 = info technology provides background knowledge concerning major info technology parts.
 2 = Being a regular user of numerous laptop and communication devices.
 3 = microcomputer technology was offered as early like the nineteen seventies.
 4 = smaller devices have too continued to develop in functionality and become indispensable tools to firm.
 5 = Dora Linch is an IT analyst.

Nama kelompok :

1. Putri andriani
2. Dewi Septiani
3. Hafimah
4. Julia Ningsih
5. Siti Masitah

Name : Siti Masripah
Class : XI. A

A. Choose the correct answer by crossing A, B, C, D, or E!

This text is for questions 1 to 3

The following text is how rain is formed. The air is filled with tiny particles as known as vapour. Vapour is actually the gaseous form of water. The air around us is constantly moving because the air near the surface of the Earth is hotter and lighter. This why this air rises. The air higher up in the sky is cold and heavy, so it sinks. The rising of air and the sinking of cold water cause the air to move. When the of air rises to a certain level, the vapour presents in it, cools and changes to water. This known as condensation. When the water particles are too heavy for the air to carry, the air is said to be oversaturated. The water particles then fall as rain.

1. What is the purpose of the text?
 - a. To show the form of rain
 - ☒ b. To explain how rain is formed
 - c. To show what rain looks like
 - d. To explain what causes rain
 - e. To describe rain
2. What is vapour?
 - a. A very tiny particle
 - ☒ b. From the gaseous form water
 - c. A part of gas
 - d. The hot air
 - e. A heavy particle of air
3. The air higher up in the sky is cold and heavy, so it sinks.
The underlined word has similar meaning to ...
 - ☒ a. The air
 - b. The sky
 - c. The cold water
 - d. The rain
 - e. The surface

This text is for questions 4 to 7

Tornadoes are among the most violent storms on earth, with the potential to cause very serious damage.

Although no two tornadoes are the same, they need certain conditions to form- particularly temperature increases, moist air heats and starts to rise when the warm, moist air meets cold dry air, it explodes upwards, puncturing the layer above. A thunder cloud may begin to build.

A storm quickly develops. There may be a rain, thunder, and lightning. Upward movement of air can become rapid. Winds from different directions cause it to rotate. A visible cone or funnel drops out of the cloud toward the ground.

The vortex of winds in size and shape, and can be hundreds of meters wide. A tornado can last from several second to more than an hour and may travel dozens of miles.

4. The text above is about....
 - a. How tornadoes are formed
 - b. Where tornadoes happens
 - ☒ c. What tornadoes are dangerous
 - d. What cause tornadoes
 - e. Why tornado rotate
5. From the text, we know that tornadoes...
 - a. Are similar around the world
 - ☒ b. Happen in shape of circle
 - c. Are not violent storm
 - d. May travel dozens of miles
 - e. Move slowly

6. "The vortex of winds in size and shape"
The underlined word has similar in meaning to....
- a. Flood
 - b. Race
 - c. Trend
 - d. Wave
 - ☒ e. Twister

7. Which of the following is not characteristic of tornadoes?
- ☒ a. A tornado is swirling vortex.
 - b. Tornadoes can vary in shape and size
 - c. A tornado always happens shortly
 - d. Tornadoes move quickly
 - e. Tornadoes may cause very serious damage

The following text is for questions 8-10!

The most destructive landslides have been formed by earthquake that started the material moving. However excessive rainfall on steep angels. Rapid temperature development can also cause land to slide by expanding soil formations. Forest fires are indirectly responsible for landslides because they take away slope vegetation, making erosion easier. Man can also cause slides by mining the Earth and overdeveloping hillsides.

8. What does the text tell about?
- a. The landslides
 - ☒ b. The earthquake
 - c. The rainfall
 - d. The forest fire
 - e. The erosion
9. What is the purpose of the text?
- a. To describe the earthquake
 - b. To inform the landslide
 - ☒ c. To explain how the landslides formed
 - d. To tell how earthquake occur
 - e. To know make erosion easier
10. Why does forest fire be responsible for landslides?
- a. Forest fire formed the landslide
 - ☒ b. The earthquake made forest fire
 - c. The landslide caused forest fire

- d. Forest fire made erosion easier
- e. The slides can overdevelop hillsides

The text is for questions 11-12

Balinese Tooth Filing Ceremony

Tooth Filing Ceremony is one of the biggest Hindu rituals in Bali and it is a part of Human Ceremony. This ceremony is executed by smoothing down incisor and eye-tooth.

It is purposing to cut thevice like gluttonous, arrogant, and bluff which are owned by every human being. This ceremony is taken in the certain day based on balinese calendar and involves the priest and other local societies.

11. What is Tooth Filing Ceremony?
- a. Balinese ritual for death people
 - ☒ b. Smoothing down incisor and eye-tooth ritual
 - c. Hindu ritual for give birth mother
 - d. Balinese ceremony for sacrificing
 - e. Balinese ritual for the tourists in Kuta
12. What is the purpose of the ceremony?
- ☒ a. A symbol to remove evils inside human body
 - b. A symbol to remove the laziness
 - c. To clean the earth from death bodies
 - d. To be able to eat easily
 - e. To become more arrogant

The text is for questions 13 to 15

A drought begins with a disruption to the water cycle, the circulation of water from the earth's atmosphere to its surface. Sometimes this disruption happens naturally, such as during a heat wave. Most droughts are temporary, and can occur in all climates. Some climates are permanently dry, or arid, such as deserts.

A drought is a shortage of precipitation over period of time. Droughts get worse when rivers and streams dry up, leaving people without water to drink and to grow food.

Droughts should not be confused with arid climates, where very little precipitation falls year round.

