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APPENDICES

Table 1. The Total Population of the Eleventh Grade Students at SMA AI – Irsyad Tegal

No.	Class	L	P	Total
1	XI – 1	20	0	20
2	XI – 2	20	0	20
3	XI – 3	0	33	33
4	XI – 4	0	32	32
5	XI – 5	30	0	30
6	XI – 6	0	34	34
Total		70	99	169

Table 2. Criterion Referenced Grading Systems

Range of Scores	Description
0-20	Lowest
21-40	Low
41-60	Medium
61-80	High
81-100	Highest

Table 3. The Total number of students at SMA AI – Irsyad Tegal

No.	Kelas	Jumlah			Wali Kelas
		L	P	Jumlah	
1	X. 1	32	0	32	Ade Bagus Sanjaya, S.Pd
2	X. 2	32	0	32	Latiful Iman, S.Pd
3	X. 3	0	32	32	Purwati Handayani, S.Pd
4	X. 4	0	32	32	Indah Nurbaeti, S.Pd
	Jumlah	64	64	128	
1	XI. 1	20	0	20	M. Agus Fakhruhin, S.Ag
2	XI. 2	20	0	20	M. Kholid, S.Pd
3	XI. 3	0	33	33	Diar Kholisoh, S.Pd
4	XI. 4	0	32	32	Dahliyana Eka N, S.Pd

5	XI. 5	30	0	30	Muamar
6	XI. 6	0	34	34	Yuliatiy, S.Pd
	Jumlah	70	99	169	
1	XII MIPA 1	0	24	24	Mulyati, S.Pd
2	XII MIPA 2	0	25	25	Endang Kusumowati, S.Pd
3	XII MIPA 3	18	0	18	Ana Aan Setiyono, S.Pd
4	XII MIPA 4	19	0	19	Drs. M. Zamroni
5	XII IPS 1	0	25	25	Mustoviyah, S.Ag
6	XII IPS 2	17	0	17	Adnan Alkah, S.Pd
	Jumlah	54	74	128	
	Jumlah Total	188	237	425	

Table 4. The Result of Validity Test

No. Soal	Corrected Item- Total Correlation	R Tabel	Keterangan
S1	-0.115	0.444	Tidak Valid
S2	0.186	0.444	Tidak Valid
S3	-0.284	0.444	Tidak Valid
S4	-0.163	0.444	Tidak Valid
S5	0.149	0.444	Tidak Valid
S6	0.670	0.444	Valid
S7	0.679	0.444	Valid
S8	0.548	0.444	Valid
S9	0.592	0.444	Valid
S10	0.575	0.444	Valid
S11	0.658	0.444	Valid
S12	0.592	0.444	Valid
S13	0.851	0.444	Valid
S14	0.658	0.444	Valid
S15	0.491	0.444	Valid
S16	0.709	0.444	Valid
S17	0.729	0.444	Valid
S18	0.719	0.444	Valid
S19	0.617	0.444	Valid
S20	0.628	0.444	Valid
S21	0.504	0.444	Valid
S22	0.638	0.444	Valid

S23	0.680	0.444	Valid
S24	0.783	0.444	Valid
S25	0.670	0.444	Valid
S26	0.038	0.444	Tidak Valid
S27	-0.342	0.444	Tidak Valid
S28	0.166	0.444	Tidak Valid
S29	-0.206	0.444	Tidak Valid
S30	-0.005	0.444	Tidak Valid
S31	0.648	0.444	Valid
S32	0.701	0.444	Valid
S33	0.457	0.444	Valid
S34	0.635	0.444	Valid
S35	0.709	0.444	Valid
S36	0.515	0.444	Valid
S37	0.548	0.444	Valid
S38	0.701	0.444	Valid
S39	0.581	0.444	Valid
S40	0.534	0.444	Valid
S41	0.626	0.444	Valid
S42	0.659	0.444	Valid
S43	0.920	0.444	Valid
S44	0.711	0.444	Valid
S45	0.732	0.444	Valid
S46	0.722	0.444	Valid
S47	0.611	0.444	Valid
S48	0.479	0.444	Valid
S49	0.637	0.444	Valid
S50	0.711	0.444	Valid

Table 5. The Result of Reability Test

Cronbach's Alpha	N of Items
.967	40

Table 6. The Result of Normality Test

	Kelas	Shapiro-Wilk		
		Statistic	df	Sig.
Hasil Belajar Siswa	Pre-test Experimental Group	.960	33	.251
	Post-test Experimental Group	.939	33	.064
	Pre-test Control Group	.915	20	.078
	Post-test Control Group	.946	20	.312

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 7. The Result of Pre – test Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	26.072	1	51	.335
	Based on Median	19.009	1	51	.323
	Based on Median and with adjusted df	19.009	1	31.988	.342
	Based on trimmed mean	25.593	1	51	.343

Table 8. The Result of Post – test Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	8.262	1	51	.239
	Based on Median	4.521	1	51	.278
	Based on Median and with adjusted df	4.521	1	39.370	.240
	Based on trimmed mean	8.269	1	51	.256

Table 9. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experimental Group	33	52.5	72.5	61.591	4.8339
Post-test Experimental Group	33	65.0	87.5	76.894	5.8306
Pre-test Control Group	20	35.0	72.5	51.625	12.2816
Post-test Control Group	20	40.0	75.0	57.500	10.1307
Valid N (listwise)	20				

Table 10. The Result of Independent Sample T – test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	.982	.239	5.094	51	<.001	19.3939	2.1871	15.0032	23.7847
	Equal variances not assumed			4.887	34.887	<.001	19.3939	2.4823	14.2985	24.4894

Appendices 1. Annual learning program in the Eleventh grade in

SMA Al – Irsyad High School

PROGRAM TAHUNAN (PROTA) MATA PELAJARAN BAHASA INGGRIS WAJIB			
SATUAN PENDIDIKAN : SMA AL IRSYAD TEGAL			
MATA PELAJARAN : BAHASA INGGRIS WAJIB			
KELAS / FASE : XI (SEBELAS) / F			
TAHUN PENYUSUNAN : 2023 / 2024			
CAPAIAN PEMBELAJARAN BAHASA INGGRIS WAJIB FASE F			
No	TUJUAN PEMBELAJARAN (TP)	MATERI	Alokasi Waktu
SEMESTER 2			
1	• Mengidentifikasi karakteristik dari teks eksposisi analitis, yaitu: tesis, argumen, dan reiterasi;	teks eksposisi analitis	1JP
2	• Mengidentifikasi ciri-ciri kebahasaan dari teks eksposisi analitis, pada bab ini difokuskan pada pembahasan <i>fact and opinion, internal conjunction, frase nominal, dan simple present tense</i> ;	Language features	2 JP
3	• Memahami informasi implisit dan eksplisit (ide pokok dan informasi detail) dari teks yang dibaca dan didengar;	Main idea	1 JP
4	• Menulis teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks secara lisan;	Social fungsion	1 JP
5	• Mempresentasikan teks eksposisi analitis yang telah ditulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.		1 JP
6	• Mengidentifikasi karakteristik dari teks eksposisi hortatorik, yaitu adanya: tesis, argumen, dan rekomendasi;	teks eksposisi hortatorik, generic structure	1 JP
7	• Mengidentifikasi ciri-ciri kebahasaan dari teks eksposisi hortatorik. Bab ini difokuskan pada pembahasan <i>abstract noun, modal adverb, dan temporal connective</i> .	Language features	2 JP
8	• Memahami informasi implisit dan eksplisit (ide pokok dan informasi detail) dari teks yang dibaca dan didengar;	Main idea	1 JP
9	• Menulis teks eksposisi hortatorik dengan memperhatikan struktur teks, unsur kebahasaan, dan fungsi sosial secara benar dan sesuai konteks; dan		1 JP
10	• Mempresentasikan teks eksposisi hortatorik yang telah ditulis dengan memperhatikan struktur teks, unsur kebahasaan, dan fungsi sosial secara benar dan sesuai konteks.		JP
CADANGAN JAM PELAJARAN			0 JP
JUMLAH JAM PELAJARAN			32 JP

Appendices 2. Vocabulary Try Out Test

TRY OUT OF VOCABULARY TEST BEFORE VALIDY

The Bad Impact of Using Plastic Bag

You use plastic bags when you go shopping, but what happens to them afterward? You might not think it is a big deal to use plastic bags, but just think of how many people around the world are also using them. Plastic bags are so bad for the environment and therefore there are good reasons why we should ban plastic bags.

Plastic bags are contributing to global warming. Most plastic bags are made out of a substance called polyethylene. It is not just that plastic bags are contributing to climate change. They are also filled with toxic, harmful chemicals that include estrogen-like substances. This is produced from natural gas processing and crude oil refining, as Green Tumble reports, which are non-renewable fossil fuels that produce greenhouse gasses – a huge culprit of global climate change!

Another good reason to stop using plastic bags is that they are toxic. In an Environmental Health Perspectives report, when 450 plastic items, including flexible bags, were studied, it was found that over 70 percent of the plastic products released chemicals that mimicked estrogen. This is dangerous because it means that the plastic has hormone-mimicking qualities. These disrupt how hormones, such as but not limited to estrogen, behave in our bodies and this gives us a hormonal imbalance that can have serious effects on our health.

We should stop purchasing plastic bags and start using any environmentally friendly options instead. Your health and the planet will thank you.

1. What is the antonym of "ban" on the text above?
 - a. Authorize
 - b. Permit
 - c. Prohibit
 - d. Forbid
 - e. Disallow

2. The word "filled" in the text is closest in meaning to ...

- a. Packed
 - b. Loaded
 - c. Stuffed
 - d. Brimmed
 - e. Occupied
3. What is the synonym of "toxic" on the text above?
- a. Venomous
 - b. Beneficial
 - c. Healthy
 - d. Nourishing
 - e. Salubrious
4. Which definition describes "polyethylene"?
- a. A natural gas by product.
 - b. A type of renewable energy.
 - c. A type of plastic material
 - d. A toxic substance.
 - e. A greenhouse gas.
5. The opposite of "disrupt" from the text is....
- a. Disturb
 - b. Maintain
 - c. Create
 - d. Enhance
 - e. Promote

Why Exercise is Important?

The majority of us claim that we do not have time for exercise. We feel too busy to do that. However, many experts says that exercise has great role in making our body healthy.

Being physically active offers many advantages. In physical rewards, exercise can help reducing body weight and making our body fitter. Exercise is also believed to reduce stress levels, improve sleep patterns, and reduce the risk of heart disease, diabetes, and some forms of cancer. Besides physical advantage, exercise also brings good effects mentally. Due to the fitter body, exercise can make us feel refreshed and happy, increasing our life quality and expectancy.

How can we exercise while we are busy? Such question is commonly found among us. Actually, exercise can be done in simple ways. We can go walking while shopping. We can take the stairs rather than lift at the office. Or we can go cycling while enjoying our leisure time.

After all, doing exercise is difficult in a busy life but a little exercise will help us feel better.

6. Which meaning of the word "exercise", which is a homonym (having different meanings), is used in the text above?
 - a. practicing and eating
 - b. practicing and exercising
 - c. exercising and resting
 - d. doing exercises and working out
 - e. doing exercises and practicing
7. What is the antonym of "reduce" of the text above?
 - a. increase
 - b. decrease
 - c. maintain
 - d. minimize

- e. throw away
8. The word "leisure" in the text is closest in meaning to ...
- a. work
 - b. stress
 - c. chill
 - d. tension
 - e. happy
9. Which definition of the word "refreshed" is from the text?
- a. To take a break.
 - b. To maintain freshness.
 - c. To update information.
 - d. To decrease energy.
 - e. To restore vitality
10. What are the differences in definition between "mentally" and "physical" in the text above?
- a. Mentally refers to psychological aspects, whereas physical refers to bodily aspects.
 - b. Mentally refers to physical aspects, whereas physical refers to mental aspects.
 - c. Mentally and physical are synonyms in the text.
 - d. Mentally and physical are unrelated terms in the text.
 - e. Mentally and physical are used interchangeably in the text.
11. Which word in the text has a suffix?
- a. quality
 - b. physically
 - c. expectancy
 - d. busy
 - e. happy
12. Which word in the text has a prefix?
- a. improve
 - b. rewards
 - c. cycling
 - d. reduce
 - e. refreshed

Fill in the blanks in this text with the appropriate words!

The Importance of Reading

I personally (13).... that reading is an important activity in our life. Why (14).... I say so? Firstly, by reading we can get a lot of information about many (15).... in the world such as science, technology, sports, arts and culture.

Secondly, by reading we can get a lot of news and knowledge about something (16).... in any part of the world which we can see directly.

Thirdly, reading can (17).... pleasure. When we are tired, we can read books, newspapers or magazines on the entertainment column such as short stories, comedies or quizzes to make us (18)....

Fourthly, reading can also (19).... ... to other parts of the world. By reading a book about Irian Jaya we may feel that we're really sitting in the jungles, not at home in our rooms.

Based on the facts above, it is obvious that everyone (20).... to read books, newspapers, magazines or others to get knowledge, news, information and also entertainment. In other words, we can say reading is (21).... important in our life.

13. a. thank
b. things
c. thinking
d. thought
e. think
14. a. do
b. does
c. is
d. if
e. am
15. a. thank
b. things
c. thinking
d. thought
e. think

16. a. happen
b. happended
c. happening
d. happens
e. happened to
17. a. gave us
b. give us
c. given us
d. give us to
e. gave us to
18. a. relax
b. relaxed
c. relaxing
d. relaxation
e. relaxant
19. a. took us
b. taking us
c. take us
d. takes us
e. will take us
20. a. have
b. has
c. need
d. needed
e. needs
21. a. truly
b. truely
c. true
d. real
e. it
22. What are the differences in definition between "newspapers" and "magazines" in the text above?
- a. Newspapers contain insignificant matter, while magazines are crucial because they contain the latest information.

- b. Newspapers are defined by their annual publication, while magazines are defined by their weekly or monthly publication.
 - c. Newspapers focus on current events and news reporting, while magazines focus on feature articles and in-depth analysis.
 - d. Newspapers are form of publication focusing solely on fictional stories and creative writing, while magazines are printed materials primarily intended for daily dissemination of news and current events.
 - e. Newspapers are publications that specialize in publishing academic research and scholarly articles, while magazines are printed materials mainly dedicated to advertising products and services.
23. What are the differences in definition between "knowledge" and "information" in the text above?
- a. Knowledge only pertains to general understanding not related to specific actions, while information is defined as highly specific and actionable understanding that can be directly used for decision-making or actions
 - b. Knowledge refers to facts and insights gained through learning and experience, while information is raw data or facts.
 - c. Knowledge refers to a collection of raw data or facts that have not been processed into deeper understanding, while information is the subjective understanding of facts rather than just the collection of facts themselves.
 - d. Knowledge indicates a subjective or interpretive view of reality, while information is a collection of true and objective facts, not influenced by individual perspectives or subjective interpretations.
 - e. Knowledge can only be acquired from formal sources such as books, while information is only obtained through personal experience or direct interaction with the environment without involving formal or institutional sources.
24. The opposite of "obvious" from the text is....
- a. Unclear
 - b. Evident
 - c. Apparent
 - d. Manifest
 - e. Plain
25. The synonym of "tired" in the text above is....
- a. Energetic

- b. Brave
- c. Strong
- d. Fatigued
- e. Weak

The Importance of Mobile Phones in Daily Lives

I strongly believe that mobile phones are necessary. My reasons for this belief are that these phones are convenient for business people who travel a lot, and they are handy for emergencies.

To begin with, mobile phones are necessary in the case of emergencies. For instance, if you fall down a set of stairs in a building and are badly injured and can't reach a pay phone, it is handy to have one to use. If your car breaks down in the middle of the night in a strange neighborhood, it would be dangerous to leave it in search of a public phone booth.

My other main reason is that mobile phones are convenient for business people. For example, if you are out of the state or even overseas and you have to contact a client to do some important work, it is useful to have one to use. By using a mobile phone, important information can be received. People can't stay in an office all day waiting for their phone to ring. Some people have to go and do jobs or they will go out of business. You can even send faxes or messages and use the internet with your mobile.

In conclusion, I believe that mobile phones have now become a necessary part of every day life. Instant communication will ensure that information can be passed on with a simple press of a button. Whether this is to do with business or personal information or emergencies, it goes to show that they are necessary in the new millennium.

