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Appendix 1. Instrument Pre-test and Post-test

LISTENING TEST

Name :

Class :

Please answer the following questions correctly!

1. What factor does not affect the percentage of water in the body?
 - a. Fat index
 - b. Weather
 - c. Age
 - d. Sex
2. What is the average percentage of water in the human body?
 - a. 45% - 50%
 - b. 50% - 55%
 - c. 55% - 60%
 - d. 60% - 65%
3. The composition of water content in a baby's body decreases from 75% to 65% when they reach the age of...
 - a. 1 year old
 - b. 2 years old
 - c. 3 years old
 - d. 4 years old
4. An adult's brain and heart are almost ... quarters water.
 - a. One
 - b. Two
 - c. Three
 - d. Four
5. The water concentration in the lungs is most similar to which fruit?
 - a. Banana
 - b. Watermelon
 - c. Orange
 - d. Apple
6. How much water does the body excrete in a day?
 - a. 1 to 2 liters
 - b. 2 to 3 liters
 - c. 3 to 4 liters
 - d. 4 to 5 liters
7. The following are ways the human body excretes water, except...
 - a. Sweat
 - b. Urine
 - c. Breathing
 - d. Drinking
8. Special channels that enable blood to absorb and retain more water, leading to concentrated dark urine are called...

- a. Aquaporins
 - b. Kidneys
 - c. Antidiuretic
 - d. Lungs
9. The following are effects of increased dehydration, except...
- a. Drops in energy
 - b. Blood pressure
 - c. Skin moisture
 - d. Overthinking
10. Overconsumption of water can cause...
- a. Hydration
 - b. Influenza
 - c. Hyponatremia
 - d. Hepatitis
11. Why athletes are often the victims of over-hydration?
- a. Because of complications in regulating water levels in extreme physical conditions
 - b. Because of incomplications in regulating water levels in extreme physical conditions
 - c. Because of decreasing in regulating water levels in extreme physical conditions
 - d. Because of less in regulating water levels in extreme physical conditions
12. What happens if the brain is overly hydrated?
- a. The brain is going slow but not stop
 - b. The brain is going slow or even stop
 - c. The brain will hydrate and healthy
 - d. The brain will run faster and not stop
13. What causes cells to swell when the brain is overhydrated?
- a. The swelled of sodium electrolyte
 - b. The hydrated of sodium electrolyte
 - c. The diluted of sodium electrolyte
 - d. The production of sodium electrolyte
14. What is not happens if humans get water intoxication?
- a. Headache
 - b. Vomiting
 - c. Seizures
 - d. Overthinking
15. How much we should drink water in a day?
- a. 9 glasses
 - b. 8 glasses
 - c. 7 glasses
 - d. 6 glasses
16. How much men should drink water in a day?
- a. 1.5 – 4.5 liters
 - b. 2.5 – 3.0 liters
 - c. 2.5 – 3.7 liters
 - d. 2.5 – 4.7 liters

17. How much woman should drink water in a day?
- 2 – 2.5 liters
 - 2 – 2.6 liters
 - 2 – 2.7 liters
 - 2 – 2.8 liters
18. What foods that have over 90% of water?
- Melon, watermelon, cucumber
 - Strawberry, cucumber, broccoli
 - Strawberry, watermelon, broccoli
 - Melon, pineapple, cucumber
19. What is not of the long-term side effects of drinking water?
- Lower the chance of stroke
 - Help manage diabetes
 - Reduce the risk of certain types of cancer
 - Making human life longer
20. Is the water important?
- Very important
 - Important
 - Nearly important
 - Not important

Key Answer

- B
- C
- A
- C
- D
- D
- D
- A
- D
- C
- A
- B
- C
- D
- B
- C
- C
- B
- D
- A

Appendix 2. Validation Test

LISTENING VALIDATION TEST

Name :

Class :

Please answer the following questions correctly!