A drought happens when a specific geographic region receives much less precipitation than normal conditions that are thought to be drought-like in North America might not be considered drought-like in Africa or parts of Austria. In arid climates, people have developed ways of surviving with very little water. They also conserve what little water they have.

13. What does the text mainly explain?
- a. The effects of droughts
 - ☒ b. The different between droughts and arid climates
 - c. How droughts happen
 - d. Where droughts occur
 - e. Why droughts are dangerous
14. It can be concluded that droughts happen when.....
- a. the areas change into deserts
 - ☒ b. some regions experience arid climates
 - c. there is a disruption in the climates
 - d. a specific geographic region receives much precipitation than normal
 - e. there is not enough rain for a long period of time
15. "They also conserve what little water they have"
- The underline word has similar in meaning to.....
- a. save
 - ☒ b. waste
 - c. release
 - d. support
 - e. use

Name : Seti Masrifa
Class : XI. A

A. Read the following text and choose a, b, c, d or e for the correct answer!

This text is for questions 1 to 3

When childhood self-confidence is formed by the attitude of acceptance, appreciation, affection and family. But this still doesn't stop there, because children experience adolescence and adulthood. At each of these times, the environment and problems faced also change and contribute to the development of one's personality.

The process of forming self-confidence begins with an understanding of the strengths and weaknesses that are owned to be able to generate positive reactions, and use all the advantages that exist in the individual to create self-confidence, because self-confidence is the source of our own strength to get along with the social environment. People who have confidence will act decisively and have an optimistic attitude, life motivation is more meaningful and has high self-esteem.

1. What is the topic of this passage?
a. Childhood
b. adulthood
☒ c. Self-confidence
d. Children experience
e. Self-esteem
2. What is the purpose of the text?
a. To show childhood self-confidence
☒ b. To explain how self-confidence formed
c. To describe self-confidence
d. To tell motivation
e. To know self-esteem
3. Which of the following is NOT stated about self-confidence?
a. It is formed from childhood.

- b. It begins with an understanding of the strengths.
- c. It is contributed by environment and problem faced
- ☒ d. It is more meaningful
- e. It is the source of strength

4. What is the synonym of the word "self-esteem" in the last line?
☒ a. Pride
b. Best
c. Attitude
d. Exist
e. worst

This text for questions 5 to 8

Individuals migrate because they think that they can improve their own lives or those of their families by doing so.

Factors such as poverty, lack of economic opportunity, land shortage and low living standards at home function as push factor, while prosperity, opportunity, available employment and higher living standards in the place of destination are pull factors. Migrants have to consider general factors such as the cost of travel and accommodation, the chances of finding work and the prevailing wage rates in the destination area compared with those in the destination areas, or the potential effect of their absence on the household left behind. Knowledge of conditions elsewhere is important in migration decisions and therefore modern communications play a significant role. Potential migrants may learn of opportunities from the media, from television images of from returnees.

5. The text is about
a. How to go abroad
b. How poverty happens
c. Why people become poor
☒ d. Why people migrate

- e. How migrants survive in other countries

A The following are push factors of migration, **except**

- a. Land shortage
☒ b. Available employment
c. Low living standards
d. Poverty
e. Lack of economic opportunity

7. The individual factors also The migrants, such as contacts with relatives and the effects of their absence in their family.

- ☒ a. will be swayed
b. will impress
c. will support
d. will inspire
e. will affect

8. ".....the prevailing wage rates in the destination area compared with those in the destination areas,"

What is the synonym of the underline word?

- a. money d. gift
☒ b. salary e. reward
c. hire

The text is for questions 9 to 11

Corruption usually occurs because some individuals are willing to use illicit means to maximize personal or corporate profit.

When we hear the word corruption, we immediately think about political issues. But have you ever thought that actually people have often practiced culture of corruption from an early age. For example, we know the term "rubber clock" which is always not on time to make an appointment. This is an example of small corruption that we are not aware of. So don't be surprised if there will be a lot of corruptors - who are very troubling.

Furthermore, exam cheating is also a form of corruption. Cheating is a common thing done by students. Indeed cheating can give us a high value, but it will reduce us ourselves, by cheating we certainly cannot get that knowledge purely. If this is often done, the cheating action is carried out when an adult student. As an adult, he has a position in the government, in politics, and in a BUMN (state-owned enterprise). Finally, the person concerned likes to hang out, cheat or outsmart the budget to look for additional income.

9. What is the purpose of the text?

- a. To know someone corruption
b. To describe corruptor
c. To show kind of corruption
☒ d. To explain how corruption occur
e. To tell about corruption

10. The expression "rubber clock" in line 10 is closest in meaning to which of the following?

- a. on time
b. never late
c. never on time
☒ d. can't come on time
e. come late

11. According to the text, how many kind of corruption explain?

- a. 1 d. 4
b. 2 e. 5
☒ c. 3

The text is for questions 12 to 15

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

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

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

Tim penyusun, (2013). *Belajar Praktis Bahasa Inggris*. Jawa Tengah: Viva.