26. Which meaning of the word "ring", which is a homonym (having different meanings), is used in the text above?

- a. Jewerly and circle
- b. Jewerly and telephone sounds
- c. Telephone sounds and communicate
- d. Jewerly and communicate
- e. Circle and telephone sounds

27. What is the antonym of "instant" of the text above?

- a. Quick
- b. Delayed
- c. Rapid
- d. Express
- e. Speedy

28. What are the differences in definition between "business" and "personal" in the text above?

- a. Business refers to individual concerns, while personal refers to corporate matters.
- b. Business pertains to informal matters, while personal relates to formal affairs.
- c. Business refers to activities related to work or commerce, while personal refers to matters concerning an individual's private life or interests.
- d. Business denotes financial transactions, while personal signifies communal engagements.
- e. Business encompasses social interactions, while personal involves professional engagements.

29. Which word in the text has a suffixes?

- a. Information, personal, middle.
- b. Emergencies, neighbourhood, ring.
- c. Necessary, millennium, important.
- d. Communication, neighbourhood, badly.
- e. Communication, neighbourhood, travel.

30. Which word in the text has a prefix?

- a. Ensure
- b. Whether
- c. Ever
- d. Information
- e. There are no words with prefixes in the text

Fill in the blanks in this text with the appropriate words!

Never Try Smoking

A (31).... of people, especially teenagers, who do not smoke, always want to (32).... smoking. They know it is bad for them and all, but it is just something they want to try. So they ask one of their smoker friends for a cigarette.

Admittedly, they firstly cannot fight it on their own so they ask his friend to do it. Then they inhale that cigarette and smoke occasionally.

Apparently, that makes them the born (33).... . Now they do smoke fairly regularly. They cannot avoid smoking and they enjoy too. They have smoker friends. Every day they bring a pack in their pocket. For them, a pack of cigarette is as important as a wallet for their money.

Suddenly, for certain reason, they (34).... the fact that tobacco is the cause of o long list of nasty diseases. It is not only heart disease, stroke and chronic lung disease but also bladder, lung, and pancreatic cancer.

Even it was reported that around 400.000 Americans (35).... each year. was one every 80 seconds from tobacco-related illnesses. Then they decide to quit smoking. Unfortunately, they find that quitting smoking is so difficult. "Why can't I stop smoking? I really want to stop it".

It is hard to quit because nicotine is powerfully addictive. Cigarette is one of the (36).... efficient drug-delivery devices ever devised. As result, when people try to quit smoking, they often (37).... classic nicotine withdrawal symptoms such as anxiety, inimitability, headache, depression and restlessness.

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

31. a. many
b. more
c. lot

- d. lack
- e. any
- 32. a. try
- b. tries
- c. tried
- d. tired
- e. have try
- 33. a. smoke
- b. smokey
- c. smoking
- d. smoked
- e. smokers
- 34. a. had realize
- b. realize
- c. realized
- d. have realize
- e. realizing
- 35. a. have died
- b. were died
- c. was died
- d. die
- e. died
- 36. a. more
- b. most
- c. bad
- d. thing
- e. much
- 37. a. experiencing
- b. experienced
- c. experience
- d. experiences
- e. have experience

38. Based on the text above, what is the definition word of "anxiety"?

- a. A mental disorder characterized by extreme fear.
- b. A state of calmness and relaxation.
- c. A feeling of unhappy and contentment.
- d. A physical illness caused by smoking.
- e. A condition caused by lack of nicotine.

39. Which word in the text has a suffix?

- a. smoking
- b. always
- c. restlessness
- d. unfortunately
- e. delivery

40. Which word in the text has a prefix?

- a. smoking
- b. always
- c. restlessness
- d. unfortunately
- e. delivery

Why We Shouldn't Skip Breakfast?

Thesis

Breakfast is the first of three important meals you should eat during the day. It can be hard to eat breakfast if you're busy, but skipping your first meal of the day can **affect** the rest of your day. Learn the importance of eating breakfast and some breakfast ideas.

Argumentation

Breakfast is important for many reasons. Breakfast gives you the energy you need to start the day. When you eat breakfast, you are not as hungry during the day. You will have more energy for school and other activities.

Breakfast keeps your bones healthy and helps you **maintain** a healthier weight. If you don't eat breakfast, you might **gain** extra weight. This is because eating breakfast **jumpstarts** your metabolism (how your body breaks down food to use as energy). When you skip breakfast, your metabolism slows down.

Conclusion

It's important for your family to model healthy eating **behaviors** and not skip meals. If your family eats breakfast every day, the children are more likely to eat breakfast every day too. Breakfast the most important meal of the day to keep energize us throughout the day.

Match the words in bold with their definitions from the text above!

- | | |
|----------------|---|
| 41. Affect | A. To produce a change or influence something. |
| 42. Maintain | B. Refers to the actions or conduct of individuals, groups, or organisms, especially in response to stimuli or environmental factors. |
| 43. Gain | C. To start or initiate something quickly or forcefully. |
| 44. Jumpstarts | D. To keep something in a particular state or condition. |
| 45. Behaviors | E. To increase in amount, size, or value. |

Banning Cars in the City

Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other.

Firstly, cars, as we all know, contribute to most of the pollution in the world. Cars **emit** a deadly gas that causes illnesses such as **bronchitis**, lung cancer, and **'triggers'** off asthma. Some of these illnesses are so bad that people can die from them.

Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit **pedestrians** in the city, which causes them **accidents** to die. Cars today are our roads biggest killers.

Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate on your homework, and especially talk to someone.

In conclusion, cars should be banned from the city for the reasons listed.

Match the words in bold with their definitions from the text above!

- | | |
|-----------------|--|
| 46. Emit | A. Factors or stimuli that initiate a particular reaction, condition, or event. |
| 47. Bronchitis | B. To produce something, such as light, sound, gas, or odor, often into the surrounding environment. |
| 48. Triggers | C. Unplanned events often caused by human error or unforeseen circumstances. |
| 49. Pedestrians | D. Inflammation occurs in the lining of the bronchial tubes. |
| 50. Accidents | E. Individuals who travel on foot, typically on sidewalks, footpaths, rather than using motorized vehicles for transportation. |

Appendices 3. Try Out Answer Key

TRY OUT ANSWER KEY

1. B	26. B
2. E	27. B
3. A	28. C
4. C	29. D
5. B	30. E
6. B	31. C
7. A	32. A
8. C	33. E
9. E	34. B
10. A	35. E
11. B	36. B
12. E	37. C
13. E	38. A
14. A	39. C
15. B	40. D
16. C	41. A
17. B	42. D
18. A	43. E
19. C	44. C
20. E	45. B
21. A	46. B
22. C	47. D
23. B	48. A
24. A	49. E
25. D	50. C

Appendices 4. Pre – test and Post – test

Why Exercise is Important?

The majority of us claim that we do not have time for exercise. We feel too busy to do that. However, many experts says that exercise has great role in making our body healthy.

Being physically active offers many advantages. In physical rewards, exercise can help reducing body weight and making our body fitter. Exercise is also believed to reduce stress levels, improve sleep patterns, and reduce the risk of heart disease, diabetes, and some forms of cancer. Besides physical advantage, exercise also brings good effects mentally. Due to the fitter body, exercise can make us feel refreshed and happy, increasing our life quality and expectancy.

How can we exercise while we are busy? Such question is commonly found among us. Actually, exercise can be done in simple ways. We can go walking while shopping. We can take the stairs rather than lift at the office. Or we can go cycling while enjoying our leisure time.

After all, doing exercise is difficult in a busy life but a little exercise will help us feel better.

1. Which meaning of the word "exercise", which is a homonym (having different meanings), is used in the text above?
 - a. practicing and eating
 - b. practicing and exercising
 - c. exercising and resting
 - d. doing exercises and working out
 - e. doing exercises and practicing
2. What is the antonym of "reduce" of the text above?
 - a. increase
 - b. decrease
 - c. maintain
 - d. minimize

- e. throw away
3. The word "leisure" in the text is closest in meaning to ...
 - a. work
 - b. stress
 - c. chill
 - d. tension
 - e. happy
 4. Which definition of the word "refreshed" is from the text?
 - a. To take a break.
 - b. To maintain freshness.
 - c. To update information.
 - d. To decrease energy.
 - e. To restore vitality
 5. What are the differences in definition between "mentally" and "physical" in the text above?
 - a. Mentally refers to psychological aspects, whereas physical refers to bodily aspects.
 - b. Mentally refers to physical aspects, whereas physical refers to mental aspects.
 - c. Mentally and physical are synonyms in the text.
 - d. Mentally and physical are unrelated terms in the text.
 - e. Mentally and physical are used interchangeably in the text.
 6. Which word in the text has a suffix?
 - a. quality
 - b. physically
 - c. expectancy
 - d. busy
 - e. happy
 7. Which word in the text has a prefix?
 - a. improve
 - b. rewards
 - c. cycling
 - d. reduce
 - e. refreshed

Fill in the blanks in this text with the appropriate words!

The Importance of Reading

I personally (8)... that reading is an important activity in our life. Why (9)... I say so?

Firstly, by reading we can get a lot of information about many (10)... in the world such as science, technology, sports, arts and culture.

Secondly, by reading we can get a lot of news and knowledge about something (11)... in any part of the world which we can see directly.

Thirdly, reading can (12)... pleasure. When we are tired, we can read books, newspapers or magazines on the entertainment column such as short stories, comedies or quizzes to make us (13)....

Fourthly, reading can also (14)... ... to other parts of the world. By reading a book about Irian Jaya we may feel that we're really sitting in the jungles, not at home in our rooms.

Based on the facts above, it is obvious that everyone (15)... to read books, newspapers, magazines or others to get knowledge, news, information and also entertainment. In other words, we can say reading is (16)... important in our life.

8. a. thank
b. things
c. thinking
d. thought
e. think
9. a. do
b. does
c. is
d. if
e. am
10. a. thank
b. things
c. thinking
d. thought
e. think

11. a. happen
b. happended
c. happening
d. happens
e. happened to
12. a. gave us
b. give us
c. given us
d. give us to
e. gave us to
13. a. relax
b. relaxed
c. relaxing
d. relaxation
e. relaxant
14. a. took us
b. taking us
c. take us
d. takes us
e. will take us
15. a. have
b. has
c. need
d. needed
e. needs
16. a. truly
b. truely
c. true
d. real
e. it
17. What are the differences in definition between "newspapers" and "magazines" in the text above?
- a. Newspapers contain insignificant matter, while magazines are crucial because they contain the latest information.

- b. Newspapers are defined by their annual publication, while magazines are defined by their weekly or monthly publication.
 - c. Newspapers focus on current events and news reporting, while magazines focus on feature articles and in-depth analysis.
 - d. Newspapers are form of publication focusing solely on fictional stories and creative writing, while magazines are printed materials primarily intended for daily dissemination of news and current events.
 - e. Newspapers are publications that specialize in publishing academic research and scholarly articles, while magazines are printed materials mainly dedicated to advertising products and services.
18. What are the differences in definition between "knowledge" and "information" in the text above?
- a. Knowledge only pertains to general understanding not related to specific actions, while information is defined as highly specific and actionable understanding that can be directly used for decision-making or actions
 - b. Knowledge refers to facts and insights gained through learning and experience, while information is raw data or facts.
 - c. Knowledge refers to a collection of raw data or facts that have not been processed into deeper understanding, while information is the subjective understanding of facts rather than just the collection of facts themselves.
 - d. Knowledge indicates a subjective or interpretive view of reality, while information is a collection of true and objective facts, not influenced by individual perspectives or subjective interpretations.
 - e. Knowledge can only be acquired from formal sources such as books, while information is only obtained through personal experience or direct interaction with the environment without involving formal or institutional sources.
19. The opposite of "obvious" from the text is....
- a. Unclear
 - b. Evident
 - c. Apparent
 - d. Manifest
 - e. Plain
20. The synonym of "tired" in the text above is....
- a. Energetic

- b. Brave
- c. Strong
- d. Fatigued
- e. Weak

Fill in the blanks in this text with the appropriate words!

Never Try Smoking

A (21)... of people, especially teenagers, who do not smoke, always want to (22)... smoking. They know it is bad for them and all, but it is just something they want to try. So they ask one of their smoker friends for a cigarette.

Admittedly, they firstly cannot fight it on their own so they ask his friend to do it. Then they inhale that cigarette and smoke occasionally.

Apparently, that makes them the born (23)... . Now they do smoke fairly regularly. They cannot avoid smoking and they enjoy too. They have smoker friends. Every day they bring a pack in their pocket. For them, a pack of cigarette is as important as a wallet for their money.

Suddenly, for certain reason, they (24)... the fact that tobacco is the cause of o long list of nasty diseases. It is not only heart disease, stroke and chronic lung disease but also bladder, lung, and pancreatic cancer.

Even it was reported that around 400.000 Americans (25)... each year. was one every 80 seconds from tobacco-related illnesses. Then they decide to quit smoking. Unfortunately, they find that quitting smoking is so difficult. "Why can't I stop smoking? I really want to stop it".

It is hard to quit because nicotine is powerfully addictive. Cigarette is one of the (26)... efficient drug-delivery devices ever devised. As result, when people try to quit smoking, they often (27)... classic nicotine withdrawal symptoms such as anxiety, inimitability, headache, depression and restlessness.

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

21. a. many
b. more
c. lot

- d. lack
- e. any
- 22. a. try
- b. tries
- c. tried
- d. tired
- e. have try
- 23. a. smoke
- b. smokey
- c. smoking
- d. smoked
- e. smokers
- 24. a. had realize
- b. realize
- c. realized
- d. have realize
- e. realizing
- 25. a. have died
- b. were died
- c. was died
- d. die
- e. died
- 26. a. more
- b. most
- c. bad
- d. thing
- e. much
- 27. a. experiencing
- b. experienced
- c. experience
- d. experiences
- e. have experience

28. Based on the text above, what is the definition word of "anxiety"?

- a. A mental disorder characterized by extreme fear.
- b. A state of calmness and relaxation.
- c. A feeling of unhappy and contentment.
- d. A physical illness caused by smoking.
- e. A condition caused by lack of nicotine.

29. Which word in the text has a suffix?

- a. smoking
- b. always
- c. restlessness
- d. unfortunately
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Why We Shouldn't Skip Breakfast?

Thesis

Breakfast is the first of three important meals you should eat during the day. It can be hard to eat breakfast if you're busy, but skipping your first meal of the day can **affect** the rest of your day. Learn the importance of eating breakfast and some breakfast ideas.

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Match the words in bold with their definitions from the text above!

- | | |
|----------------|---|
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| 32. Maintain | B. Refers to the actions or conduct of individuals, groups, or organisms, especially in response to stimuli or environmental factors. |
| 33. Gain | C. To start or initiate something quickly or forcefully. |
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Banning Cars in the City

Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other.

Firstly, cars, as we all know, contribute to most of the pollution in the world. Cars **emit** a deadly gas that causes illnesses such as **bronchitis**, lung cancer, and '**triggers**' off asthma. Some of these illnesses are so bad that people can die from them.

Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit **pedestrians** in the city, which causes them **accidents** to die. Cars today are our roads biggest killers.

Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate on your homework, and especially talk to someone.

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- | | |
|-----------------|--|
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| 37. Bronchitis | B. To produce something, such as light, sound, gas, or odor, often into the surrounding environment. |
| 38. Triggers | C. Unplanned events often caused by human error or unforeseen circumstances. |
| 39. Pedestrians | D. Inflammation occurs in the lining of the bronchial tubes. |
| 40. Accidents | E. Individuals who travel on foot, typically on sidewalks, footpaths, rather than using motorized vehicles for transportation. |

Appendices 5. Pre – test and Post – test Answer Key

PRE – TEST AND POST – TEST ANSWER KEY

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

Appendices 6. Experimental group teaching module

MODUL AJAR BAHASA INGGRIS SMA KELAS XI

Identitas Sekolah: SMA Al – Irsyad Tegal

Jenjang: SMA

Kelas: XI-3

Alokasi Waktu: 1 JP × 45 menit

Materi: Prepositions

Pertemuan: ke – 1

A. Kompetensi Awal:

1. Pemahaman tentang Prepositions.

B. Profil Pelajar Pancasila:

- 1) Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia dengan cara melatih peserta didik berdoa sebelum dan sesudah belajar
- 2) Mandiri, dengan cara melatih peserta didik untuk mengerjakan tugas secara individu dan berkelompok.
- 3) Bergotong royong, dengan cara melatih peserta didik untuk saling membantu dalam kerjasama kelompok saat berdiskusi

C. Sarana dan Prasarana:

1. Vidio pembelajaran Prepositions
2. Cake Application
3. Laptop & Handphone
4. Internet

D. Target Peserta Didik:

- Siswa regular/umum
- Siswa cerdas dengan pencapaian tinggi
- Siswa dengan pemahaman yang relative lambat

E. Model Pembelajaran yang digunakan:

STAD (Student Team Achievement Division) adalah model pembelajaran cooperative learning yang memberikan dorongan kepada peserta didik agar bisa mencapai prestasi dan nilai yang maksimal.