1. What factor does not affect the percentage of water in the body?
 - a. Fat index
 - b. Weather
 - c. Age
 - d. Sex
2. What is the average percentage of water in the human body?
 - a. 45% - 50%
 - b. 50% - 55%
 - c. 55% - 60%
 - d. 60% - 65%
3. The composition of water content in a baby's body decreases from 75% to 65% when they reach the age of...
 - a. 1 year old
 - b. 2 years old
 - c. 3 years old
 - d. 4 years old
4. An adult's brain and heart are almost ... quarters water.
 - a. One
 - b. Two
 - c. Three
 - d. Four
5. The water concentration in the lungs is most similar to which fruit?
 - a. Banana
 - b. Watermelon
 - c. Orange
 - d. Apple
6. How much water does the body excrete in a day?
 - a. 1 to 2 liters
 - b. 2 to 3 liters
 - c. 3 to 4 liters
 - d. 4 to 5 liters
7. The following are ways the human body excretes water, except...
 - a. Sweat
 - b. Urine
 - c. Breathing
 - d. Drinking
8. Special channels that enable blood to absorb and retain more water, leading to concentrated dark urine are called...
 - a. Aquaporins
 - b. Kidneys
 - c. Antidiuretic
 - d. Lungs
9. The following are effects of increased dehydration, except...
 - a. Drops in energy
 - b. Blood pressure
 - c. Skin moisture
 - d. Overthinking

10. What hormone is released by the hypothalamus to signal the kidneys to retain more water?
 - a. Insulin
 - b. Adrenaline
 - c. Antidiuretic hormone
 - d. Thyroxine
11. Overconsumption of water can cause...
 - a. Hydration
 - b. Influenza
 - c. Hyponatremia
 - d. Hepatitis
12. Why athletes are often the victims of over-hydration?
 - a. Because of complications in regulating water levels in extreme physical conditions
 - b. Because of incompletions in regulating water levels in extreme physical conditions
 - c. Because of decreasing in regulating water levels in extreme physical conditions
 - d. Because of less in regulating water levels in extreme physical conditions
13. What happens if the brain is overly hydrated?
 - a. The brain is going slow but not stop
 - b. The brain is going slow or even stop
 - c. The brain will hydrate and healthy
 - d. The brain will run faster and not stop
14. Which group is often affected by over-hydration?
 - a. Infants
 - b. Elderly people
 - c. Athletes
 - d. Office workers
15. What causes cells to swell when the brain is overhydrated?
 - a. The swelled of sodium electrolyte
 - b. The hydrated of sodium electrolyte
 - c. The diluted of sodium electrolyte
 - d. The production of sodium electrolyte
16. What is not happens if humans get water intoxication?
 - a. Headache
 - b. Vomiting
 - c. Seizures
 - d. Overthinking
17. What is common symptom of over-hydration?
 - a. Dry skin
 - b. Vomiting
 - c. Increased blood pressure
 - d. Lowered heart rate
18. Which part of the body is 83% water, similar to an apple?
 - a. Heart
 - b. Brain
 - c. Lungs
 - d. Bones
19. How much we should drink water in a day?
 - a. 9 glasses
 - b. 8 glasses
 - c. 7 glasses
 - d. 6 glasses
20. How much men should drink water in a day?
 - a. 1.5 – 4.5 liters
 - b. 2.5 – 3.0 liters
 - c. 2.5 – 3.7 liters

- d. 2.5 – 4.7 liters
21. What is the effect of caffeine-containing beverages on hydration?
- a. They dehydrate the body
 - b. They do not affect hydration
 - c. They contribute to fluid intake
 - d. They decrease urine production
22. How much water should a woman drink in a day?
- a. 2 – 2.5 liters
 - b. 2 – 2.6 liters
 - c. 2 – 2.7 liters
 - d. 2 – 2.8 liters
23. What foods have over 90% of water?
- a. Melon, watermelon, cucumber
 - b. Strawberry, cucumber, broccoli
 - c. Strawberry, watermelon, broccoli
 - d. Melon, pineapple, cucumber
24. What is not of the long-term side effects of drinking water?
- a. Lower the chance of stroke
 - b. Help manage diabetes
 - c. Reduce the risk of certain types of cancer
 - d. Making human life longer
25. Is water important?
- a. Very important
 - b. Important
 - c. Nearly important
 - d. Not important

Appendix 3. Students' Worksheet (Hortatory Exposition Text)

NAME: RAYYADINKA MADINA SETIAWAN
 CLASS: XI-2 NUM: 28 DATE: 20 MAY 2024

Why Should Indonesia use Merdeka Curriculum?