12. What is the text tell about?
 - a. How cell phone works
 - b. Why cell phone formed
 - c. How phone found
 - d. Why radio works
 - e. How radio formed
13. What is a cell phone?
 - a. It is an object can movement
 - b. It is actually a radio in certain way
 - c. It is a contraption thing
 - d. It is Graham Bell's founder
 - e. It is general object
14. How does cell phone work?
 - a. Signal radio
 - b. Battery
 - c. User
 - d. GPS signal
 - e. Transmitting signal
15. What is the main idea of paragraph three?
 - a. How to use the phone
 - b. The founder of phone
 - c. The part of phone
 - d. How to make a phone
 - e. Function of phone

11/15 73n

Pre-Test

Name : Halimah

Class : X. 1

A. Choose the correct answer by crossing A, B, C, D, or E!

This text is for questions 1 to 3

The following text is how rain is formed. The air is filled with tiny particles as known as vapour. Vapour is actually the gaseous form of water. The air around us is constantly moving because the air near the surface of the Earth is hotter and lighter. This why this air rises. The air higher up in the sky is cold and heavy, so it sinks. The rising of air and the sinking of cold water cause the air to move. When the of air rises to a certain level, the vapour presents in it, cools and changes to water. This known as condensation. When the water particles are too heavy for the air to carry, the air is said to be oversaturated. The water particles then fall as rain.

1. What is the purpose of the text?
- a. To show the form of rain
 - ☒ b. To explain how rain is formed
 - c. To show what rain looks like
 - d. To explain what causes rain
 - e. To describe rain

2. What is vapour?
- ☒ a. A very tiny particle
 - b. From the gaseous form water
 - c. A part of gas
 - d. The hot air
 - e. A heavy particle of air

3. The air higher up in the sky is cold and heavy, so it sinks.
The underlined word has similar meaning to....
- ☒ a. The air
 - b. The sky
 - c. The cold water
 - d. The rain
 - e. The surface

This text is for questions 4 to 7

Tornadoes are among the most violent storms on earth, with the potential to cause very serious damage.

Although no two tornadoes are the same, they need certain conditions to form- particularly temperature increases, moist air heats and starts to rise when the warm, moist air meets cold dry air, it explodes upwards, puncturing the layer above. A thunder cloud may begin to build.

A storm quickly develops. There may be a rain, thunder, and lightning. Upward movement of air can become rapid. Winds from different directions cause it to rotate. A visible cone or funnel drops out of the cloud toward the ground.

The vortex of winds in size and shape, and can be hundreds of meters wide. A tornado can last from several second to more than an hour and may travel dozens of miles.

4. The text above is about....
- ☒ a. How tornadoes are formed
 - b. Where tornadoes happens
 - c. What tornadoes are dangerous
 - d. What cause tornadoes
 - e. Why tornado rotate

5. From the text, we know that tornadoes...
- a. Are similar around the world
 - ☒ b. Happen in shape of circle
 - c. Are not violent storm
 - d. May travel dozens of miles
 - e. Move slowly

8. "The vortex of winds in size and shape"
The underlined word has similar in meaning to....

- a. Flood
- b. Race
- c. Trend
- d. Wave
- e. ~~Twister~~

9. Which of the following is not characteristic of tornadoes?

- a. A tornado is swirling vortex
- b. Tornadoes can vary in shape and size
- c. ~~A tornado always happens shortly~~
- d. Tornadoes move quickly
- e. Tornadoes may cause very serious damage

The following text is for questions 8-10!

The most destructive landslides have been formed by earthquake that started the material moving. However excessive rainfall on steep angles. Rapid temperature development can also cause land to slide by expanding soil formations. Forest fires are indirectly responsible for landslides because they take away slope vegetation, making erosion easier. Man can also cause slides by mining the Earth and overdeveloping hillsides.

8. What does the text tell about?

- a. ~~The landslides~~
- b. The earthquake
- c. The rainfall
- d. The forest fire
- e. The erosion

9. What is the purpose of the text?

- a. To describe the earthquake
- b. To inform the landslide
- c. ~~To explain how the landslides formed~~
- d. To tell how earthquake occur
- e. To know make erosion easier

10. Why does forest fire be responsible for landslides?

- a. Forest fire formed the landslide
- b. The earthquake made forest fire
- c. The landslide caused forest fire

- a. ~~Forest fire made erosion easier~~
- b. The slides can overdevelop hillsides

The text is for questions 11-12

Balinese Tooth Filing Ceremony

Tooth Filing Ceremony is one of the biggest Hindu rituals in Bali and it is a part of Human Ceremony. This ceremony is executed by smoothing down incisor and eye-tooth.

It is purposing to cut thevice like gluttonous, arrogant, and bluff which are owned by every human being. This ceremony is taken in the certain day based on balinese calendar and involves the priest and other local societies.

11. What is Tooth Filing Ceremony?

- a. ~~Balinese ritual for death people~~
- b. Smoothing down inciso and eye-tooth ritual
- c. Hindu ritual for give birth mother
- d. Balinese ceremony for sacrificing
- e. Balinese ritual for the tourists in Kute

12. What is the purpose of the ceremony?

- a. ~~A symbol to remove evils inside human body~~
- b. A symbol to remove the laziness
- c. To clean the earth from death bodies
- d. To be able to eat easily
- e. To become more arrogant

The text is for questions 13 to 15

A drought begins with a disruption to the water cycle, the circulation of water from the earth's atmosphere to its surface. Sometimes this disruption happens naturally, such as during a heat wave. Most droughts are temporary, and can occur in all climates. Some climates are permanently dry, or arid, such as deserts.

A drought is a shortage of precipitation over period of time. Droughts get worse when rivers and streams dry up, leaving people without water to drink and to grow food.

Droughts should not be confused with arid climates, where very little precipitation falls year round.

A drought happens when a specific geographic region receives much less precipitation than normal conditions that are thought to be drought-like in North America might not be considered drought-like in Africa or parts of Austria. In arid climates, people have developed ways of surviving with very little water. They also conserve what little water they have.