F. Kompetensi Inti

3.8 Membedakan kosakata Prepositions sesuai dengan konteks penggunaannya.

4.4 Menangkap makna secara kontekstual terkait kosakata Prepositions secara lisan dan tulis.

G. Indikator Pencapaian Kompetensi Inti

- Siswa dapat memahami secara terintegrasi lisan dan tulis tentang kosakata Prepositions secara kontekstual.
- Siswa dapat membedakan kosakata Prepositions.

H. Tujuan Pembelajaran

Setelah melalui serangkaian kegiatan pembelajaran baik individu maupun kelompok, di akhir pembelajaran siswa dapat:

1. Memahami kosakata Prepositions.
2. Menemukan informasi rinci terkait kosakata Prepositions.

I. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan	Alokasi waktu	Keterangan
Pendahuluan: 1. Guru memberikan salam dan menanyakan kabar peserta didik. 2. Guru memulai pembelajaran dengan meminta peserta didik untuk berdoa terlebih dahulu sebelum pelajaran dimulai.	5 menit	Model pembelajaran: STAD (Student Team Achievement Division)

<p>3. Guru mengecek kehadiran dengan melakukan presensi.</p> <p>4. Pertanyaan pemantik: apakah kalian pernah mempelajari Prepositions?</p> <p>5. Guru menyampaikan “Pada pembelajaran hari ini kalian akan memahami kosakata Prepositions”.</p> <p>6. Guru menyampaikan tujuan pembelajaran.</p> <p>7. Guru memberikan motivasi kepada peserta didik agar semangat belajar.</p> <p>Kegiatan Inti:</p> <p>1. Guru memberikan penjelasan singkat dari video pembelajaran tentang materi:</p> <ul style="list-style-type: none"> - Preposition: https://youtu.be/g9kusA4HifY?si=ZDZy79hh-1HI598V <p>2. Setelah memberikan materi, guru menanyakan kepada para siswa apakah ada yang belum dipahami terkait materi.</p> <p>3. Guru menginstruksi para siswa agar membentuk kelompok terdiri dari 5 / 6 siswa.</p> <p>4. Lalu setiap kelompok diminta untuk berkumpul dan mendownload Cake Application.</p> <p>5. Guru memberikan instruksi siswa untuk mendaftar atau masuk akun Cake Application sebagai media belajar untuk mempelajari lebih dalam tentang kosakata Prepositions.</p> <p>6. Para siswa secara berkelompok akan mendapatkan 1 akun Cake Application Plus dari guru untuk digunakan secara bersama – sama.</p>	<p>35 menit</p>	<p>Guru memberikan bimbingan untuk bekerjasama di setiap kelompok, walaupun nilai per individu</p>
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<p>7. Siswa mencoba menonton video belajar di Cake Application dan mengerjakan beberapa quiz di Cake Application sebagai latihan meningkatkan kosakata.</p> <p>8. Guru memberikan tugas quiz di menu Cake Plus pada level yang berjudul “300 Basic Words You Must Know” dengan mencari materi Prepositions untuk dikerjakan.</p> <p>9. Guru akan memasukan masing – masing nilai siswa setelah mereka mengerjakan tugas.</p> <p>Penutup:</p> <p>1. Guru memberi kesimpulan terkait materi Prepositions.</p> <p>2. Guru memberikan motivasi untuk siswa agar lebih giat belajar kedepannya.</p> <p>3. Guru dan siswa bersama-sama berdoa untuk mengakhiri kegiatan pembelajaran.</p>	<p>5 menit</p>	
--	----------------	--

J. MATERI PEMBELAJARAN

1. Preposition

- Definisi: Preposition adalah kata penghubung yang diletakkan sebelum kata benda untuk menunjukkan posisi, arah, waktu, tempat, dan sebagainya.

- Contoh preposition:

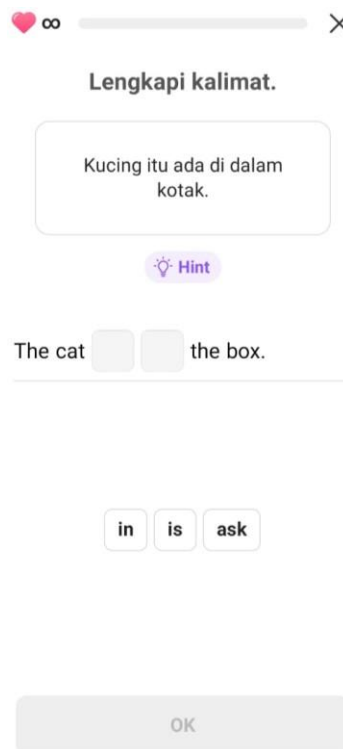
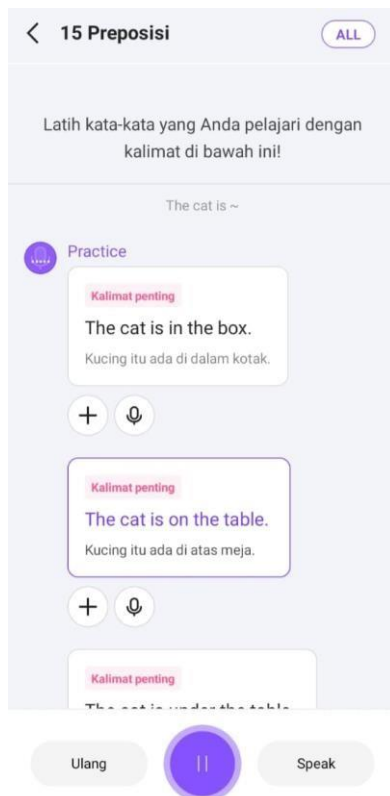
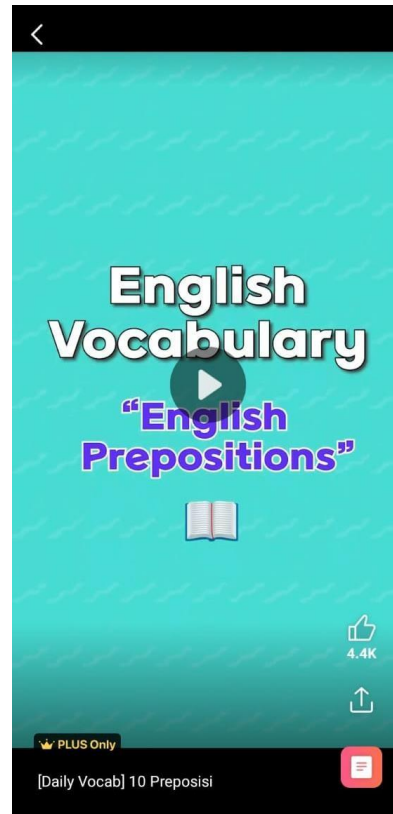
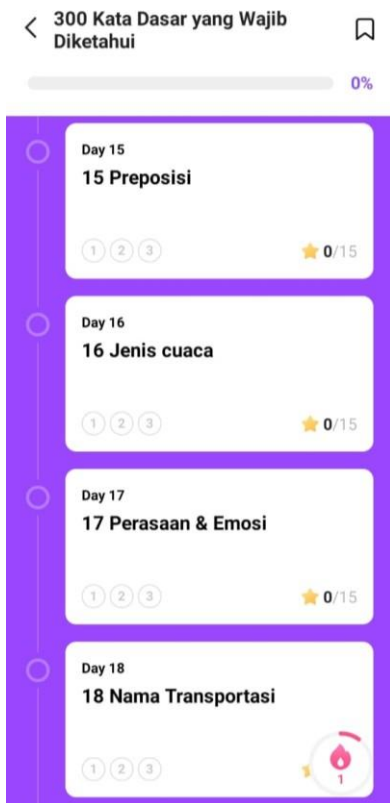
a. In/inside merupakan bentuk preposition of place yang artinya adalah di, atau di dalam yang general, tidak spesifik, umum, maupun di dalam tempat atau benda yang tertutup.

b. On artinya adalah di, pada, atau di atas. Jika konteksnya adalah tempat, on digunakan untuk menunjukkan posisi benda yang menempel di atas permukaan seperti on the carpet, on the table, atau on the wall.

c. At memiliki arti di atau pada. Perbedaan at dengan in atau on berada pada penyampaian lokasinya yang lebih rinci.

- Untuk contoh lebih lengkap bisa menonton vidio berikut ini:

<https://youtu.be/g9kusA4HIfY?si=ZDZy79hh-1HI598V>



MODUL AJAR BAHASA INGGRIS SMA KELAS XI

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Jenjang: SMA

Kelas: XI-3

Alokasi Waktu: 1 JP × 45 menit

Materi: Action verbs

Pertemuan: ke – 2

A. Kompetensi Awal:

1. Pemahaman tentang Action verbs.

B. Profil Pelajar Pancasila:

- 1) Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia dengan cara melatih peserta didik berdoa sebelum dan sesudah belajar
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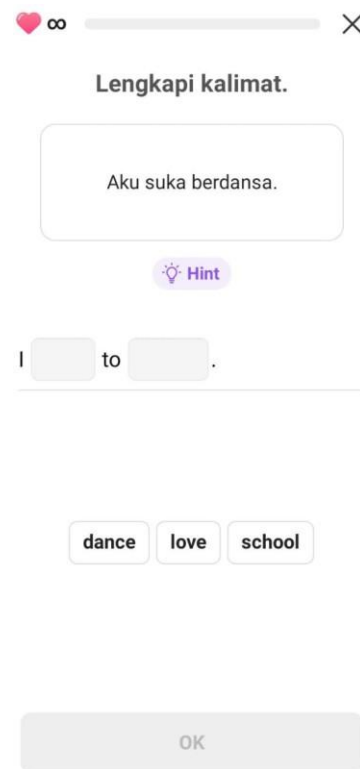
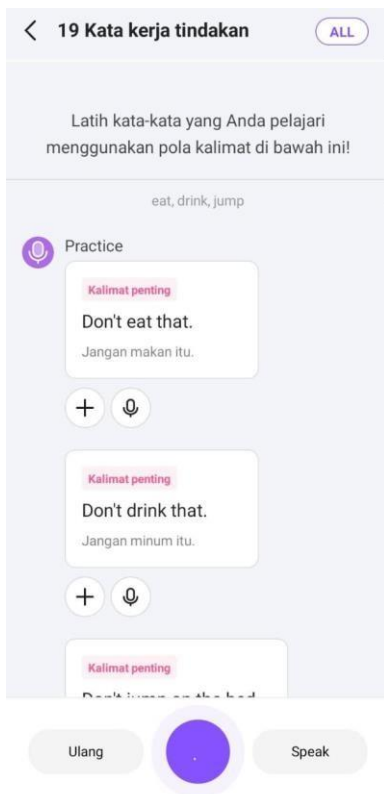
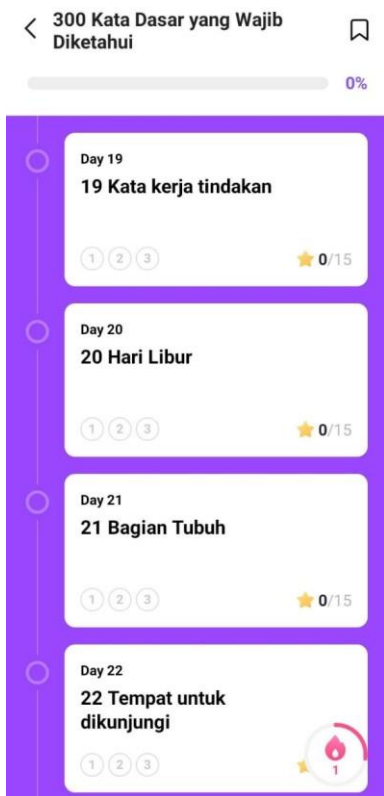
<p>3. Guru mengecek kehadiran dengan melakukan presensi.</p> <p>4. Pertanyaan pemantik: apakah kalian pernah menggunakan action verbs? apa saja?</p> <p>5. Guru menyampaikan “Pada pembelajaran hari ini kalian akan memahami kosakata Action verbs”.</p> <p>6. Guru menyampaikan tujuan pembelajaran.</p> <p>7. Guru memberikan motivasi kepada peserta didik agar semangat belajar.</p> <p>Kegiatan Inti:</p> <p>1. Guru memberikan penjelasan singkat dari vidio pembelajaran tentang materi :</p> <ul style="list-style-type: none"> - Action verbs: https://youtu.be/j3EYciNco58?feature=share d <p>2. Setelah memberikan materi, guru menanyakan kepada para siswa apakah ada yang belum dipahami terkait materi.</p> <p>5. Guru menginstruksi para siswa agar membentuk kelompok terdiri dari 5 / 6 siswa.</p> <p>6. Guru memberikan instruksi siswa untuk membuka Cake Application sebagai media belajar untuk mempelajari lebih dalam tentang kosakata Action verbs.</p> <p>7. Siswa mencoba menonton vidio belajar di Cake Application dan mengerjakan beberapa quiz di Cake Application sebagai latihan meningkatkan kosakata.</p>	<p>35 menit</p>	<p>Achievement Division)</p> <p>Guru memberikan bimbingan untuk bekerjasama di setiap kelompok, walaupun</p>
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<p>8. Guru memberikan tugas quiz di menu Cake Plus pada level yang berjudul “300 Basic Words You Must Know” dengan mencari materi Action verbs untuk dikerjakan.</p> <p>9. Guru akan memasukan masing – masing nilai siswa setelah mereka mengerjakan tugas.</p> <p>Penutup :</p> <ol style="list-style-type: none"> 1. Guru memberi kesimpulan terkait materi Action verbs. 2. Guru memberikan motivasi untuk siswa agar lebih giat belajar kedepannya. 3. Guru dan siswa bersama-sama berdoa untuk mengakhiri kegiatan pembelajaran. 	5 menit	nilai per individu
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J. MATERI PEMBELAJARAN

1. Action verbs

- Definisi: Action verbs adalah kata kerja atau tindakan menunjukkan sebuah aktivitas, proses, atau kepemilikan
- Contoh Action verbs: jump, eat, read, cry, run, think, smile, etc.
- Untuk contoh lebih lengkap bisa menonton vidio berikut ini:
<https://youtu.be/j3EYciNco58?feature=shared>



MODUL AJAR BAHASA INGGRIS SMA KELAS XI

Identitas Sekolah: SMA Al – Irsyad Tegal

Jenjang: SMA

Kelas: XI-3

Alokasi Waktu: 2 JP × 45 menit

Materi: Adjectives

Pertemuan: ke – 3

A. Kompetensi Awal:

1. Pemahaman tentang Adjectives.

B. Profil Pelajar Pancasila:

- 1) Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia dengan cara melatih peserta didik berdoa sebelum dan sesudah belajar
- 2) Mandiri, dengan cara melatih peserta didik untuk mengerjakan tugas secara individu dan berkelompok.
- 3) Bergotong royong, dengan cara melatih peserta didik untuk saling membantu dalam kerjasama kelompok saat berdiskusi

C. Sarana dan Prasarana:

1. Vidio pembelajaran Adjectives
2. Cake Application
3. Laptop & Handphone
4. Internet

D. Target Peserta Didik:

- Siswa regular/umum
- Siswa cerdas dengan pencapaian tinggi
- Siswa dengan pemahaman yang relative lambat

E. Model Pembelajaran yang digunakan:

STAD (Student Team Achievement Division) adalah model pembelajaran cooperative learning yang memberikan dorongan kepada peserta didik agar bisa mencapai prestasi dan nilai yang maksimal.