HORTATORY EXPOSITION TEXT

In 2022, The Ministry of Education Culture, Research, and Technology (Kemendikbudristek), Nadiem Makarim change the curriculum in Indonesia to improve the quality of education in Indonesia through the implementation of the Merdeka Curriculum that is aligned with various Merdeka Belajar programs. These change related to the curriculum used in world education, where the 2006 curriculum which has been used for a long time was changed to the 2013 curriculum and changed to the Merdeka Curriculum.

Merdeka Curriculum has the aim of producing quality character generation, love for the homeland, and the nation, so that future generations will still have an identity as an Indonesian nation and quality. Merdeka Curriculum was created as a flexible framework and freed teachers, educators, and students. The Merdeka Curriculum provides greater opportunities for teachers to strengthen students' literacy, numeracy, and character abilities.

Many changes have occurred in the Merdeka Curriculum, Merdeka Curriculum provides special time for character development in accordance with the Pancasila values. Also, 20 to 30 percent of lesson hours are used for co-curricular activities through projects to strengthen the profile of Pancasila students. Furthermore, there are elective subject selection programs.

So, we can conclude the Merdeka Curriculum provide a more meaningful and relevant learning experience for students in Indonesia because students not only become academically smart, but also able to become individuals who are more competitive and character.

HORTATORY EXPOSITION TEXT

Name : Lu'lu Faradisa Putri Harva
 Class : XI.2
 Number : 18

Education is the Key to Success: Why We Should Prioritize It

Thesis : Education is the foundation of individual and societal progress. In this era of globalization, it is important for us to understand why education must be a top priority in everyone's life.

First Argument : First of all, education provides the knowledge necessary to compete in a changing world. By understanding science, mathematics, language and technology, individuals can keep up with the times and take advantage of existing opportunities.

Second Argument : Apart from that, education shapes character and morality. At school, students learn about values such as ethics, responsibility, and teamwork. This helps shape individuals who are not only intellectually intelligent, but also morally good.

Third argument: Furthermore, education opens the door to opportunities for a successful future. Data shows that individuals with more education tend to have higher incomes and lower unemployment rates.

Recommendation : Therefore, I strongly encourage prioritizing education in our lives. Let's work together to ensure that every individual has equal access to quality education

WHY WOMEN SHOULD BE CARE ABOUT EDUCATION ?

Bungo Najwa Wigj Sahar Maulida (XI.2/08)

Education is a fundamental right for everyone, regardless of gender. However, historically, women have faced significant barriers in accessing education. This must change. Women's education is crucial not just for individual empowerment but also for societal progress. It is time to recognize the invaluable contributions that educated women can make to our world.

First and foremost, educated women are more likely to contribute to the economy. When women are educated, they acquire the skills and knowledge needed to enter and excel in the workforce. This not only enhances their personal financial stability but also boosts the economic growth of their communities and countries. A study by the World Bank shows that closing the gender gap in education increases a country's GDP significantly.

Moreover, education empowers women to make informed decisions about their lives. With education, women can better understand their rights and stand against social injustices such as gender-based violence and discrimination. They gain the confidence to participate in decision-making processes at home and in society, leading to more balanced and equitable communities.

Additionally, educated women are more likely to ensure that their own children, especially daughters, receive education. This creates a positive cycle of education and empowerment, leading to generations of well-informed and capable individuals who can contribute meaningfully to society.

However, the journey to achieving high levels of education is fraught with challenges for many women. Societal norms, financial constraints, and lack of support often hinder their educational aspirations. It is imperative that we, as a society, address these barriers. Governments and organizations must implement policies that promote gender equality in education, provide scholarships and financial aid, and create safe and supportive learning environments for women. Therefore, let us support and encourage women to pursue education to the highest levels. By doing so, we pave the way for a brighter, more equitable future for all.