13. What does the text mainly explain?

- ☒ a. The effects of droughts
- b. The different between droughts and arid climates
- c. How droughts happen
- d. Where droughts occur
- e. Why droughts are dangerous

14. It can be concluded that droughts happen when.....

- a. the areas change into deserts
- b. some regions experience arid climates
- ☒ c. there is a disruption in the climates
- d. a specific geographic region receives much precipitation than normal
- e. there is not enough rain for a long period of time

15. "They also conserve what little water they have"

The underline word has similar in meaning to.....

- a. save
- d. waste
- ☒ b. release
- e. support
- c. use

Name : Habimah
Class : XI IPA

Pre-Test

A. Read the following text and choose a, b, c, d or e for the correct answer!

This text is for questions 1 to 3

When childhood self-confidence is formed by the attitude of acceptance, appreciation, affection and family. But this still doesn't stop there, because children experience adolescence and adulthood. At each of these times, the environment and problems faced also change and contribute to the development of one's personality.

The process of forming self-confidence begins with an understanding of the strengths and weaknesses that are owned to be able to generate positive reactions, and use all the advantages that exist in the individual to create self-confidence, because self-confidence is the source of our own strength to get along with the social environment. People who have confidence will act decisively and have an optimistic attitude, life motivation is more meaningful and has high self-esteem.

1. What is the topic of this passage?
- a. Childhood
 - b. adulthood
 - ☒ c. Self-confidence
 - d. Children experience
 - e. Self-esteem
2. What is the purpose of the text?
- a. To show childhood self-confidence
 - ☒ b. To explain how self-confidence formed
 - c. To describe self-confidence
 - d. To tell motivation
 - e. To know self-esteem
3. Which of the following is NOT stated about self-confidence?
- a. It is formed from childhood.

- b. It begins with an understanding of the strengths.
- c. It is contributed by environment and problem faced
- ☒ d. It is more meaningful
- e. It is the source of strength

4. What is the synonym of the word "self-esteem" in the last line?

- ☒ a. Pride
- b. Best
- c. Attitude
- d. Exist
- e. worst

This text for questions 5 to 8

Individuals migrate because they think that they can improve their own lives or those of their families by doing so.

Factors such as poverty, lack of economic opportunity, land shortage and low living standards at home function as push factor, while prosperity, opportunity, available employment and higher living standards in the place of destination are pull factors. Migrants have to consider general factors such as the cost of travel and accommodation, the chances of finding work and the prevailing wage rates in the destination area compared with those in the destination areas, or the potential effect of their absence on the household left behind. Knowledge of conditions elsewhere is important in migration decisions and therefore modern communications play a significant role. Potential migrants may learn of opportunities from the media, from television images of from returnees.

5. The text is about
- a. How to go abroad
 - b. How poverty happens
 - c. Why people become poor
 - ☒ d. Why people migrate

- e. How migrants survive in other countries

8 The following are push factors of migration, **except**

- a. Land shortage
- ☒ b. Available employment
- c. Low living standards
- d. Poverty
- e. Lack of economic opportunity

9 The individual factors also The migrants, such as contacts with relatives and the effects of their absence in their family.

- ☒ a. will be swayed
- b. will impress
- c. will support
- d. will inspire
- e. will affect

10 ".....the prevailing wage rates in the destination area compared with those in the destination areas."

What is the synonym of the underline word?

- a. money d. gift
- ☒ b. salary e. reward
- c. hire

The text is for questions 9 to 11

Corruption usually occurs because some individuals are willing to use illicit means to maximize personal or corporate profit.

When we hear the word corruption, we immediately think about political issues. But have you ever thought that actually people have often practiced culture of corruption from an early age. For example, we know the term "rubber clock" which is always not on time to make an appointment. This is an example of small corruption that we are not aware of. So don't be surprised if there will be a lot of corruptors – who are very troubling.

Furthermore, exam cheating is also a form of corruption. Cheating is a common thing done by students. Indeed cheating can give us a high value, but it will reduce us ourselves, by cheating we certainly cannot get that knowledge purely. If this is often done, the cheating action is carried out when an adult student. As an adult, he has a position in the government, in politics, and in a BUMN (state-owned enterprise). Finally, the person concerned likes to hang out, cheat or outsmart the budget to look for additional income.

9 What is the purpose of the text?

- a. To know someone corruption
- b. To describe corruptor
- c. To show kind of corruption
- ☒ d. To explain how corruption occur
- e. To tell about corruption

10 The expression "rubber clock" in line 10 is closest in meaning to which of the following?

- a. on time
- ☒ b. never late
- c. never on time
- ☒ d. can't came on time
- e. come late

11 According to the text, how many kind of corruption explain?

- a. 1 d. 4
- b. 2 e. 5
- ☒ c. 3

The text is for questions 12 to 15

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

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

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

Tim penyusun. (2013). *Belajar Praktis Bahasa Inggris*. Jawa Tengah: Viva.

12. What is the text tell about?

- ☒ a. How cell phone works
- b. Why cell phone formed
- c. How phone found
- d. Why radio works
- e. How radio formed

13. What is a cell phone?

- a. It is an object can movement
- ☒ b. It is actually a radio in certain way
- c. It is a contraption thing
- d. It is Graham Bell's founder
- e. It is general object

14. How does cell phone work?

- a. Signal radio
- b. Battery
- c. User
- d. GPS signal
- ☒ e. Transmitting signal

15. What is the main idea of paragraph three?

- a. How to use the phone
- b. The founder of phone
- ☒ c. The part of phone
- d. How to make a phone
- e. Function of phone

9/15 604

Pre-Test

Name : Dephsephian
Class : XIA

A. Choose the correct answer by crossing A, B, C, D, or E!

This text is for questions 1 to 3

The following text is how rain is formed. The air is filled with tiny particles as known as vapour. Vapour is actually the gaseous form of water. The air around us is constantly moving because the air near the surface of the Earth is hotter and lighter. This why this air rises. The air higher up in the sky is cold and heavy, so it sinks. The rising of air and the sinking of cold water cause the air to move. When the of air rises to a certain level, the vapour presents in it, cools and changes to water. This known as condensation. When the water particles are too heavy for the air to carry, the air is said to be oversaturated. The water particles then fall as rain.