F. Kompetensi Inti

3.8 Membedakan kosakata Adjectives sesuai dengan konteks penggunaannya.

4.4 Menangkap makna secara kontekstual terkait kosakata Adjectives secara lisan dan tulis.

G. Indikator Pencapaian Kompetensi Inti

- Siswa dapat memahami secara terintegrasi lisan dan tulis tentang kosakata Adjectives secara kontekstual.
- Siswa dapat membedakan kosakata Adjectives.

H. Tujuan Pembelajaran

Setelah melalui serangkaian kegiatan pembelajaran baik individu maupun kelompok, di akhir pembelajaran siswa dapat:

1. Memahami kosakata Adjectives.
2. Menemukan informasi rinci terkait kosakata Adjectives.

I. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan	Alokasi waktu	Keterangan
Pendahuluan: 1. Guru memberikan salam dan menanyakan kabar peserta didik. 2. Guru memulai pembelajaran dengan meminta peserta didik untuk berdoa terlebih dahulu sebelum pelajaran dimulai. 3. Guru mengecek kehadiran dengan melakukan presensi.	15 menit	Model pembelajaran: STAD (Student Team Achievement Division)

<p>4. Pertanyaan pemantik: apakah kalian pernah menggunakan Adjectives? apa saja?</p> <p>5. Guru menyampaikan “Pada pembelajaran hari ini kalian akan memahami kosakata Adjectives”.</p> <p>6. Guru menyampaikan tujuan pembelajaran.</p> <p>7. Guru memberikan motivasi kepada peserta didik agar semangat belajar.</p>		
<p>Kegiatan Inti:</p>	60 menit	
<p>1. Guru memberikan penjelasan singkat dari vidio pembelajaran tentang materi:</p> <ul style="list-style-type: none"> - Adjectives: https://www.youtube.com/watch?v=ZWZMwCwNjsY <p>2. Setelah memberikan materi, guru menanyakan kepada para siswa apakah ada yang belum dipahami terkait materi.</p> <p>5. Guru menginstruksi para siswa agar membentuk kelompok terdiri dari 5 / 6 siswa.</p> <p>6. Guru memberikan instruksi siswa untuk membuka Cake Application sebagai media belajar untuk mempelajari lebih dalam tentang kosakata Adjectives.</p> <p>7. Siswa mencoba menonton vidio belajar di Cake Application dan mengerjakan beberapa quiz di Cake Application sebagai latihan meningkatkan kosakata.</p>		Guru memberikan bimbingan untuk bekerjasama di setiap kelompok, walaupun nilai per individu
<p>8. Guru memberikan tugas quiz di menu Cake Plus pada video yang berjudul “23 Personality Adjectives” dengan mencari quiz Adjectives untuk dikerjakan.</p> <p>9. Guru akan memasukan masing – masing nilai siswa setelah mereka mengerjakan tugas.</p>	15 menit	

<p>Penutup:</p> <ol style="list-style-type: none">1. Guru memberi kesimpulan terkait materi Adjectives.2. Guru memberikan motivasi untuk siswa agar lebih giat belajar kedepannya.3. Guru dan siswa bersama-sama berdoa untuk mengakhiri kegiatan pembelajaran.		
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J. MATERI PEMBELAJARAN

- **Adjectives**

- Definisi: Adjectives adalah kata yang merujuk pada bahasa Inggris dengan arti kata sifat yang sangat berguna untuk menerangkan dan mendeskripsikan kata benda bisa berupa manusia, hewan, benda ataupun entitas lainnya.

- Contoh Action verbs: awesome, big, cute, crazy, etc.

- Untuk contoh lebih lengkap bisa menonton vidio berikut ini:

<https://www.youtube.com/watch?v=ZWZMwCwNjsY>

Britcent: 23 kata sifat gambarkan kepribadian

Topik video Selesai 0/6



Saya optimis.
I'm u _____



1x Drill
 Masih banyak lagi kata dan frasa menarik yang bisa anda gunakan untuk menggambarkan kepribadian anda.
 1/18 +

Saya optimis.

👍 154 🔗 ⋮

Start 1:1 British English lessons now! >



Britcent: 23 kata sifat gambarkan kepribadian

Britcent: 23 kata sifat gambarkan kepribadian

- Saya optimis.
I'm upbeat.
- Dia anak paling ekstrover yang saya kenal.
He's the most _____ kid that I knew.
- Saya cukup pendiam.
I'm quite _____.
- Saya cukup mudah marah.
I'm quite easily _____.
- Saya orang yang rajin.

Review arti ungkapan tersebut.

Dia anak paling ekstrover yang saya kenal.

He's the most extroverted kid that I knew.



OK

MODUL AJAR BAHASA INGGRIS SMA KELAS XI

Identitas Sekolah: SMA Al – Irsyad Tegal

Jenjang: SMA

Kelas: XI-3

Alokasi Waktu: 1 JP × 45 menit

Materi: Stative verbs

Pertemuan: ke – 4

A. Kompetensi Awal:

1. Pemahaman tentang Stative verbs

B. Profil Pelajar Pancasila:

- 1) Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia dengan cara melatih peserta didik berdoa sebelum dan sesudah belajar
- 2) Mandiri, dengan cara melatih peserta didik untuk mengerjakan tugas secara individu dan berkelompok.
- 3) Bergotong royong, dengan cara melatih peserta didik untuk saling membantu dalam kerjasama kelompok saat berdiskusi

C. Sarana dan Prasarana:

1. Vidio pembelajaran Stative verbs
2. Cake Application
3. Laptop & Handphone
4. Internet

D. Target Peserta Didik:

- Siswa regular/umum
- Siswa cerdas dengan pencapaian tinggi
- Siswa dengan pemahaman yang relative lambat

E. Model Pembelajaran yang digunakan:

STAD (Student Team Achievement Division) adalah model pembelajaran cooperative learning yang memberikan dorongan kepada peserta didik agar bisa mencapai prestasi dan nilai yang maksimal.

F. Kompetensi Inti

3.8 Membedakan kosakata Stative verbs sesuai dengan konteks penggunaannya.

4.4 Menangkap makna secara kontekstual terkait kosakata Stative verbs secara lisan dan tulis.

G. Indikator Pencapaian Kompetensi Inti

- Siswa dapat memahami secara terintegrasi lisan dan tulis tentang kosakata Stative verbs secara kontekstual.

- Siswa dapat membedakan kosakata Stative verbs.

H. Tujuan Pembelajaran

Setelah melalui serangkaian kegiatan pembelajaran baik individu maupun kelompok, di akhir pembelajaran siswa dapat :

1. Memahami kosakata Stative verbs.
2. Menemukan informasi rinci terkait kosakata Stative verbs.

I. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan	Alokasi waktu	Keterangan
Pendahuluan: 1. Guru memberikan salam dan menanyakan kabar peserta didik. 2. Guru memulai pembelajaran dengan meminta peserta didik untuk berdoa terlebih dahulu sebelum pelajaran dimulai. 3. Guru mengecek kehadiran dengan melakukan presensi.	5 menit	Model pembelajaran: STAD (Student Team Achievement Division)

<p>4. Pertanyaan pemantik: Apakah kalian tahu apa itu Stative verbs?</p> <p>5. Guru menyampaikan “Pada pembelajaran hari ini kalian akan memahami kosakata Stative verbs”.</p> <p>6. Guru menyampaikan tujuan pembelajaran.</p> <p>7. Guru memberikan motivasi kepada peserta didik agar semangat belajar.</p> <p>Kegiatan Inti:</p> <p>1. Guru memberikan penjelasan singkat dari vidio pembelajaran tentang materi:</p> <ul style="list-style-type: none"> - Stative verbs: https://www.youtube.com/watch?v=4UsLG9_dd9w <p>2. Setelah memberikan materi, guru menanyakan kepada para siswa apakah ada yang belum dipahami terkait materi.</p> <p>3. Guru menginstruksi para siswa agar membentuk kelompok terdiri dari 5 / 6 siswa.</p> <p>4. Guru memberikan instruksi siswa untuk membuka Cake Application sebagai media belajar untuk mempelajari lebih dalam tentang kosakata Stative verbs.</p> <p>5. Siswa mencoba menonton vidio belajar di Cake Application dan mengerjakan beberapa quiz di Cake Application sebagai latihan meningkatkan kosakata.</p> <p>6. Guru memberikan tugas quiz di menu Cake Plus pada materi yang berjudul “Easy English Grammar” dengan mencari Stative verbs untuk dikerjakan.</p> <p>7. Guru akan memasukan masing – masing nilai siswa setelah mereka mengerjakan tugas.</p> <p>Penutup :</p> <p>1. Guru memberi kesimpulan terkait materi Stative verbs.</p>	<p>35 menit</p>	<p>Guru memberikan bimbingan untuk bekerjasama di setiap kelompok, walaupun nilai per individu</p>
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2. Guru memberikan motivasi untuk siswa agar lebih giat belajar kedepannya.	5 menit	
3. Guru dan siswa bersama-sama berdoa untuk mengakhiri kegiatan pembelajaran.		

J. MATERI PEMBELAJARAN

- **Stative verbs**

- Definisi: Stative verbs adalah kata kerja yang menggambarkan keadaan, perasaan, kepemilikan, pemikiran, dan indera yang tidak melibatkan aksi atau proses yang berlangsung. Terdapat perbedaan antara Action Verbs dan Stative verbs. Action verb menunjukkan aktivitas yang dapat diamati atau dilihat secara fisik, sementara stative verb menunjukkan keadaan atau kondisi yang mungkin tidak dapat diamati secara langsung.

- Contoh Stative verbs: love, think, feel, hear, own, belong, remember, etc.

- Untuk contoh lebih lengkap bisa menonton vidio berikut ini:
https://www.youtube.com/watch?v=4UsLG9_dd9w

< Tata Bahasa Inggris mudah 🔖

0%

Day 10
6 Kata Kerja Statif Umum

1 2 3 ★ 0/15

Day 11
Kata kerja umum 'do'

1 2 3 ★ 0/15


Day 12
Kata kerja bantu 'do'

1 2 3 ★ 0/15

Day 13
Kata Kerja Pertanyaan


1 2 3 🔥 2

< Step 2



Disney · PIXAR

Bagaimana kamu tahu?
How do you know?



DRUNK ADVICE


Aku sangat mencharqai diriku sendiri.

🔖 3

Stative verbs

6 common **stative verbs**

Describes the state of something



10

1x 🔄 Drill

Kata kerja statif menggambarkan keadaan sesuatu.

+

2/116

Unit 10
6 Kata Kerja Statif Umum

- STEP 1
Video latihan
- STEP 2

❤️ ∞ ✕

Katakan kalimat selanjutnya.

Mereka merasa kita tidak peduli.

💡 Hint

They like don't care.

🎤 Tekan dan bicara

Tidak bisa bicara sekarang.

OK

MODUL AJAR BAHASA INGGRIS SMA KELAS XI

Identitas Sekolah: SMA Al – Irsyad Tegal

Jenjang: SMA

Kelas: XI-3

Alokasi Waktu: 1 JP × 45 menit

Materi: Explaining situations

Pertemuan: ke – 5

A. Kompetensi Awal:

1. Pemahaman tentang Explaining situations.

B. Profil Pelajar Pancasila:

- 1) Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia dengan cara melatih peserta didik berdoa sebelum dan sesudah belajar
- 2) Mandiri, dengan cara melatih peserta didik untuk mengerjakan tugas secara individu dan berkelompok.
- 3) Bergotong royong, dengan cara melatih peserta didik untuk saling membantu dalam kerjasama kelompok saat berdiskusi

C. Sarana dan Prasarana:

1. Vidio pembelajaran Explaining situations
2. Cake Application
3. Laptop & Handphone
4. Internet

D. Target Peserta Didik:

- Siswa regular/umum
- Siswa cerdas dengan pencapaian tinggi
- Siswa dengan pemahaman yang relative lambat

E. Model Pembelajaran yang digunakan:

STAD (Student Team Achievement Division) adalah model pembelajaran cooperative learning yang memberikan dorongan kepada peserta didik agar bisa mencapai prestasi dan nilai yang maksimal.

F. Kompetensi Inti

3.8 Membedakan kosakata yang berkaitan Explaining situations sesuai dengan konteks penggunaannya.

4.4 Menangkap makna secara kontekstual terkait kosakata yang berkaitan Explaining situations secara lisan dan tulis.

G. Indikator Pencapaian Kompetensi Inti

- Siswa dapat memahami secara terintegrasi lisan dan tulis tentang kosakata yang berkaitan Explaining situations secara kontekstual.
- Siswa dapat membedakan kosakata yang berkaitan Explaining situations.

H. Tujuan Pembelajaran

Setelah melalui serangkaian kegiatan pembelajaran baik individu maupun kelompok, di akhir pembelajaran siswa dapat :

1. Memahami kosakata yang berkaitan Explaining situations.
2. Menemukan informasi rinci terkait kosakata yang berkaitan Explaining situations.

I. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan	Alokasi waktu	Keterangan
Pendahuluan : 1. Guru memberikan salam dan menanyakan kabar peserta didik.	5 menit	Model pembelajaran: STAD (Student Team

<p>2. Guru memulai pembelajaran dengan meminta peserta didik untuk berdoa terlebih dahulu sebelum pelajaran dimulai.</p> <p>3. Guru mengecek kehadiran dengan melakukan presensi.</p> <p>4. Pertanyaan pemantik: Apakah kalian pernah menjelaskan keadaan suatu hal yang kalian anggap penting atau tidak penting?</p> <p>5. Guru menyampaikan “Pada pembelajaran hari ini kalian akan memahami kosakata yang berkaitan dengan Explaining situations”.</p> <p>6. Guru menyampaikan tujuan pembelajaran.</p> <p>7. Guru memberikan motivasi kepada peserta didik agar semangat belajar.</p> <p>Kegiatan Inti:</p> <p>1. Guru memberikan penjelasan singkat dari video pembelajaran tentang materi:</p> <ul style="list-style-type: none"> - Explaining situations: https://www.youtube.com/watch?v=fpJyRY9p8fl <p>2. Setelah memberikan materi, guru menanyakan kepada para siswa apakah ada yang belum dipahami terkait materi.</p> <p>3. Guru menginstruksi para siswa agar membentuk kelompok terdiri dari 5 / 6 siswa.</p> <p>4. Guru memberikan instruksi siswa untuk membuka Cake Application sebagai media belajar untuk mempelajari lebih dalam tentang kosakata yang berkaitan</p> <p>5. Siswa mencoba menonton video belajar di Cake Application dan mengerjakan beberapa quiz di Cake Application sebagai latihan meningkatkan kosakata.</p>	<p style="text-align: center;">35 menit</p>	<p>Achievement Division)</p> <p>Guru memberikan bimbingan untuk bekerjasama di setiap kelompok, walaupun nilai per individu</p>
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<p>6. Guru memberikan tugas quiz di menu Cake Plus pada level yang berjudul “Cake Vlog Series: Daily Coversation” dengan mencari materi Stative verbs untuk dikerjakan.</p> <p>7. Guru akan memasukan masing – masing nilai siswa setelah mereka mengerjakan tugas.</p> <p>Penutup:</p> <ol style="list-style-type: none"> 1. Guru memberi kesimpulan terkait materi Explaining situations. 2. Guru memberikan motivasi untuk siswa agar lebih giat belajar kedepannya. 3. Guru dan siswa bersama-sama berdoa untuk mengakhiri kegiatan pembelajaran. 	<p>5 menit</p>	
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J. MATERI PEMBELAJARAN

- **Explaining situations**

- Definisi: Explaining situations adalah proses menjelaskan atau menguraikan kondisi atau keadaan tertentu kepada seseorang. Penjelasan situasi dapat dilakukan dalam berbagai konteks, seperti dalam hubungan pribadi, lingkungan kerja, atau situasi yang lebih luas dalam masyarakat. Tujuannya adalah untuk memperjelas pemahaman dan mengkomunikasikan informasi dengan jelas kepada orang lain.

- Contoh kosakata Explaining situations: happen, explain, important, etc.