Kelas : XI.2

Absen : 04

TEXT HORTATORY EXPOSITION

The Importance Of Ending Bullying In Schools

Thesis:

Bullying in schools remains a persistent problem that undermines the well-being and potential of students worldwide. Despite efforts to address it, bullying continues to inflict harm, leaving lasting scars on individuals and communities. It is imperative that we take decisive action to eradicate bullying from our schools and create a safe and nurturing environment for all students.

Argument:

Firstly, bullying engenders profound psychological trauma for its victims. Children subjected to bullying often endure profound fear, anxiety, depression, and even thoughts of self-harm. These effects can linger long after the bullying has ceased, impacting academic performance, social relationships, and overall mental health. Research indicates that bullied children are at a higher risk of experiencing mental health challenges in adulthood.

Secondly, bullying does not solely affect the victim; perpetrators also suffer adverse consequences. Individuals engaging in bullying behavior are prone to developing other behavioral problems, including aggression, delinquency, and a propensity for future criminal activities. Furthermore, bullies may face social repercussions such as ostracization from their peers, impeding their social and emotional development.

Lastly, bullying creates an unsafe and hostile school environment detrimental to academic performance and emotional well-being. When left unchecked, bullying breeds fear and insecurity among students, disrupting the learning process and diminishing academic achievements.

Recommendation:

To overcome bullying, we need a comprehensive and collaborative approach. Schools must implement strict anti-bullying policies and provide training for teachers and staff to recognize and deal with cases of bullying. Parents also need to play an active role by fostering a supportive and nurturing home environment. Parents can empower their children to have the courage to speak out against bullying and seek help when needed.

Nama : Kenya Kusuma Shabrina
No Absen : 16
Kelas : XI.2

Embark on Your Foreign Language Journey

In today's interconnected world, the ability to communicate across cultures has become an invaluable asset. Learning a foreign language opens doors to a myriad of opportunities, both personal and professional. It empowers you to connect with people from diverse backgrounds, broaden your horizons, and enhance your career prospects.

While embarking on a foreign language learning journey may seem daunting, the rewards far outweigh the initial challenges. As you delve into the intricacies of a new tongue, you'll not only acquire a valuable skill but also cultivate a deeper understanding of different cultures and perspectives.

1. Expand Your Horizons

Learning a foreign language is akin to unlocking a hidden treasure trove of knowledge and experiences. It grants you access to a vast array of literature, films, music, and art that would otherwise remain inaccessible. Immerse yourself in the rich tapestry of foreign cultures, gaining insights into their customs, traditions, and ways of thinking.

2. Enhance Your Employability

In today's competitive global marketplace, multilingual individuals are highly sought after. Proficiency in a foreign language demonstrates your adaptability, cross-cultural communication skills, and commitment to personal and professional growth. It sets you apart from the crowd, making you a more attractive candidate to potential employers.

3. Foster Global Connections

The ability to converse in a foreign language opens doors to meaningful connections with people from all corners of the globe. Forge friendships, engage in stimulating conversations, and gain a deeper understanding of the world around you. Language is a bridge that connects hearts and minds, fostering empathy and understanding.

Learning a foreign language is not merely about acquiring grammatical rules and vocabulary; it's about immersing yourself in a new culture and embracing a different way of thinking. Embrace the challenges, celebrate the milestones, and savor the joy of mastering a new skill.

Nama : Salwa Ramadhani
Kelas : 11.2
Absen : 31

TEXT HORTATORY EXPOSITION :

The Bad Impact Of School Zoning System For Indonesian Student

Thesis

The zoning system implemented by the Ministry of Education and Culture (Kemendikbud) aims to provide equitable access to education and improve the overall quality of education across Indonesia. Minister of Education and Culture, Muhajir Effendi, has stated that zoning is a comprehensive and integrated government strategy designed to accelerate educational equity. However, in practice, this zoning system often disadvantages prospective students, particularly those who live far from high-quality schools.