1. What is the purpose of the text?
- a. To show the form of rain
 - ☒ b. To explain how rain is formed
 - c. To show what rain looks like
 - d. To explain what causes rain
 - e. To describe rain

2. What is vapour?
- ☒ a. A very tiny particle
 - b. From the gaseous form water
 - c. A part of gas
 - d. The hot air
 - e. A heavy particle of air

3. The air higher up in the sky is cold and heavy, so it sinks.
The underlined word has similar meaning to....
- ☒ a. The air
 - b. The sky
 - c. The cold water
 - d. The rain
 - e. The surface

This text is for questions 4 to 7

Tornadoes are among the most violent storms on earth, with the potential to cause very serious damage.

Although no two tornadoes are the same, they need certain conditions to form- particularly temperature increases, moist air heats and starts to rise when the warm, moist air meets cold dry air, it explodes upwards, puncturing the layer above. A thunder cloud may begin to build.

A storm quickly develops. There may be a rain, thunder, and lightning. Upward movement of air can become rapid. Winds from different directions cause it to rotate. A visible cone or funnel drops out of the cloud toward the ground.

The vortex of winds in size and shape, and can be hundreds of meters wide. A tornado can last from several second to more than an hour and may travel dozens of miles.

4. The text above is about....
- ☒ a. How tornadoes are formed
 - b. Where tornadoes happens
 - c. What tornadoes are dangerous
 - d. What cause tornadoes
 - e. Why tornado rotate

5. From the text, we know that tornadoes...
- a. Are similar around the world
 - ☒ b. Happen in shape of circle
 - c. Are not violent storm
 - d. May travel dozens of miles
 - e. Move slowly

6. "The vortex of winds in size and shape"
The underlined word has similar in meaning to...

- a. Flood
- b. Race
- c. Trend
- d. Wave
- ~~e. Twister~~

7. Which of the following is not characteristic of tornadoes?

- a. A tornado is swirling vortex
- b. Tornadoes can vary in shape and size
- ~~c. A tornado always happens shortly~~
- d. Tornadoes move quickly
- e. Tornadoes may cause very serious damage

The following text is for questions 8-10!

The most destructive landslides have been formed by earthquake that started the material moving. However excessive rainfall on steep angels. Rapid temperature development can also cause land to slide by expanding soil formations. Forest fires are indirectly responsible for landslides because they take away slope vegetation, making erosion easier. Man can also cause slides by mining the Earth and overdeveloping hillsides.

8. What does the text tell about?
- ~~a. The landslides~~
 - b. The earthquake
 - c. The rainfall
 - d. The forest fire
 - e. The erosion

9. What is the purpose of the text?
- a. To describe the earthquake
 - b. To inform the landslide
 - ~~c. To explain how the landslides formed~~
 - d. To tell how earthquake occur
 - e. To know make erosion easier

10. Why does forest fire be responsible for landslides?
- a. Forest fire formed the landslide
 - b. The earthquake made forest fire
 - c. The landslide caused forest fire

- ~~d. Forest fire made erosion easier~~
- e. The slides can overdevelop hillslides

The text is for questions 11-12

Balinese Tooth Filing Ceremony

Tooth Filing Ceremony is one of the biggest Hindu rituals in Bali and it is a part of Human Ceremony. This ceremony is executed by smoothing down incisor and eye-tooth.

It is purposing to cut thevice like gluttonous, arrogant, and bluff which are owned by every human being. This ceremony is taken in the certain day based on balinese calendar and involves the priest and other local societies.

11. What is Tooth Filing Ceremony?
- ~~a. Balinese ritual for death people~~
 - b. Smoothing down inciso and eye-tooth ritual
 - c. Hindu ritual for give birth mother
 - d. Balinese ceremony for sacrificing
 - e. Balinese ritual for the tourists in Kute
12. What is the purpose of the ceremony?
- ~~a. A symbol to remove evils inside human body~~
 - b. A symbol to remove the laziness
 - c. To clean the earth from death bodies
 - d. To be able to eat easily
 - e. To become more arrogant

The text is for questions 13 to 15

A drought begins with a disruption to the water cycle, the circulation of water from the earth's atmosphere to its surface. Sometimes this disruption happens naturally, such as during a heat wave. Most droughts are temporary, and can occur in all climates. Some climates are permanently dry, or arid, such as deserts.

A drought is a shortage of precipitation over period of time. Droughts get worse when rivers and streams dry up, leaving people without water to drink and to grow food.

Droughts should not be confused with arid climates, where very little precipitation falls year round.

A drought happens when a specific geographic region receives much less precipitation than normal conditions that are thought to be drought-like in North America might not be considered drought-like in Africa or parts of Australia. In arid climates, people have developed ways of surviving with very little water. They also conserve what little water they have.

13. What does the text mainly explain?

- ☒ a. The effects of droughts
- b. The different between droughts and arid climates
- c. How droughts happen
- d. Where droughts occur
- e. Why droughts are dangerous

14. It can be concluded that droughts happen when.....

- a. the areas change into deserts
- b. some regions experience arid climates
- ☒ c. there is a disruption in the climates
- d. a specific geographic region receives much precipitation than normal
- e. there is not enough rain for a long period of time

15. "They also conserve what little water they have"

The underline word has similar in meaning to.....