- Untuk contoh lebih lengkap bisa menonton vidio berikut ini:
<https://www.youtube.com/watch?v=fpJyRY9p8fl>

< Seri Vlog Cake : Percakapan Sehari-hari

0%

1 2 3 4 0/20

Day 6
Hal yang harus dilakukan

1 2 3 4 0/20

Day 7
Mengungkapkan perasaan

1 2 3 4 0/20

Day 8
Menjelaskan situasi

1 2 3 4 0/20

2

1x Drill

Oh, hei! Apakah kamu akan keluar?

2/13

Unit 8
Menjelaskan situasi

- STEP 1
Saya belum sempat melakukannya.
- STEP 2

REC Niki's vlog

ID YouTube

1x Drill

Aku baru saja selesai mencuci piring dan aku mendapat 20 notifikasi dan panggilan tidak terjawab dari temanku.

1/9

Unit 8
Menjelaskan situasi

- STEP 1
Saya belum sempat melakukannya.
- STEP 2

∞ X

Lengkapi kalimat.

Aku sedang di tengah-tengah melakukan sesuatu.

Hint

I _____ in the _____ of _____.

something was middle difference

OK

MODUL AJAR BAHASA INGGRIS SMA KELAS XI

Identitas Sekolah: SMA Al – Irsyad Tegal

Jenjang: SMA

Kelas: XI-3

Alokasi Waktu: 1 JP × 45 menit

Materi: Daily routines

Pertemuan: ke – 6

A. Kompetensi Awal:

1. Pemahaman tentang Daily routines.

B. Profil Pelajar Pancasila:

- 1) Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia dengan cara melatih peserta didik berdoa sebelum dan sesudah belajar
- 2) Mandiri, dengan cara melatih peserta didik untuk mengerjakan tugas secara individu dan berkelompok.
- 3) Bergotong royong, dengan cara melatih peserta didik untuk saling membantu dalam kerjasama kelompok saat berdiskusi

C. Sarana dan Prasarana:

1. Vidio pembelajaran Daily routines
2. Cake Application
3. Laptop & Handphone
4. Internet

D. Target Peserta Didik:

- Siswa regular/umum
- Siswa cerdas dengan pencapaian tinggi
- Siswa dengan pemahaman yang relative lambat

E. Model Pembelajaran yang digunakan:

STAD (Student Team Achievement Division) adalah model pembelajaran cooperative learning yang memberikan dorongan kepada peserta didik agar bisa mencapai prestasi dan nilai yang maksimal.

F. Kompetensi Inti

3.8 Membedakan kosakata yang berkaitan Daily routines sesuai dengan konteks penggunaannya.

4.4 Menangkap makna secara kontekstual terkait kosakata yang berkaitan Daily routines secara lisan dan tulis.

G. Indikator Pencapaian Kompetensi Inti

- Siswa dapat memahami secara terintegrasi lisan dan tulis tentang kosakata yang berkaitan Daily routines secara kontekstual.
- Siswa dapat membedakan kosakata yang berkaitan Daily routines.

H. Tujuan Pembelajaran

Setelah melalui serangkaian kegiatan pembelajaran baik individu maupun kelompok, di akhir pembelajaran siswa dapat :

1. Memahami kosakata yang berkaitan Daily routines.
2. Menemukan informasi rinci terkait kosakata yang berkaitan Daily routines.

I. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan	Alokasi waktu	Keterangan
Pendahuluan: 1. Guru memberikan salam dan menanyakan kabar peserta didik. 2. Guru memulai pembelajaran dengan meminta peserta didik untuk berdoa terlebih dahulu sebelum pelajaran dimulai.	5 menit	Model pembelajaran: STAD (Student Team

<p>3. Guru mengecek kehadiran dengan melakukan presensi.</p> <p>4. Pertanyaan pemantik: Apa saja rutinitas kalian sehari – hari? Apa arti kata bahasa inggris dari semua rutinitas itu?</p> <p>5. Guru menyampaikan “Pada pembelajaran hari ini kalian akan memahami kosakata yang berkaitan dengan Routines”.</p> <p>6. Guru menyampaikan tujuan pembelajaran.</p> <p>7. Guru memberikan motivasi kepada peserta didik agar semangat belajar.</p>		Achievement Division)
<p>Kegiatan Inti:</p> <p>1. Guru memberikan penjelasan singkat dari vidio pembelajaran tentang materi:</p> <ul style="list-style-type: none"> - Daily routines: https://www.youtube.com/watch?v=ju-Z9Hv0mT8 <p>2. Setelah memberikan materi, guru menanyakan kepada para siswa apakah ada yang belum dipahami terkait materi.</p> <p>3. Guru menginstruksi para siswa agar membentuk kelompok terdiri dari 5 / 6 siswa.</p> <p>4. Guru memberikan instruksi siswa untuk membuka Cake Application sebagai media belajar untuk mempelajari lebih dalam tentang kosakata yang berkaitan</p> <p>5. Siswa mencoba menonton vidio belajar di Cake Application dan mengerjakan beberapa quiz di Cake Application sebagai latihan meningkatkan kosakata.</p> <p>6. Guru memberikan tugas quiz di menu Cake Plus pada level yang berjudul “Cake Vlog Series : Daily Coversation” dengan mencari materi Stative verbs untuk dikerjakan.</p> <p>7. Guru akan memasukan masing – masing nilai siswa setelah mereka mengerjakan tugas.</p>	35 menit	Guru memberikan bimbingan untuk bekerjasama di setiap kelompok, walaupun nilai per individu

<p>Penutup:</p> <ol style="list-style-type: none"> 1. Guru memberi kesimpulan terkait materi Daily routines. 2. Guru memberikan motivasi untuk siswa agar lebih giat belajar kedepannya. 3. Guru dan siswa bersama-sama berdoa untuk mengakhiri kegiatan pembelajaran. 	5 menit	
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J. MATERI PEMBELAJARAN

- **Daily routines**

- Definisi: Daily Activities disebut juga kegiatan sehari-hari yang biasanya dilakukan setiap hari oleh kita. Teks daily activities menggunakan Simple Present Tense dan memiliki susunan yang runtut dari aktifitas ke aktifitas yang lainnya.

- Contoh kosakata Daily routines: Wake up, brush, comb, eat, etc.

- Untuk contoh lebih lengkap bisa menonton vidio berikut ini:

<https://www.youtube.com/watch?v=ju-Z9Hv0mT8>

8 Hari Selesai

Day 1
Rutinitas

🌟 0/20

Day 2
Pengalaman di masa lalu

🌟 0/20

Day 3
Rencana

🌟 0/20

Day 4
Harapan

🌟 0/20



1x Drill

Aku biasanya berangkat kerja jam 10 pagi.

1/5 Coba simpan kalimat! +

Unit 1
Rutinitas

- .
- STEP 1
Aku biasanya berangkat kerja jam 10 pagi.
- .
- STEP 2



Lengkapi kalimat.

Saya selalu tidur lebih lama di hari Sabtu.

Hint

I always on
Saturdays.

base

in
sleep

OK



1x Drill

Saya berolahraga setiap pagi.

1/12 Coba simpan kalimat! +

Unit 1
Rutinitas

- ✓- STEP 1
Aku biasanya berangkat kerja jam 10 pagi. >
- .
- STEP 2

Appendices 7. Control group teaching module

MODUL AJAR BAHASA INGGRIS SMA KELAS XI

Identitas Sekolah: SMA Al-Irsyad Tegal

Jenjang: SMA

Kelas: XI-2

Alokasi Waktu: 1 JP × 45 menit

Materi: Analytical exposition text

Pertemuan: ke – 1

A. Kompetensi Awal:

1. Pemahaman tentang Analytical exposition text

B. Profil Pelajar Pancasila:

- 1) Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia dengan cara melatih peserta didik berdoa sebelum dan sesudah belajar
- 2) Mandiri, dengan cara melatih peserta didik untuk mengerjakan tugas secara individu dan berkelompok.
- 3) Bergotong royong, dengan cara melatih peserta didik untuk saling membantu dalam kerjasama kelompok saat berdiskusi

C. Sarana dan Prasarana:

1. Power point materi Analytical exposition text
2. Laptop
3. Proyektor LCD
4. Internet

D. Target Peserta Didik:

- Siswa regular/umum
- Siswa cerdas dengan pencapaian tinggi
- Siswa dengan pemahaman yang relative lambat

E. Model Pembelajaran yang digunakan:

Model pembelajaran langsung: model pembelajaran di mana guru mentransformasikan informasi atau keterampilan secara langsung kepada siswa. Model pembelajaran ini merujuk kepada teknik pembelajaran yang menggunakan metode ceramah, demonstrasi dan tanya jawab yang melibatkan seluruh kelas.

F. Kompetensi Inti

3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks Analytical exposition sesuai dengan konteks penggunaannya.

4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks Analytical exposition text secara lisan dan tulis, dalam bentuk berita sederhana koran/radio/TV.

G. Indikator Pencapaian Kompetensi Inti

- Siswa dapat memahami secara terintegrasi lisan dan tulis tentang teks Analytical exposition text secara kontekstual.
- Siswa dapat membedakan teks Analytical exposition text dengan teks lain.

H. Tujuan Pembelajaran

Setelah melalui serangkaian kegiatan pembelajaran baik individu maupun kelompok, di akhir pembelajaran siswa dapat:

1. Memahami fungsi sosial, struktur teks dan unsur kebahasaan dari sebuah teks Analytical exposition text.
2. Menemukan informasi rinci terkait Analytical exposition text.

I. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan	Alokasi waktu	Keterangan
Pendahuluan: 1. Guru memberikan salam dan menanyakan kabar peserta didik	10 menit	Model pembelajaran: Model pembelajaran langsung

<p>2. Guru memulai pembelajaran dengan meminta peserta didik untuk berdoa terlebih dahulu sebelum pelajaran dimulai</p> <p>3. Guru mengecek kehadiran dengan melakukan presensi</p> <p>4. Pertanyaan pemantik: “Apa yang kamu ketahui tentang teks eksposisi?, Pernahkah kamu membuat sebuah teks eksposisi?”</p> <p>5. Guru menyampaikan “Pada pembelajaran hari ini kalian akan memahami Analytical exposition text”</p> <p>6. Guru menyampaikan tujuan pembelajaran</p> <p>7. Guru memberikan motivasi kepada peserta didik agar semangat belajar</p>		
<p>Kegiatan Inti:</p> <p>1. Guru memberikan penjelasan terkait materi Analytical exposition menggunakan PPT</p> <p>2. Setelah memberikan materi, guru menanyakan kepada para siswa apakah ada yang belum dipahami terkait dengan materi</p> <p>3. Guru meminta murid untuk membedakan mana Analytical text</p>	<p>30 menit</p>	<p>Guru menjelaskan materi</p>

<p>dan yang bukan pada PPT yang ditampilkan</p> <p>Penutup:</p> <ol style="list-style-type: none"> 1. Guru memberi kesimpulan terkait materi Analytical exposition text 2. Guru memasukkan nilai setiap kelompok 3. Guru memberikan motivasi semua kelompok dalam pembelajaran 4. Guru dan siswa bersama-sama berdoa untuk mengakhiri kegiatan pembelajaran 	<p>5 menit</p>	
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J. MATERI PEMBELAJARAN

01 Definition of Analytical exposition text

Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding.

02 Purpose of Analytical exposition text

The purpose is to persuade the reader that the idea is an important matter.

03 Generic structures :

- **Thesis** : Introducing the topic to be discussed in the text.
- **Arguments** : Providing supporting arguments based on logical facts or data.
- **Reiteration / Conclusion** : Reminding readers of the author's opinion and providing a strong conclusion.

Smoking in Restaurants

Smoking in restaurants is not ok. It must not be allowed because it is rude, harmful to others and dangerous not only for the nonsmokers but the smokers as well.

THESIS

Firstly, smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. People pay to taste good food and should not be put off by foul smelling smoke.

ARGUMENTS

Another reason smoking should not be allowed in restaurants is the harm it can do to others. Passive smoking, that is breathing in smoke made by a smoker, can lead to asthma attacks and even cancer. Finally, smoking is dangerous and a health risk to smokers. Cigarettes can cause heart and lung disease.

ARGUMENTS

Therefore, smoking in restaurants is impolite, harmful to others and a health risk to everyone. It is better if smoking is not allowed in any restaurants.

REITERATION

04 Language features :

- **Use Simple Present Tense (V1)**

Example : cook, read, swim, eat, etc.

- **Using verbs to express thoughts**

Example : feel, know, think, realize, etc.

- **Using Internal Conjunction**, such as :

- **Addition** : besides, in addition, etc.
- **Comparisons** : but, meanwhile, on the other hand, etc.
- **Time** : firstly, second, then, next, etc.
- **Cause – effect** : as a result, so, the result, etc.

"Which one is an analytical text?"

Cocoanuts

Title: Why School Uniforms are Important for Students

School uniforms play an important role in education. There are some clear reasons why the implementation of school uniforms is crucial for schools.

Firstly, wearing a uniform fosters discipline and orderliness. When all students wear the same uniform, they will focus more on their studies rather than fashion preferences. The uniform also makes students appear neat and professional.

Secondly, uniforms promote equality among students. Richer and poorer students will appear alike in similar uniforms. There will be less discrimination or bullying based on their economic backgrounds.

Finally, the uniform reflects the identity and values of the school. Students will nurture the attitude to be proud of their school when wearing the uniform. It represents unity and becomes the school's identity to the public.

In conclusion, school uniforms give a positive impact on student development and school image. The uniforms represent discipline, equality, and school pride. Therefore, all schools ought to make wearing uniforms mandatory.

Do you know coconuts? Ehmmm... well, today I'd like to tell you about coconuts. Coconut is a popular kind of fruit, that is produced by a tall palm tree that grows in tropical areas. It is an oval nut which has a large fibrous husk. It has smooth green, reddish, or yellow skin. Inside the nut, there is a thick white meat that surrounds a central cavity. When it is still fresh, the cavity is filled with liquid. The liquid tastes and smells special.

The young flesh of the white meat and the liquid can be made into many kinds of delicious drinks. However, when it is old and the meat hardens, the flesh can be squeezed for coconut milk, that is useful for many purposes. The milk can be for making cakes, drinks, dish, etc.

The tree has unique parts, all of which are useful. The leaves can be for a mat, roof, broom, and so on. The trunk can be for wood logs of many purposes. The tree can also be carved for ornaments and handicraft. In short, the fruit and the tree are all useful for human beings.

There are many varieties of coconut, which have specific tastes and uses. The liquid of some coconuts can be for poison neutralizer. The sizes are also various: small, medium, and large. Coconut trees are planted and grown in tropics. Therefore, in such countries as Indonesia, Malaysia, and neighboring countries there are thousands of coconut trees.

1. Penilaian Sikap Observasi

No	Kriteria	Baik Sekali (4)	Baik (3)	Cukup (2)	Perlu Bimbingan (1)
1.	Sikap tertib	Siswa menunjukkan sikap sangat tertib saat pembelajaran dikelas	Siswa menunjukkan sikap tertib dikelas	Siswa menunjukkan sikap cukup tertib	Sikap menunjukkan sikap yang kurang tertib sehingga perlu bimbingan

Skor Maksimal = 4

$$\text{Nilai} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

2. Penilaian Pengetahuan (Tes Tulis)

No	Kriteria	Baik Sekali (4)	Baik (3)	Cukup (2)	Perlu Bimbingan (1)
1.	Mampu memahami Analytical exposition text	Siswa mampu membedakan, memahami, dan memperhatikan materi Analytical exposition text	Siswa dapat memperhatikan materi Analytical exposition text	Siswa cukup paham materi Analytical exposition text	Siswa kurang memperhatikan materi Analytical exposition text sehingga kesulitan mampu membedakan dan memahami materi Analytical exposition text

Skor Maksimal = 4

$$\text{Nilai} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

Rekap Nilai (Sikap & Pengetahuan)

No	Nama	Kriteria				Skor	Nilai	Predikat
		4	3	2	1			
1.								