Argument 1

A significant issue with the zoning system is its inherent unfairness to students who live far from quality schools. Many dedicated students who aspire to attend top-tier schools are displaced by those living closer to these institutions. As a result, students with high potential are deprived of the opportunity to attend schools that match their abilities. This not only stifles their development but also leads to a decline in the overall quality of students at these schools, as admissions are based solely on proximity rather than academic merit.

Argument 2

Additionally, the zoning system increases disparities in educational quality between different areas. Schools located in zones with less academically inclined student populations tend to have lower educational standards due to a lack of competitive drive and motivation to excel. Conversely, schools in zones with higher-achieving students continue to thrive, widening the educational quality gap between schools. This contradicts the original aim of the zoning policy to create educational equity, as it actually deepens the divide and hinders the uniform enhancement of educational quality across regions.

Recommendation

To address these issues, the government should reconsider the zoning policy and implement several adjustments. One effective solution could be increasing the quota for academic merit-based admissions. This would allow high-achieving students to gain entry to top schools regardless of their residential proximity. Moreover, the government should invest in improving the quality of education in schools located in remote areas to ensure that all students receive an equitable education. By taking these steps, it is hoped that access to and quality of education can be achieved more fairly and effectively.

Embrace the Journey, Enjoy the Process

1. Find Your Motivation

What sparks your interest in learning a foreign language? Is it the allure of a new culture, the desire to connect with native speakers, or the pursuit of personal growth? Identify your motivation and let it fuel your language learning journey.

2. Explore Diverse Learning Methods

There's no one-size-fits-all approach to language learning. Discover what works best for you. Enroll in language classes, utilize language learning apps, immerse yourself in authentic materials, or find a language exchange partner. Embrace diverse methods to keep your learning engaging and effective.

3. Practice Consistently

Consistency is key to mastering any new skill. Dedicate time each day to practicing your foreign language, whether it's reading, writing, listening, or speaking. Engage in conversations with native speakers, watch foreign films, or listen to music in your target language. Surround yourself with the language as much as possible.

4. Embrace Mistakes as Learning Opportunities

Mistakes are inevitable and essential stepping stones on the path to fluency. Don't let the fear of making mistakes hold you back. Embrace them as opportunities to learn and grow. View them as markers of your progress and use them to refine your skills.

5. Celebrate Your Achievements

Acknowledge and celebrate your achievements along the way, no matter how small they may seem. Each new word learned, each conversation held, and each milestone reached is a testament to your dedication and perseverance. Take pride in your progress and let it motivate you to continue your journey.

Remember, learning a foreign language is a marathon, not a sprint. Embrace the challenges, enjoy the process, and revel in the rewards of unlocking a new world of communication, understanding, and personal growth.

Nama : Annisa Syifaal Hisna
Kelas : XI.2
No Absen : 03

TEXT HORTATORY EXPOSITION

The Importance Of Stretching During Learning

Thesis:

In the pursuit of academic success, we often focus solely on mental exertion, overlooking the importance of physical well-being in the learning process. However, integrating stretching into our learning routines can significantly enhance both our physical health and cognitive abilities. Therefore, advocating for the incorporation of stretching exercises during learning sessions is crucial for maximizing our potential and overall well-being.

Argument:

Firstly, stretching plays a vital role in promoting physical health and preventing discomfort associated with prolonged periods of sitting and studying. It helps alleviate muscle tension, improves blood circulation, and enhances flexibility, thereby reducing the risk of stiffness and discomfort. By incorporating stretching into our learning routine, we can maintain better posture and alleviate physical stress, allowing us to focus more effectively on our studies.

Secondly, stretching has been shown to enhance cognitive function and mental clarity. Engaging in stretching exercises increases blood flow to the brain, delivering essential nutrients and oxygen that support cognitive performance. Additionally, stretching releases endorphins, neurotransmitters that promote feelings of well-being and reduce stress levels, leading to improved focus, concentration, and memory retention during learning activities.