- a. save
- ☒ b. release
- c. use
- d. waste
- e. support

14/15 934

Post-Test

Name : Deph Cephan
Class : XI-A

A. Read the following text and choose a, b, c, d or e for the correct answer!

This text is for questions 1 to 3

When childhood self-confidence is formed by the attitude of acceptance, appreciation, affection and family. But this still doesn't stop there, because children experience adolescence and adulthood. At each of these times, the environment and problems faced also change and contribute to the development of one's personality.

The process of forming self-confidence begins with an understanding of the strengths and weaknesses that are owned to be able to generate positive reactions, and use all the advantages that exist in the individual to create self-confidence, because self-confidence is the source of our own strength to get along with the social environment. People who have confidence will act decisively and have an optimistic attitude, life motivation is more meaningful and has high self-esteem.

1. What is the topic of this passage?

- a. Childhood
- b. adulthood
- ☒ c. Self-confidence
- d. Children experience
- e. Self-esteem

2. What is the purpose of the text?

- ☒ a. To show childhood self-confidence
- ☒ b. To explain how self-confidence formed
- c. To describe self-confidence
- d. To tell motivation
- e. To know self-esteem

3. Which of the following is NOT stated about self-confidence?

- a. It is formed from childhood.

- b. It begins with an understanding of the strengths.
- c. It is contributed by environment and problem faced
- ☒ d. It is more meaningful
- e. It is the source of strength.

4. What is the synonym of the word "self-esteem" in the last line?

- ☒ a. Pride
- b. Best
- c. Attitude
- d. Exist
- e. worst

This text for questions 5 to 8

Individuals migrate because they think that they can improve their own lives or those of their families by doing so.

Factors such as poverty, lack of economic opportunity, land shortage and low living standards at home function as push factor, while prosperity, opportunity, available employment and higher living standards in the place of destination are pull factors. Migrants have to consider general factors such as the cost of travel and accommodation, the chances of finding work and the prevailing wage rates in the destination area compared with those in the destination areas, or the potential effect of their absence on the household left behind. Knowledge of conditions elsewhere is important in migration decisions and therefore modern communications play a significant role. Potential migrants may learn of opportunities from the media, from television images or from returnees.

5. The text is about

- a. How to go abroad
- b. How poverty happens
- c. Why people become poor
- ☒ d. Why people migrate

- e. How migrants survive in other countries

8. The following are push factors of migration, **except**

- a. Land shortage
- ☒ b. Available employment
- c. Low living standards
- d. Poverty
- e. Lack of economic opportunity

9. The individual factors also The migrants, such as contacts with relatives and the effects of their absence in their family.

- ☒ a. will be swayed
- b. will impress
- c. will support
- d. will inspire
- e. will affect

10. ".....the prevailing wage rates in the destination area compared with those in the destination areas."

What is the synonym of the underline word?

- a. money
- ☒ b. salary
- c. hire
- d. gift
- e. reward

The text is for questions 9 to 11

Corruption usually occurs because some individuals are willing to use illicit means to maximize personal or corporate profit.

When we hear the word corruption, we immediately think about political issues. But have you ever thought that actually people have often practiced culture of corruption from an early age. For example, we know the term "rubber clock" which is always not on time to make an appointment. This is an example of small corruption that we are not aware of. So don't be surprised if there will be a lot of corruptors – who are very troubling.

Furthermore, exam cheating is also a form of corruption. Cheating is a common thing done by students. Indeed cheating can give us a high value, but it will reduce us ourselves, by cheating we certainly cannot get that knowledge purely. If this is often done, the cheating action is carried out when an adult student. As an adult, he has a position in the government, in politics, and in a BUMN (state-owned enterprise). Finally, the person concerned likes to hang out, cheat or outsmart the budget to look for additional income.

11. What is the purpose of the text?

- a. To know someone corruption
- b. To describe corruptor
- c. To show kind of corruption
- ☒ d. To explain how corruption occur
- e. To tell about corruption

12. The expression "rubber clock" in line 10 is closest in meaning to which of the following?

- a. on time
- b. never late
- c. never on time
- ☒ d. can't came on time
- e. come late

13. According to the text, how many kind of corruption explain?

- a. 1
- b. 2
- ☒ c. 3
- d. 4
- e. 5

The text is for questions 12 to 15

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

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

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

Tim penyusun. (2013). *Belajar Praktis Bahasa Inggris*. Jawa Tengah: Viva.

12. What is the text tell about?
 - ☒ a. How cell phone works
 - ☐ b. Why cell phone formed
 - ☐ c. How phone found
 - ☐ d. Why radio works
 - ☐ e. How radio formed
13. What is a cell phone?
 - ☐ a. It is an object can movement
 - ☒ b. It is actually a radio in certain way
 - ☐ c. It is a contraption thing
 - ☐ d. It is Graham Bell's founder
 - ☐ e. It is general object
14. How does cell phone work?
 - ☐ a. Signal radio
 - ☐ b. Battery
 - ☐ c. User
 - ☒ d. GPS signal
 - ☒ e. Transmitting signal
15. What is the main idea of paragraph three?
 - ☐ a. How to use the phone
 - ☐ b. The founder of phone
 - ☒ c. The part of phone
 - ☐ d. How to make a phone
 - ☐ e. Function of phone