MODUL AJAR BAHASA INGGRIS SMA KELAS XI

Identitas Sekolah: SMA Al-Irsyad Tegal

Jenjang: SMA

Kelas: XI-2

Alokasi Waktu: 1 JP × 45 menit

Materi: Analytical exposition text

Pertemuan: ke – 2

A. Kompetensi Awal:

1. Pemahaman tentang Analytical exposition text

B. Profil Pelajar Pancasila:

- 1) Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia dengan cara melatih peserta didik berdoa sebelum dan sesudah belajar
- 2) Mandiri, dengan cara melatih peserta didik untuk mengerjakan tugas secara individu dan berkelompok.
- 3) Bergotong royong, dengan cara melatih peserta didik untuk saling membantu dalam kerjasama kelompok saat berdiskusi

C. Sarana dan Prasarana:

1. Papan tulis
2. Spidol
3. LKPD

D. Target Peserta Didik:

- Siswa regular/umum
- Siswa cerdas dengan pencapaian tinggi
- Siswa dengan pemahaman yang relative lambat

E. Model Pembelajaran yang digunakan:

Think pair share (TPS) adalah model pembelajaran dimana peserta didik berpikir secara mandiri tentang permasalahan yang diberikan oleh guru kemudian diskusi dengan pasangan.

F. Kompetensi Inti

3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks Analytical exposition sesuai dengan konteks penggunaannya.

4.9 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks Analytical exposition text secara lisan dan tulis, dalam bentuk berita sederhana koran/radio/TV.

G. Indikator Pencapaian Kompetensi Inti

- Siswa dapat memahami secara terintegrasi lisan dan tulis tentang teks Analytical exposition text secara kontekstual.
- Siswa dapat menyebutkan bagian-bagian yang terkait dengan Analytical exposition text melalui latihan soal.

H. Tujuan Pembelajaran

Setelah melalui serangkaian kegiatan pembelajaran baik individu maupun kelompok, di akhir pembelajaran siswa dapat:

1. Memahami fungsi sosial, struktur teks dan unsur kebahasaan dari sebuah teks Analytical exposition text.
2. Menemukan informasi rinci terkait Analytical exposition text.

I. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan	Alokasi waktu	Keterangan
Pendahuluan : 1. Guru memberikan salam dan menanyakan kabar peserta didik	10 menit	Model pembelajaran: Think Pair Share

<p>2. Guru memulai pembelajaran dengan meminta peserta didik untuk berdoa terlebih dahulu sebelum pelajaran dimulai</p> <p>3. Guru mengecek kehadiran dengan melakukan presensi</p> <p>4. Pertanyaan pemantik: “Apakah kalian masih ingat materi Analytical exposition text? Apa saja generic structuresnya?”</p> <p>5. Guru menyampaikan “Pada pembelajaran hari ini kalian akan mempelajari Analytical exposition text lebih dalam dengan mengerjakan soal”</p> <p>6. Guru menyampaikan tujuan pembelajaran</p> <p>7. Guru memberikan motivasi kepada peserta didik agar semangat belajar</p>		
<p>Kegiatan Inti:</p> <p>1. Guru memberikan penjelasan terkait materi Analytical exposition text dengan menulis di papan tulis</p> <p>2. Setelah memberikan materi, guru menanyakan kepada para siswa apakah ada yang belum dipahami terkait dengan materi</p>	<p>30 menit</p>	<p>Guru memberikan bimbingan untuk bekerjasama di setiap kelompok</p>

<p>3. Guru menginstruksi para siswa agar membentuk kelompok secara berpasangan atau 2 orang</p> <p>4. Lalu setiap kelompok diberikan soal untuk mengukur pemahaman</p> <p>5. Setiap kelompok yang berpasangan berdiskusi saat mengerjakan soal untuk menentukan jawaban yang benar</p> <p>6. Setelah selesai mengerjakan soal, setiap kelompok mengumpulkan lembar soal ke guru.</p> <p>Penutup:</p> <p>1. Guru memberi kesimpulan terkait materi Analytical exposition text</p> <p>2. Guru memasukkan nilai setiap kelompok</p> <p>3. Guru memberikan motivasi semua kelompok dalam pembelajaran</p> <p>4. Guru dan siswa bersama-sama berdoa untuk mengakhiri kegiatan pembelajaran</p>	<p>5 menit</p>	
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J. MATERI PEMBELAJARAN

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THESIS

Firstly, smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. People pay to taste good food and should not be put off by foul smelling smoke.

ARGUMENTS

Another reason smoking should not be allowed in restaurants is the harm it can do to others. Passive smoking, that is breathing in smoke made by a smoker, can lead to asthma attacks and even cancer. Finally, smoking is dangerous and a health risk to smokers. Cigarettes can cause heart and lung disease.

ARGUMENTS

Therefore, smoking in restaurants is impolite, harmful to others and a health risk to everyone. It is better if smoking is not allowed in any restaurants.

REITERATION

04 Language features :

Use Simple Present Tense (V1)

Example : cook, read, swim, eat, etc.

Using verbs to express thoughts

Example : feel, know, think, realize, etc.

Using Internal Conjunction, such as :

- Addition : besides, in addition, etc.
- Comparisons : but, meanwhile, on the other hand, etc.
- Time : firstly, second, then, next, etc.
- Cause - effect : as a result, so, the result, etc.

1. Penilaian Sikap Observasi

No	Kriteria	Baik Sekali (4)	Baik (3)	Cukup (2)	Perlu Bimbingan (1)
1.	Sikap tertib	Siswa menunjukkan sikap sangat tertib saat pembelajaran dikelas	Siswa menunjukkan sikap tertib dikelas	Siswa menunjukkan sikap cukup tertib	Sikap menunjukkan sikap yang kurang tertib sehingga perlu bimbingan

Skor Maksimal = 4

$$\text{Nilai} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

2. Penilaian Pengetahuan (Tes Tulis)

No	Kriteria	Baik Sekali (4)	Baik (3)	Cukup (2)	Perlu Bimbingan (1)
1.	Mampu memahami Analytical exposition text	Siswa mampu mengerjakan soal materi Analytical exposition text dengan benar secara keseluruhan	Siswa bisa mengerjakan materi Analytical exposition text	Siswa cukup paham materi Analytical exposition text, walaupun masih ada kesalahan saat mengerjakan	Siswa kurang mampu memahami materi Analytical exposition text sehingga kesulitan mampu mengerjakan soal materi Analytical exposition text

Skor Maksimal = 4

$$\text{Nilai} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

Rekap Nilai (Sikap & Pengetahuan)

No	Nama	Kriteria				Skor	Nilai	Predikat
		4	3	2	1			
1.								

Lembar tugas :

Name : 1.

2.

Class :

Why School Uniforms are Important for Students

School uniforms play an important role in education. There are some clear reasons why the implementation of school uniforms is crucial for schools.

Firstly, wearing a uniform fosters discipline and orderliness. When all students wear the same uniform, they will focus more on their studies rather than fashion preferences. The uniform also makes students appear neat and professional.

Secondly, uniforms promote equality among students. Richer and poorer students will appear alike in similar uniforms. There will be less discrimination or bullying based on their economic backgrounds.

Finally, the uniform reflects the identity and values of the school. Students will nurture the attitude to be proud of their school when wearing the uniform. It represents unity and becomes the school's identity to the public.

In conclusion, school uniforms give a positive impact on student development and school image. The uniforms represent discipline, equality, and school pride. Therefore, all schools ought to make wearing uniforms mandatory.

1. What type of text is above? What is the purpose of the text?

Answer:

2. What are the generic structures of the text?

Answer:

3. What structure do the first and last paragraphs have?"

Answer:

4. What structure does the second to fourth paragraph?

Answer:

5. Based on the text above, do you think uniforms are also important to you?
explain why?

Answer:

MODUL AJAR BAHASA INGGRIS SMA KELAS XI

Identitas Sekolah: SMA Al-Irsyad Tegal

Jenjang: SMA

Kelas: XI-2

Alokasi Waktu: 2 JP × 45 menit

Materi: Analytical exposition text

Pertemuan: ke – 3

A. Kompetensi Awal:

1. Pemahaman tentang Analytical exposition text

B. Profil Pelajar Pancasila:

- 1) Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia dengan cara melatih peserta didik berdoa sebelum dan sesudah belajar
- 2) Mandiri, dengan cara melatih peserta didik untuk mengerjakan tugas secara individu dan berkelompok.
- 3) Bergotong royong, dengan cara melatih peserta didik untuk saling membantu dalam kerjasama kelompok saat berdiskusi

C. Sarana dan Prasarana:

1. Power point materi Analytical exposition text
2. Laptop & smartphones
3. Internet
4. Quizizz

D. Target Peserta Didik:

- Siswa regular/umum
- Siswa cerdas dengan pencapaian tinggi
- Siswa dengan pemahaman yang relative lambat

E. Model Pembelajaran yang digunakan:

Model pembelajaran NHT (Number Head Together) adalah pembelajaran kelompok melalui penyelesaian tugas dengan saling membagi ide. Setiap kelompok harus memastikan bahwa anggotanya memahami dan menguasai tugas, sehingga semua siswa memahami konsep bersamaan.

F. Kompetensi Inti

3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks Analytical exposition sesuai dengan konteks penggunaannya.

4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks Analytical exposition secara lisan dan tulis, terkait isu aktual.

G. Indikator Pencapaian Kompetensi Inti

- Siswa dapat memahami secara terintegrasi lisan dan tulis tentang teks Analytical exposition text secara kontekstual.
- Siswa dapat membedakan teks Analytical exposition text dengan teks lain.

H. Tujuan Pembelajaran

Setelah melalui serangkaian kegiatan pembelajaran baik individu maupun kelompok, di akhir pembelajaran siswa dapat:

1. Memahami fungsi sosial, struktur teks dan unsur kebahasaan dari sebuah teks Analytical exposition text.
2. Menemukan informasi rinci terkait Analytical exposition text.

I. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan	Alokasi waktu	Keterangan
Pendahuluan: 1. Guru memberikan salam dan menanyakan kabar peserta didik	15 menit	Model pembelajaran :

<p>2. Guru memulai pembelajaran dengan meminta peserta didik untuk berdoa terlebih dahulu sebelum pelajaran dimulai</p> <p>3. Guru mengecek kehadiran dengan melakukan presensi</p> <p>4. Pertanyaan pemantik: “Apa kalian masih ingat materi Analytical exposition text?”</p> <p>5. Guru menyampaikan “Pada pembelajaran hari ini kalian akan mengerjakan quizizz materi Analytical exposition text”</p> <p>6. Guru menyampaikan tujuan pembelajaran</p> <p>7. Guru memberikan motivasi kepada peserta didik agar semangat belajar</p>		<p>Model pembelajaran NHT (Number Head Together)</p>
<p>Kegiatan Inti:</p> <p>1. Guru memberikan penjelasan terkait materi Analytical exposition menggunakan PPT di smartphones, dan masing – masing siswa memahami lewat smartphones mereka.</p> <p>2. Setelah memberikan materi, guru menanyakan kepada para siswa apakah ada yang belum dipahami terkait dengan materi.</p> <p>3. Guru meminta para siswa membentuk kelompok yang terdiri dari 4/5 anggota untuk mengerjakan quizizz.</p> <p>4. Guru membimbing setiap kelompok untuk masuk ke website Quizizz.</p> <p>5. Guru akan memberikan link quizizz untuk dikerjakan secara berkelompok, link:</p>	<p>60 menit</p>	<p>Guru menjelaskan materi dan membimbing para siswa selama berkelompok</p>

<https://quizizz.com/join/quiz/62f4a87947e6bf001ed402ce/start?studentShare=true>

Penutup:

1. Guru memberi kesimpulan terkait materi Analytical exposition text
2. Guru memasukkan nilai setiap kelompok
3. Guru memberikan motivasi semua kelompok dalam pembelajaran
4. Guru dan siswa bersama-sama berdoa untuk mengakhiri kegiatan pembelajaran

15 menit

J. MATERI PEMBELAJARAN

01 Definition of Analytical exposition text

Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding.

02 Purpose of Analytical exposition text

The purpose is to persuade the reader that the idea is an important matter.

03 Generic structures :

- **Thesis** : Introducing the topic to be discussed in the text.
- **Arguments** : Providing supporting arguments based on logical facts or data.
- **Reiteration / Conclusion** : Reminding readers of the author's opinion and providing a strong conclusion.

Smoking in Restaurants

Smoking in restaurants is not ok. It must not be allowed because it is rude, harmful to others and dangerous not only for the nonsmokers but the smokers as well.

Firstly, smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. People pay to taste good food and should not be put off by foul smelling smoke.

Another reason smoking should not be allowed in restaurants is the harm it can do to others. Passive smoking, that is breathing in smoke made by a smoker, can lead to asthma attacks and even cancer. Finally, smoking is dangerous and a health risk to smokers. Cigarettes can cause heart and lung disease.

Therefore, smoking in restaurants is impolite, harmful to others and a health risk to everyone. It is better if smoking is not allowed in any restaurants.

THESIS
ARGUMENTS
ARGUMENTS
REITERATION

04 Language features :

- **Use Simple Present Tense (V1)**
Example : cook, read, swim, eat, etc.
- **Using verbs to express thoughts**
Example : feel, know, think, realize, etc.
- **Using Internal Conjunction**, such as :
 - Addition : besides, in addition, etc.
 - Comparisons : but, meanwhile, on the other hand, etc.
 - Time : firstly, second, then, next, etc.
 - Cause – effect : as a result, so, the result, etc.

1. Penilaian Sikap Observasi

No	Kriteria	Baik Sekali (4)	Baik (3)	Cukup (2)	Perlu Bimbingan (1)
1.	Sikap tertib	Siswa menunjukkan sikap sangat tertib saat pembelajaran dikelas	Siswa menunjukkan sikap tertib dikelas	Siswa menunjukkan sikap cukup tertib	Sikap menunjukkan sikap yang kurang tertib sehingga perlu bimbingan

Skor Maksimal = 4

$$\text{Nilai} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

2. Penilaian Pengetahuan (Tes Tulis)

No	Kriteria	Baik Sekali (4)	Baik (3)	Cukup (2)	Perlu Bimbingan (1)
1.	Mampu memahami Analytical exposition text	Siswa mampu membedakan dan memahami fungsi sosial, struktur teks, dan unsur kebahasaan teks Analytical exposition sesuai dengan konteks penggunaannya selama mengerjakan Quizizz.	Siswa dapat mengerjakan Quizizz Analytical Exposition text secara kompak.	Siswa cukup paham materi Analytical exposition text selama mengerjakan Quizizz dengan selalu bertanya kepada guru.	Siswa kurang memperhatikan materi Analytical exposition text sehingga kesulitan mengerjakan Quizizz Analytical exposition text.

Skor Maksimal = 4

$$\text{Nilai} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

Rekap Nilai (Sikap & Pengetahuan)

No	Nama	Kriteria				Skor	Nilai	Predikat
		4	3	2	1			
1.								

MODUL AJAR BAHASA INGGRIS SMA KELAS XI

Identitas Sekolah: SMA Al-Irsyad Tegal

Jenjang: SMA

Kelas: XI-2

Alokasi Waktu: 1 JP × 45 menit

Materi: Hortatory exposition text

Pertemuan: ke – 4

A. Kompetensi Awal:

1. Pemahaman tentang Analytical exposition text

B. Profil Pelajar Pancasila:

- 1) Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia dengan cara melatih peserta didik berdoa sebelum dan sesudah belajar
- 2) Mandiri, dengan cara melatih peserta didik untuk mengerjakan tugas secara individu dan berkelompok.
- 3) Bergotong royong, dengan cara melatih peserta didik untuk saling membantu dalam kerjasama kelompok saat berdiskusi

C. Sarana dan Prasarana:

1. Power point materi Hortatory exposition text
2. Laptop
3. Proyektor LCD
4. Internet

D. Target Peserta Didik:

- Siswa regular/umum
- Siswa cerdas dengan pencapaian tinggi
- Siswa dengan pemahaman yang relative lambat

E. Model Pembelajaran yang digunakan:

Model pembelajaran langsung adalah model pembelajaran di mana guru mentransformasikan informasi atau keterampilan secara langsung kepada siswa. Model pembelajaran ini merujuk kepada teknik pembelajaran yang menggunakan metode ceramah, demonstrasi dan tanya jawab yang melibatkan seluruh kelas.

F. Kompetensi Inti

3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks Hortatory exposition sesuai dengan konteks penggunaannya.

4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks Hortatory exposition text secara lisan dan tulis, dalam bentuk berita sederhana koran/radio/TV.

G. Indikator Pencapaian Kompetensi Inti

- Siswa dapat memahami secara terintegrasi lisan dan tulis tentang teks Hortatory exposition text secara kontekstual.
- Siswa dapat membedakan teks Hortatory exposition text dengan teks lain.