The Result of Students' Pretest and Posttest

No.	Name	Pre-test	Post-test	S-Max	N-Gain	N-Gain X 100
1	AR	60	87	100	0.68	68
2	AW	33	53	100	0.30	30
3	AS	40	80	100	0.67	67
4	BAS	67	87	100	0.61	61
5	DRP	40	60	100	0.33	33
6	DS	60	93	100	0.83	83
7	DTN	60	93	100	0.83	83
8	H	73	93	100	0.74	74
9	H	40	73	100	0.55	55
10	IRS	73	100	100	1.00	100
11	JN	60	80	100	0.50	50
12	MAD	67	80	100	0.39	39
13	MNH	33	73	100	0.60	60
14	MF	27	67	100	0.55	55
15	MR	40	47	100	0.12	12
16	MRM	53	73	100	0.43	43
17	PO	47	47	100	0.00	0
18	PR	40	60	100	0.33	33
19	PAN	53	73	100	0.43	43
20	PMS	47	87	100	0.75	75
21	RS	40	60	100	0.33	33
22	RR	33	53	100	0.30	30
23	RMW	40	73	100	0.55	55
24	SP	73	100	100	1.00	100
25	SPU	47	33	100	-0.26	-26
26	SM	40	60	100	0.33	33
27	SM	53	87	100	0.72	72
28	TS	60	60	100	0.00	0
29	TR	60	73	100	0.33	33
30	WAA	53	80	100	0.57	57
31	YWS	60	80	100	0.50	50
32	YS	47	73	100	0.49	49
N=32		1619	2338			

LILIEFORS NORMALITY TEST

THE USE OF ALL WRITE ROUND ROBIN ON STUDENTS' ABILITY TO COMPREHEND EXPLANATION TEXT

Number	X	F	Zi	Tabel z	f(Zi)	Fk	S(Zi)	f(Zi) - S (Zi)	L Max
1	-26	1	-2.65	0.4960	0.0040	1	0.03125	-0.0273	0.0984
2	0	1	-1.73	0.4582	0.0418	2	0.0625	-0.0207	
3	0	1	-1.73	0.4583	0.0417	3	0.09375	-0.0521	
4	12	1	-1.30	0.4032	0.0968	4	0.125	-0.0282	
5	30	1	-0.66	0.2454	0.2546	5	0.15625	0.0984	
6	30	1	-0.66	0.2454	0.2546	6	0.1875	0.0671	
7	33	1	-0.55	0.2088	0.2912	7	0.21875	0.0725	
8	33	1	-0.55	0.2088	0.2912	8	0.25	0.0412	
9	33	1	-0.55	0.2088	0.2912	9	0.28125	0.0100	
10	33	1	-0.55	0.2088	0.2912	10	0.3125	-0.0213	
11	33	1	-0.55	0.2088	0.2912	11	0.34375	-0.0526	
12	39	1	-0.34	0.1331	0.3669	12	0.375	-0.0081	
13	43	1	-0.19	0.0753	0.4247	13	0.40625	0.0185	
14	43	1	-0.19	0.0753	0.4247	14	0.4375	-0.0128	
15	49	1	0.02	0.0080	0.5080	15	0.46875	0.0393	
16	50	1	0.06	0.0239	0.5239	16	0.5	0.0239	
17	50	1	0.06	0.0239	0.5239	17	0.53125	-0.0073	
18	55	1	0.23	0.0910	0.5910	18	0.5625	0.0285	
19	55	1	0.23	0.0910	0.5910	19	0.59375	-0.0028	
20	55	1	0.23	0.0910	0.5910	20	0.625	-0.0340	
21	57	1	0.31	0.1217	0.6217	21	0.65625	-0.0346	
22	60	1	0.41	0.1591	0.6591	22	0.6875	-0.0284	
23	61	1	0.45	0.1736	0.6736	23	0.71875	-0.0452	
24	67	1	0.66	0.2454	0.7454	24	0.75	-0.0046	
25	68	1	0.70	0.2580	0.7580	25	0.78125	-0.0233	
26	72	1	0.84	0.2995	0.7995	26	0.8125	-0.0130	
27	74	1	0.91	0.3186	0.8186	27	0.84375	-0.0252	
28	75	1	0.95	0.3289	0.8289	28	0.875	-0.0461	
29	83	1	1.23	0.3907	0.8907	29	0.90625	-0.0156	
30	83	1	1.23	0.3907	0.8907	30	0.9375	-0.0468	
31	100	1	1.84	0.4671	0.9671	31	0.96875	-0.0016	
32	100	1	1.84	0.4671	0.9671	32	1	-0.0329	
Total	1550								
Mean	48.438								
Sdev	28.071								
Lvalue	0.0984								
Ltab	0.1542								
NORMAL									

N-Gain from the Result of Pretest and Posttest

Number	Name	The Score of		S-MAX	N-GAIN	N-GAIN x 100
		Pre-Test	Post-test			
1	AR	60	87	100	0.68	68
2	AW	33	53	100	0.30	30
3	AS	40	80	100	0.67	67
4	BAS	67	87	100	0.61	61
5	DRP	40	60	100	0.33	33
6	DS	60	93	100	0.83	83
7	DTN	60	93	100	0.83	83
8	H	73	93	100	0.74	74
9	H	40	73	100	0.55	55
10	IRS	73	100	100	1.00	100
11	JN	60	80	100	0.50	50
12	MAD	67	80	100	0.39	39
13	MNH	33	73	100	0.60	60
14	MF	27	67	100	0.55	55
15	MR	40	47	100	0.12	12
16	MRM	53	73	100	0.43	43
17	PO	47	47	100	0.00	0
18	PR	40	60	100	0.33	33
19	PAN	53	73	100	0.43	43
20	PMS	47	87	100	0.75	75
21	RS	40	60	100	0.33	33
22	RR	33	53	100	0.30	30
23	RMW	40	73	100	0.55	55
24	SP	73	100	100	1.00	100
25	SPU	47	33	100	-0.26	-26
26	SM	40	60	100	0.33	33
27	SM	53	87	100	0.72	72
28	TS	60	60	100	0.00	0
29	TR	60	73	100	0.33	33
30	WAA	53	80	100	0.57	57
31	YWS	60	80	100	0.50	50
32	YS	47	73	100	0.49	49
N=32		1619	2338		15.48	1548
Mean		50.5938	73.0625		0.48	48
Max-Score		73	100		1.00	100
Min-Score		27	33		-0.26	-26