H. Tujuan Pembelajaran

Setelah melalui serangkaian kegiatan pembelajaran baik individu maupun kelompok, di akhir pembelajaran siswa dapat:

1. Memahami fungsi sosial, struktur teks dan unsur kebahasaan dari sebuah teks Hortatory exposition text.
2. Menemukan informasi rinci terkait Hortatory exposition text.

I. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan	Alokasi waktu	Keterangan
Pendahuluan: 1. Guru memberikan salam dan menanyakan kabar peserta didik	10 menit	Model pembelajaran: Model pembelajaran langsung

<p>2. Guru memulai pembelajaran dengan meminta peserta didik untuk berdoa terlebih dahulu sebelum pelajaran dimulai</p> <p>3. Guru mengecek kehadiran dengan melakukan presensi</p> <p>4. Pertanyaan pemantik: “Pernahkah kalian mempelajari Analytical exposition text? Bagaimana dengan Hortatory exposition text? Apakah kalian pernah mempelajarinya?”</p> <p>5. Guru menyampaikan “Pada pembelajaran hari ini kalian akan memahami Hortatory exposition text”</p> <p>6. Guru menyampaikan tujuan pembelajaran</p> <p>7. Guru memberikan motivasi kepada peserta didik agar semangat belajar</p>		
<p>Kegiatan Inti:</p> <p>1. Guru memberikan penjelasan terkait materi Hortatory exposition menggunakan PPT</p> <p>2. Setelah memberikan materi, guru menanyakan kepada para siswa apakah ada yang belum dipahami terkait dengan materi</p>	30 menit	Guru menjelaskan materi

<p>3. Guru meminta murid untuk membedakan mana Hortatory text dan yang bukan pada PPT yang ditampilkan</p> <p>Penutup:</p> <ol style="list-style-type: none"> 1. Guru memberi kesimpulan terkait materi Hortatory exposition text 2. Guru memasukkan nilai setiap kelompok 3. Guru memberikan motivasi semua kelompok dalam pembelajaran 4. Guru dan siswa bersama-sama berdoa untuk mengakhiri kegiatan pembelajaran 	<p>5 menit</p>	
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J. MATERI PEMBELAJARAN

01 Definition

Hortatory exposition text is a type of text aimed at persuading listeners or readers that something should not occur or be undertaken.

02 Purpose

To persuade readers that something should or should not be the case.

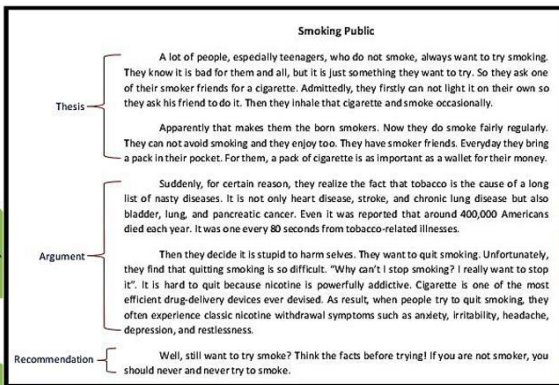


03 Generic structures

- **Thesis** : Introducing the topic to be discussed in the text.
- **Arguments** : The supporting arguments for the writer's statement, and why certain actions should be taken.
- **Recommendation** : The writer gives recommendation to the reader.

04 Language features

- **Use Simple Present Tense (V1)**
Example : cook, read, swim, eat, etc.
- **Using verbs to express thoughts**
Example : feel, know, think, realize, etc.
- **Using Internal Conjunction, such as :**
 - **Addition** : besides, in addition, etc.
 - **Comparisons** : but, meanwhile, on the other hand, etc.
 - **Time** : firstly, second, then, next, etc.
 - **Cause – effect** : as a result, so, the result, etc.



"Which one is an hortatory exposition text?"

Title: Why School Uniforms are important for Students

[Thesis]

School uniforms play an important role in education. There are some clear reasons why the implementation of school uniforms is crucial for schools.

[Argument]

Firstly, wearing a uniform fosters discipline and orderliness. When all students wear the same uniform, they will focus more on their studies rather than fashion preferences. The uniform also makes students appear neat and professional.

Secondly, uniforms promote equality among students. Richer and poorer students will appear alike in similar uniforms. There will be less discrimination or bullying based on their economic backgrounds.

Finally, the uniform reflects the identity and values of the school. Students will nurture the attitude to be proud of their school when wearing the uniform. It represents unity and becomes the school's identity to the public.

[Reiteration]

In conclusion, school uniforms give a positive impact on student development and school image. The uniforms represent discipline, equality, and school pride. Therefore, all schools ought to make wearing uniforms mandatory.

Is it good to staff students with a great amount of homework

Homework can exercise students to strengthen their language competence based on the skill they learn at the school, but staffing students with a great amount of homework is not good for their psychology.

The first reason is that with a great amount of homework, students can feel frustration doing their homework. This frustration happens because they have no time to get relax from thinking. They always use their brain to think hard on their accomplishment of their homework and make them tired.

The second reason is that students can feel anxious because they have to do all their homework before the deadline over. Anxiety makes them frustration, too. They cannot sleep well along night.

The thirdly, the students cannot use their spare time for playing with their friends anymore. They cannot give their time to help their parents at home. Their lives are burdened with plenty of homework. Students also need time to express their ideas freely.

From those reasons above I conclude that staffing students with a great amount of homework should not be done even though homework functions to exercise students' competencies and helps them mastering their lessons.

Laptop as Students' Friend

Conventionally, students need book, pen, eraser, drawing book, ruler and such other stuff. Additionally, in this multimedia era, students need more to reach their progressive development. Students need mobile keyboards to record every presented subject easily. Of course it will need more cost but it will deserve for its function.

First, modern schools tend to apply fast transferring knowledge because the school needs to catch the target of curriculum. Every subject will tend to be given in demonstrative method. Consequently students need extra media cover the subject. Since there is a laptop on every students' desk, this method will help student to get better understanding.

Secondly, finding an appropriate laptop is not difficult as it was. Recently there is an online shop which provides comprehensive information. The best is that the shop has service of online shopping. The students just need to brows that online shop, decide which computer or laptop they need, then complete the transaction. After that the laptop will be delivered to the students' houses. That is really easy and save time and money.

From all of that, having mobile computer is absolutely useful for students who want to catch the best result for their study. Buying laptop online is advisable because it will cut the price. This online way is recommended since online shop also provide several laptop types. Students just need to decide which type they really need.

1. The Importance of Speaking English

English nowadays has an important role in our daily life. It is the massive means of communication. Is there a strong argument which says that English will not give any benefit? Learning to speak English well may be the best way to improve our life. It seems all the people in the world have agreed to use English to talk to each other. About 1,500,000,000 people in the world speak English. While another 1,000,000,000 are still learning English.

If we can communicate in English, we can contact people from all over the world. We can talk about our ideas and opinions on Internet discussion groups. We can chat with other interesting people to learn about their life and culture.

If we can communicate in English, we can travel more easily. English is spoken in more than 100 countries. If we lost, we can ask directions or ask for help. Who knows, English will save our life somewhere someday.

That is why we should make every effort possible to find somebody to speak with. Where can we find people who can speak English with us? We can find them at school, shopping mall, tourist destination, etc.

Above all, don't be afraid to speak English. We must try to speak, even if we make mistakes. We cannot learn without mistakes. So, speak English as much as possible!

1. Penilaian Sikap Observasi

No	Kriteria	Baik Sekali (4)	Baik (3)	Cukup (2)	Perlu Bimbingan (1)
1.	Sikap tertib	Siswa menunjukkan sikap	Siswa menunjukkan	Siswa menunjukkan	Sikap menunjukkan sikap yang kurang

		sangat tertib saat pembelajaran dikelas	sikap tertib dikelas	sikap cukup tertib	tertib sehingga perlu bimbingan
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Skor Maksimal = 4

$$\text{Nilai} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

2. Penilaian Pengetahuan (Tes Tulis)

No	Kriteria	Baik Sekali (4)	Baik (3)	Cukup (2)	Perlu Bimbingan (1)
1.	Mampu memahami Analytical exposition text	Siswa mampu membedakan, memahami, dan memperhatikan materi Hortatory exposition text	Siswa dapat memperhatikan materi Hortatory exposition text	Siswa cukup paham materi Hortatory exposition text	Siswa kurang memperhatikan materi Hortatory exposition text sehingga kesulitan mampu membedakan dan memahami materi Analytical exposition text

Skor Maksimal = 4

$$\text{Nilai} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

Rekap Nilai (Sikap & Pengetahuan)

No	Nama	Kriteria				Skor	Nilai	Predikat
		4	3	2	1			
1.								

MODUL AJAR BAHASA INGGRIS SMA KELAS XI

Identitas Sekolah: SMA Al-Irsyad Tegal

Jenjang: SMA

Kelas: XI-2

Alokasi Waktu: 1 JP × 45 menit

Materi: Hortatory exposition text

Pertemuan: ke – 5

A. Kompetensi Awal:

1. Pemahaman tentang Analytical exposition text

B. Profil Pelajar Pancasila:

- 1) Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia dengan cara melatih peserta didik berdoa sebelum dan sesudah belajar
- 2) Mandiri, dengan cara melatih peserta didik untuk mengerjakan tugas secara individu dan berkelompok.
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C. Sarana dan Prasarana:

1. Power point materi Hortatory exposition text
2. Laptop
3. Proyektor LCD
4. Internet

D. Target Peserta Didik:

- Siswa regular/umum
- Siswa cerdas dengan pencapaian tinggi
- Siswa dengan pemahaman yang relative lambat

E. Model Pembelajaran yang digunakan:

Think pair share (TPS) adalah model pembelajaran dimana peserta didik berpikir secara mandiri tentang permasalahan yang diberikan oleh guru kemudian diskusi dengan pasangan.

F. Kompetensi Inti

3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks Hortatory exposition sesuai dengan konteks penggunaannya.

4.9 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks Analytical exposition text secara lisan dan tulis, dalam bentuk berita sederhana koran/radio/TV.

G. Indikator Pencapaian Kompetensi Inti

- Siswa dapat memahami secara terintegrasi lisan dan tulis tentang teks Hortatory exposition text secara kontekstual.
- Siswa dapat menyebutkan bagian-bagian yang terkait dengan Analytical exposition text melalui latihan soal.

H. Tujuan Pembelajaran

Setelah melalui serangkaian kegiatan pembelajaran baik individu maupun kelompok, di akhir pembelajaran siswa dapat:

1. Memahami fungsi sosial, struktur teks dan unsur kebahasaan dari sebuah teks Hortatory exposition text.
2. Menemukan informasi rinci terkait Hortatory exposition text.

I. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan	Alokasi waktu	Keterangan
Pendahuluan : 1. Guru memberikan salam dan menanyakan kabar peserta didik	10 menit	Model pembelajaran: Think Pair Share

<p>2. Guru memulai pembelajaran dengan meminta peserta didik untuk berdoa terlebih dahulu sebelum pelajaran dimulai</p> <p>3. Guru mengecek kehadiran dengan melakukan presensi</p> <p>4. Pertanyaan pemantik : “Apakah kalian masih ingat materi Hortatory exposition text? Apa saja generic structuresnya?”</p> <p>5. Guru menyampaikan “Pada pembelajaran hari ini kalian akan mempelajari Hortatory exposition text lebih dalam dengan mengerjakan soal”</p> <p>6. Guru menyampaikan tujuan pembelajaran</p> <p>7. Guru memberikan motivasi kepada peserta didik agar semangat belajar</p>		
<p>Kegiatan Inti:</p> <p>1. Guru memberikan penjelasan terkait materi Hortatory exposition text dengan menulis di papan tulis</p> <p>2. Setelah memberikan materi, guru menanyakan kepada para siswa apakah ada yang belum dipahami terkait dengan materi</p>	<p>30 menit</p>	<p>Guru memberikan bimbingan untuk bekerjasama di setiap kelompok</p>

<p>3. Guru menginstruksi para siswa agar membentuk kelompok secara berpasangan atau 2 orang</p> <p>4. Lalu setiap kelompok diberikan soal untuk mengukur pemahaman</p> <p>5. Setiap kelompok yang berpasangan berdiskusi saat mengerjakan soal untuk menentukan jawaban yang benar</p> <p>6. Setelah selesai mengerjakan soal, setiap kelompok mengumpulkan lembar soal ke guru.</p> <p>Penutup:</p> <p>1. Guru memberi kesimpulan terkait materi Hortatory exposition text</p> <p>2. Guru memasukkan nilai setiap kelompok</p> <p>3. Guru memberikan motivasi semua kelompok dalam pembelajaran</p> <p>4. Guru dan siswa bersama-sama berdoa untuk mengakhiri kegiatan pembelajaran</p>	<p>5 menit</p>	
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J. MATERI PEMBELAJARAN

01 Definition

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02 Purpose

To persuade readers that something should or should not be the case.



03 Generic structures

- **Thesis** : Introducing the topic to be discussed in the text.
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"Which one is an hortatory exposition text?"

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[Thesis]
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Language

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1. Penilaian Sikap Observasi

No	Kriteria	Baik Sekali (4)	Baik (3)	Cukup (2)	Perlu Bimbingan (1)
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Skor Maksimal = 4

$$\text{Nilai} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

2. Penilaian Pengetahuan (Tes Tulis)

No	Kriteria	Baik Sekali (4)	Baik (3)	Cukup (2)	Perlu Bimbingan (1)
1.	Mampu memahami Analytical exposition text	Siswa mampu membedakan, memahami, dan memperhatikan materi Hortatory exposition text	Siswa dapat memperhatikan materi Hortatory exposition text	Siswa cukup paham materi Hortatory exposition text	Siswa kurang memperhatikan materi Hortatory exposition text sehingga kesulitan mampu membedakan dan memahami materi Analytical exposition text

Skor Maksimal = 4

$$\text{Nilai} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

Rekap Nilai (Sikap & Pengetahuan)

No	Nama	Kriteria				Skor	Nilai	Predikat
		4	3	2	1			
1.								

Lembar tugas :

Name : 1.

2.

Class :

Should People Shop in Online Shop?

Nowadays, the activity of online shopping has risen steadily around the world. It has become a new lifestyle for people in modern city since 21st century. Even though there are still many people who prefer buying their daily needs in a market to shopping online, shopping online for certain people have more advantages than its drawbacks.

There are strong arguments in favour of online shopping. For some people, particularly working people, they argue that the existence of online shop is very utilitarian in their life.

That is because they do not have to go to a market which they may spend much time. Moreover, online shop has offered many types of goods that customer can buy, so they have many preferences to select the best ones.

Furthermore, nowadays, there have been many online shops which put some buyer testimonies on their websites. If customers feel worried about the quality of goods, they can see and read some testimonies concerning the quality of those goods. Therefore, with the presence of testimony, consumers can easily determine whether the quality of goods is decent or not.

In conclusion, online shopping has advantages and merits for many people. Thus, people should utilize online shopping as new lifestyle due to its benefits.

1. What type of text is above? What is the purpose of the text?

Answer :

2. What are the generic structures of the text?

Answer :

3. Is this text different from Analytical exposition text? Explain the differences!

Answer :

4. Mention each Simple present tense (V1) of the text!

Answer :

5. Based on the text above, do you think online shopping are also important to you? explain why?

Answer :

MODUL AJAR BAHASA INGGRIS SMA KELAS XI

Identitas Sekolah: SMA Al-Irsyad Tegal

Jenjang: SMA

Kelas: XI-2

Alokasi Waktu: 2 JP × 45 menit

Materi: Analytical exposition text

Pertemuan: ke – 6

A. Kompetensi Awal:

1. Pemahaman tentang Hortatory exposition text

B. Profil Pelajar Pancasila:

- 1) Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia dengan cara melatih peserta didik berdoa sebelum dan sesudah belajar
- 2) Mandiri, dengan cara melatih peserta didik untuk mengerjakan tugas secara individu dan berkelompok.
- 3) Bergotong royong, dengan cara melatih peserta didik untuk saling membantu dalam kerjasama kelompok saat berdiskusi

C. Sarana dan Prasarana:

1. Power point materi Hortatory exposition text
2. Laptop & smartphones
3. Internet
4. Quizizz

D. Target Peserta Didik:

- Siswa regular/umum
- Siswa cerdas dengan pencapaian tinggi
- Siswa dengan pemahaman yang relative lambat

E. Model Pembelajaran yang digunakan:

Model pembelajaran NHT (Number Head Together) adalah pembelajaran kelompok melalui penyelesaian tugas dengan saling membagi ide. Setiap kelompok harus memastikan bahwa anggotanya memahami dan menguasai tugas, sehingga semua siswa memahami konsep bersamaan.

F. Kompetensi Inti

3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks Hortatory exposition sesuai dengan konteks penggunaannya.

4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks Hortatory exposition secara lisan dan tulis, terkait isu aktual.

G. Indikator Pencapaian Kompetensi Inti

- Siswa dapat memahami secara terintegrasi lisan dan tulis tentang teks Hortatory exposition text secara kontekstual.
- Siswa dapat membedakan teks Hortatory exposition text dengan teks lain.

H. Tujuan Pembelajaran

Setelah melalui serangkaian kegiatan pembelajaran baik individu maupun kelompok, di akhir pembelajaran siswa dapat:

1. Memahami fungsi sosial, struktur teks dan unsur kebahasaan dari sebuah teks Hortatory exposition text.
2. Menemukan informasi rinci terkait Hortatory exposition text.

I. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan	Alokasi waktu	Keterangan
Pendahuluan: 1. Guru memberikan salam dan menanyakan kabar peserta didik	15 menit	Model pembelajaran:

<p>2. Guru memulai pembelajaran dengan meminta peserta didik untuk berdoa terlebih dahulu sebelum pelajaran dimulai</p> <p>3. Guru mengecek kehadiran dengan melakukan presensi</p> <p>4. Pertanyaan pemantik: “Apa kalian masih ingat materi Hortatory exposition text?”</p> <p>5. Guru menyampaikan “Pada pembelajaran hari ini kalian akan mengerjakan quizizz materi Hortatory exposition text”</p> <p>6. Guru menyampaikan tujuan pembelajaran</p> <p>7. Guru memberikan motivasi kepada peserta didik agar semangat belajar</p> <p>Kegiatan Inti:</p> <p>1. Guru memberikan penjelasan terkait materi Hortatory exposition menggunakan PPT di smartphones, dan masing – masing siswa memahami lewat smartphones mereka.</p> <p>2. Setelah memberikan materi, guru menanyakan kepada para siswa apakah ada yang belum dipahami terkait dengan materi.</p> <p>3. Guru meminta para siswa membentuk kelompok yang terdiri dari 4/5 anggota untuk mengerjakan quizizz.</p> <p>4. Guru membimbing setiap kelompok untuk masuk ke website Quizizz.</p> <p>5. Guru akan memberikan link quizizz untuk dikerjakan secara berkelompok, link: https://quizizz.com/join/quiz/5eb827dd21b050001c96947c/start</p>	<p>60 menit</p>	<p>Model pembelajaran NHT (Number Head Together)</p> <p>Guru menjelaskan materi dan membimbing para siswa selama berkelompok</p>
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<p>Penutup:</p> <ol style="list-style-type: none"> 1. Guru memberi kesimpulan terkait materi Hortatory exposition text 2. Guru memasukkan nilai setiap kelompok 3. Guru memberikan motivasi semua kelompok dalam pembelajaran 4. Guru dan siswa bersama-sama berdoa untuk mengakhiri kegiatan pembelajaran 	<p>15 menit</p>	
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J. MATERI PEMBELAJARAN

01 Definition

Hortatory exposition text is a type of text aimed at persuading listeners or readers that something should not occur or be undertaken.

02 Purpose

To persuade readers that something should or should not be the case.



03 Generic structures

- **Thesis** : Introducing the topic to be discussed in the text.
- **Arguments** : The supporting arguments for the writer's statement, and why certain actions should be taken.
- **Recommendation** : The writer gives recommendation to the reader.

04 Language features

- **Use Simple Present Tense (V1)**
Example : cook, read, swim, eat, etc.
- **Using verbs to express thoughts**
Example : feel, know, think, realize, etc.
- **Using Internal Conjunction**, such as :
 - Addition : besides, in addition, etc.
 - Comparisons : but, meanwhile, on the other hand, etc.
 - Time : firstly, second, then, next, etc.
 - Cause – effect : as a result, so, the result, etc.



Smoking Public

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

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

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

1. Penilaian Sikap Observasi

No	Kriteria	Baik Sekali (4)	Baik (3)	Cukup (2)	Perlu Bimbingan (1)
1.	Sikap tertib	Siswa menunjukkan sikap	Siswa menunjukkan	Siswa menunjukkan	Sikap menunjukkan sikap yang kurang

		sangat tertib saat pembelajaran dikelas	sikap tertib dikelas	sikap cukup tertib	tertib sehingga perlu bimbingan
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Skor Maksimal = 4

$$\text{Nilai} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

2. Penilaian Pengetahuan (Tes Tulis)

No	Kriteria	Baik Sekali (4)	Baik (3)	Cukup (2)	Perlu Bimbingan (1)
1.	Mampu memahami Analytical exposition text	Siswa mampu membedakan dan memahami fungsi sosial, struktur teks, dan unsur kebahasaan teks Hortatory exposition sesuai dengan konteks penggunaannya selama mengerjakan Quizizz.	Siswa dapat mengerjakan Quizizz Hortatory Expositon text secara kompak.	Siswa cukup paham materi Hortatory exposition text selama mengerjakan Quizizz dengan selalu bertanya kepada guru.	Siswa kurang memperhatikan materi Hortatory exposition text sehingga kesulitan mengerjakan Quizizz Hortatory exposition text.

Skor Maksimal = 4

$$\text{Nilai} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

Appendices 8. Pre – test and Post – test scores

KELAS XI 3 EXPERIMENTAL GROUP			
Absen	Nama	Pre-test	Post-test
1	Aisyah Al Mumtahanah	67,5	80
2	Aisyah Raihana Robbani	57,5	70
3	Alifah Hasna Salsabila	65	75
4	Amelia Rahmah	67,5	85
5	Ananda Rizki Putri	70	85
6	Astriani Mei Wulansari	57,5	75
7	Audias Sefia Mitzi	60	80
8	Azka Tri Hayya	65	85
9	Befista Risky Aeni	55	72,5
10	Berlian Wafiy Nalasar	65	80
11	Dela Aprilia Puspita Sari	57,5	77,5
12	Diaz Ayu Pinasih	65	72,5
13	Fadhilatunnisa Khoyyiroh	62,5	75
14	Firda Ayu Zulianti	60	72,5
15	Hasna Sabita	55	72,5
16	Hesti Azaria Salsabila	55	77,5
17	Indriani Putri Ramadhani	65	82,5
18	Jauzaa Rajwaa Safela	60	85
19	Lailatus Syarifah	57,5	75
20	Laras Dwi Cahyani	65	77,5
21	Mala Anjani	60	75
22	Nabila Ibrahim	70	87,5
23	Nabila Syakir	60	72,5
24	Nadiya Zahra Salsabila	62,5	75
25	Naura Zalfa Andini	52,5	65
26	Qezwa Qeschayla Sabata	60	72,5
27	Regina Robiatul Adawiyah Ad-Daelani	60	77,5
28	Riezka Adkha Aviv	65	85
29	Sausa Zaida Fuadi	72,5	87,5
30	Shauzan Shofa Khaerunisa	62,5	70
31	Veisya Fitri Aninda	57,5	75
32	Yasmin	57,5	70
33	Zaima Norynia	60	70
RATA - RATA		61,59091	76,89394

KELAS XI 2 CONTROL GROUP			
Absen	Nama	Pre-test	Post-test
1	Abdulloh	45	55
2	Azmiral Nurdhiya Faza	45	47,5
3	Dicky Alfarizy	45	50
4	Dimas Alfarizy	55	60
5	Fasya Kara Febrian	40	55
6	Ghynar Raya Herlambang	35	45
7	Kevin Bilal Albasithu	65	67,5
8	Mohammad Izaaz Dhiya Ulhaq	70	72,5
9	Moh. Khoirul Anam	47,5	55
10	Mohamad Raihan Fadilah	62,5	65
11	Muhammad Altamis Akwa Suseno	52,5	55
12	Muhammad Daffa Abiyyu Wibisana	72,5	75
13	Muhammad Faiz	70	72,5
14	Muhammad Faozan Irawan	40	50
15	Muhammad Hafiz Arsyah Mahendra	40	55
16	Muhammad Naufal Arga Abhista	42,5	45
17	Nasrudin Insan Kamil	35	40
18	Raynard Kayana Alvanta Pramuditho	50	55
19	Rayyan Ardhi Wardhana	67,5	70
20	Wisnu Sanjaya	52,5	60
RATA - RATA		51,625	57,5

Appenndices 9. Documentation

- Pre – test on 27th April 2024 in the class XI – 3 (Experimental group)



- Pre – test on 29th April 2024 in the class XI – 2 (Control group)





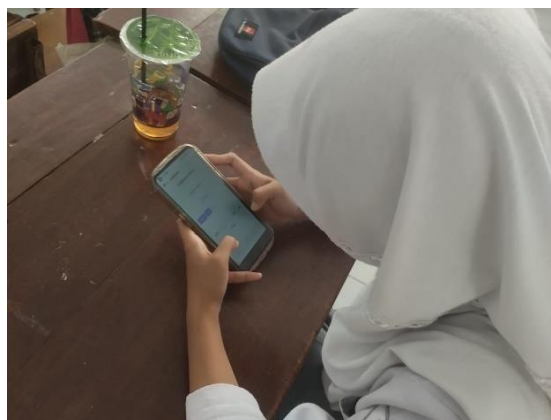
- The first treatment using Cake Application on 29th April 2024 in the class XI – 3 (Experimental group)



- The first treatment on 29th April 2024 in the class XI – 2 (Control group)

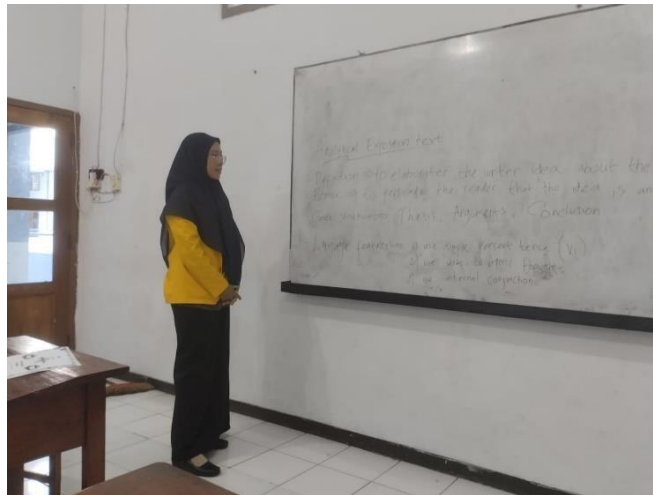


- The second treatment using Cake Application on 30th April 2024 in the class XI – 3 (Experimental group)





- The second treatment on 30th April 2024 in the class XI – 2 (Control group)

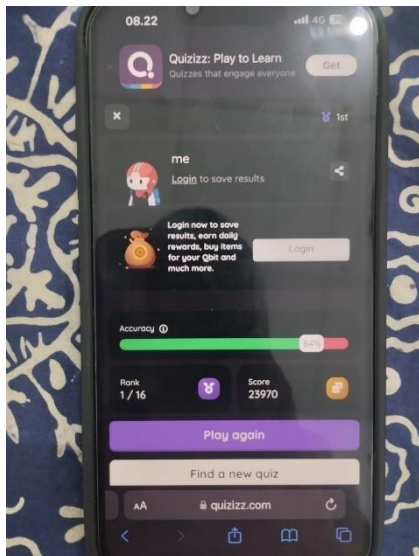




- The third treatment using Cake Application on 4th May 2024 in the class XI – 3 (Experimental group)



- The third treatment on 6th May 2024 in the class XI – 2 (Control group)



- The fourth treatment using Cake Application on 7^h May 2024 in the class XI – 3 (Experimental group)



- The fourth treatment on 6th May 2024 in the class XI – 2 (Control group)

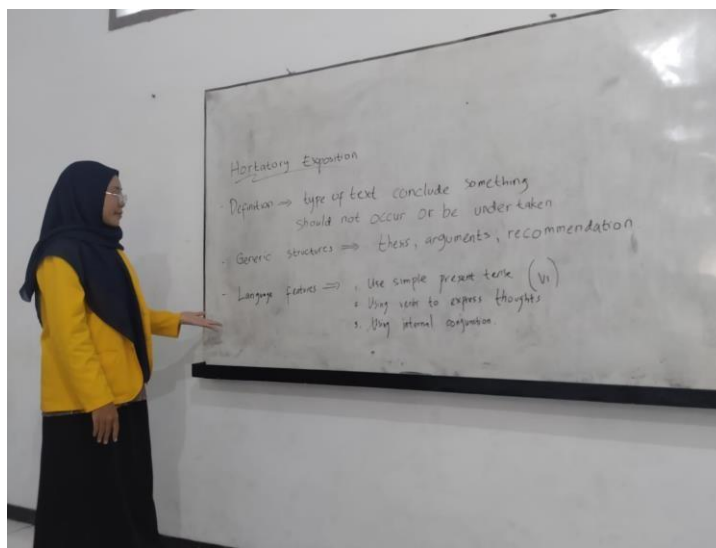


- The fifth treatment using Cake Application on 8^h May 2024 in the class XI – 3 (Experimental group)





- The fifth treatment on 7th May 2024 in the class XI – 2 (Control group)



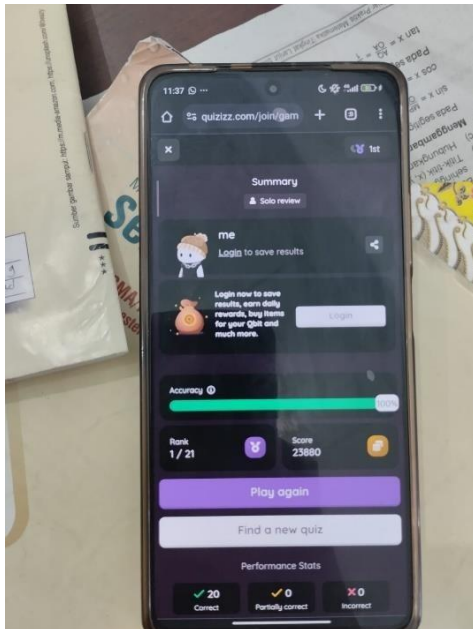


- The sixth treatment using Cake Application on 11^h May 2024 in the class XI – 3 (Experimental group)



- The sixth treatment on 13th May 2024 in the class XI – 2 (Control group)





- Post – test on 14th May 2024 in the class XI – 3 (Experimental group)





- Post – test on 13th May 2024 in the class XI – 2 (Control group)





**YAYASAN PERGURUAN AL-IRSYAD TEGAL
SEKOLAH MENENGAH ATAS
SMA AL-IRSYAD TEGAL
" TERAKREDITASI A "**

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SURAT KETERANGAN

Nomor : 201/ E.7/ SMA-ALIR/ V/ 2024

Berdasarkan surat dari Universitas Pancasakti Tegol Fakultas Keguruan dan Ilmu Pendidikan Nomor: 138/K/A-2/FKIP-UPS/IV/2024, dengan ini Kepala SMA Al-Irsyad Kota Tegol menerangkan bahwa :

N a m a : SHERLIN MELVIA REICA
NPM : 1620600001
Program Studi/Fakultas : Pendidikan Bhs. Inggris/ FKIP
Perguruan Tinggi : Universitas Pacasakti Tegol
Dengan Judul :

"ENHANCING STUDENTS' VOCABULARY MASTERY THROUGH CAKE APPLICATION AS A LEARNING MEDIA (AN EXPERIMENTAL RESEARCH IN THE ELEVNTH GRADE STUDENT OF AL -IRSYAD HIGH SCHOOL TEGAL IN TGE ACADEMIC YEAR OF 2024/2025"

Benar yang bersangkutan telah melaksanakan kegiatan Observasi / Penelitian dalam rangka penyusunan Skripsi Strata 1 Fakultas Keguruan dan Ilmu Pendidikan di SMA Al Irsyad Kota Tegol pada tanggal 27 April s.d 14 Mei 2024.

Demikian keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