Tabel Distribusi Z

[illegible]

[illegible]

Critical Value Table

Liliefors Normality Test

Ukuran Sampel	Taraf Nyata (α)				
	0,01	0,05	0,10	0,15	0,20
n = 4	0,417	0,381	0,352	0,319	0,300
5	0,405	0,337	0,315	0,299	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,348	0,300	0,276	0,258	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,294	0,258	0,239	0,224	0,215
11	0,284	0,249	0,230	0,217	0,206
12	0,275	0,242	0,223	0,212	0,199
13	0,268	0,234	0,214	0,202	0,190
14	0,261	0,227	0,207	0,194	0,183
15	0,257	0,220	0,201	0,187	0,177
16	0,250	0,213	0,195	0,182	0,173
17	0,245	0,206	0,189	0,177	0,169
18	0,239	0,200	0,184	0,173	0,166
19	0,235	0,195	0,179	0,169	0,163
20	0,231	0,190	0,174	0,166	0,160
25	0,200	0,173	0,158	0,147	0,142
30	0,187	0,161	0,144	0,136	0,131
	<u>1,031</u>	<u>0,886</u>	<u>0,805</u>	<u>0,768</u>	<u>0,736</u>
n > 30	\sqrt{n}	\sqrt{n}	\sqrt{n}	\sqrt{n}	\sqrt{n}

IDENTITAS MAHASISWA

Nama Mahasiswa : Siti Lies Atikoh
Alamat : Kp. Rawahinglik Rt 02/
01 kec. Cileungsi kab. Bogor
Tempat, Tgl Lahir : Bogor, 20 September 1996
NPM : 031114114
Program Studi : Pendidikan Bahasa Inggris
Tahun Masuk/Angkatan : 2014 - 2015
Judul Skripsi : The use of All Write Round Robin
on Students' Ability to Join Ideas
Pembimbing : 1. Dr. Entis Sutisna, M. Pd.
2. Iyan Irdiansyah, M. Pd.

Bogor, 20.....


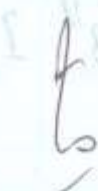


Ketua Program Studi,

.....

ETIKA PENULISAN SKRIPSI

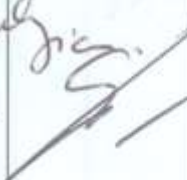
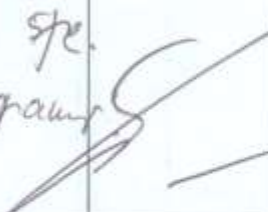


Etika dan norma yang harus diperhatikan peneliti antara lain:

1. Berperannya sebagai ilmuwan di masyarakat.
2. Proses, hasil dan produk dari laporan hasil penelitiannya akan dibaca oleh banyak orang termasuk masyarakat akademis.
3. Tidak melakukan pencurian ide orang lain yang disebut plagiarisme yaitu mengutip tanpa menunjukan sumbernya.
4. Tidak mengubah informasi responden dengan pengertian yang berbeda atau bertolak belakang.
5. Tidak mengganti angka-angka hasil penelitian di dalam tabulasi data atau membuat data sendiri.
6. Tidak berbohong tentang metodologi yang dipergunakan dalam penelitian.
7. Tidak mengklaim penelitian orang lain.
8. Tidak memaksakan kehendak agar responden memberikan informasi kepadanya.

Tanggal	Bab	Catatan Pembimbing	Paraf
18/9/16	I	Approved	
9/10/18	I	Approved	
			

Tanggal	Bab	Catatan Pembimbing	Paraf
11/11/20	II	Revisi	t
12/11/20	II	Revisi	t

Tanggal	Bab	Catatan Pembimbing	Paraf
22/11	II	dz	6
20/8 "	II	- Check grammar - ADD more journal (3 min) Related to job Down idea.	2
15/24 /29	II	- mendis hanna (Kutipan) Xiprobiter	9
20/19 2	II	oke	7

Tanggal	Bab	Catatan Pembimbing	Paraf
4/4 19	<u>III</u>	- Revise spes - Revise populasi 2 sample	
8/4 19	<u>III</u>	- Revise spe. - - gambar	
10/4 19	<u>III</u>	Revise deskriptor komus statistik	
11/4 19	<u>III</u>	olus	

Tanggal	Bab	Catatan Pembimbing	Paraf
5/4 ¹⁹	III	revise	5
1/7 ¹⁹	IV	revise the sentences	6

Tanggal	Bab	Catatan Pembimbing	Paraf
8/19 7	III	add add from valdoka expert.	t
25/11 19	IV	- Check sentences construction - Make sure the conclusion should be not similar with abstract.	2
11/12 11	IV	pusaili hifga. Nunnally	2 -
23/200 1	2001 1	aka After 82g.	2 -

Tanggal	Bab	Catatan Pembimbing	Paraf
12/10/20	10/2	<ul style="list-style-type: none"> - Pembacaan 'berita' - cerita ps - dan Chp ues - Chk proses - surface composition 	
12/20	10/2	<ul style="list-style-type: none"> - Deskripsi data - dan ps 	f

Tanggal	Bab	Catatan Pembimbing	Paraf
17/12/20	12-V	Perse	ts
2/13/20	13	ok Custodian	ts
12/1/20			