Moreover, incorporating stretching breaks into our study sessions can boost productivity and prevent burnout. Taking short breaks to stretch and move our bodies not only helps prevent fatigue and monotony but also rejuvenates our energy levels and enhances overall productivity. By incorporating regular stretching breaks into our learning routine, we can maintain sustained focus and motivation, leading to more efficient and effective studying.

Recommendation:

To integrate stretching into our study routine, it is important to cultivate awareness of our body's needs and incorporate regular stretching breaks into our study sessions. Simple stretching exercises such as neck rolls, and shoulder stretches, can be done comfortably in any learning environment, whether at home or in the classroom. Apart from that, we can use the YouTube application to provide guidance and inspiration for stretching movements.

Additionally, educators can encourage students to actively participate in stretch breaks, and promote the importance of physical activity for academic success and overall well-being.

Appendix 4. Pre-test of Experimental Group

No. _____ Date: _____ <input type="checkbox"/> M. Alghibran <input type="checkbox"/> U-2 /g1		Nama : Nungun Fanny H. Kelas : XI-2 Absen : 27	
1) B	8) A	1) B	6) D
2) C	9) B	2) C	7) D
3) A	10) C	3) A	8) B
4) C	11) D	4) C	9) D
5) D	12) B	5) D	10) C
6) D	13) C	6) D	11) A
7) B	14) A	7) D	12) A
8) A	15) D	8) A	13) C
9) D	16) B	9) A	14) D
10) C	17) A	10) C	15) B
		11) A	16) C
		12) A	17) C
		13) C	18) B
		14) D	19) D
		15) B	20) A

No. _____ Date: _____ Nama : Rajadinko Madina S Class : XI-2 Number : 28		No. _____ Date: <u>Selasa, 21 Mei 2024</u> Nama : Bunga Najwa Widi Sahar Maulida Number : 02 Class : XI-2	
1) B	6) D	1) B	6) D
2) C	7) D	2) C	7) D
3) A	8) A	3) A	8) A
4) C	9) A	4) C	9) A
5) A	10) C	5) A	10) C
		11) A	11) A
		12) A	12) A
		13) C	13) C
		14) D	14) D
		15) B	15) B
		16) C	16) C
		17) C	17) C
		18) B	18) B
		19) D	19) D
		20) A	20) A

No. _____ Date: _____ Nama : Aninda Syfaul Ikhsa Kelas : XI-2 No absen : 03		No. _____ Date: _____ Nama : Zahwa Ramadhani Kelas : XI-2 Absen : 31	
1) B	8) A	1) B	8) A
2) C	9) A	2) C	9) A
3) A	10) C	3) A	10) C
4) C	11) D	4) C	11) D
5) D	12) B	5) D	12) B
6) B	13) B	6) B	13) B
7) D	14) C	7) D	14) C
8) D	15) B	8) D	15) B
9) D	16) D	9) D	16) D
10) C	17) A	10) C	17) A
		18) A	18) A
		19) A	19) A
		20) A	20) A

Appendix 5. Pre-test of Control Group

No. _____
Date: _____

Nama : Fauq Alfara
kelas : XI.1 (8)

1. B	11. A
2. C	12. B
3. A	13. B
4. C	14. D
5. D	15. B
6. B	16. C
7. B	17. B C
8. A	18. B
9. B	19. D
10. C	20. A

No. _____
Date: _____

Nama : Ibrahim Belal
kelas = 11.1

1. A	6 D
2. C	7 D
3. B	8 A
4. C	9 B
5. D	10 C
11. A	16 C
12. B	17 D
13. A	18 B
14. D	19 D
15. B	20 A

No. _____
Date: _____

Nama : M. Dagi Arrogel
kelas : XI.1/21

1. B	6. B	11. D	16. C
2. C	7. B	12. B	17. C
3. A	8. A	13. C	18. B
4. C	9. D	14. D	19. D
5. D	10. C	15. B	20. A

No. _____
Date: _____

Fausia Rahma 09 / XI.1

1. B	11. A
2. C	12. B
3. A	13. C
4. C	14. B
5. B	15. B
6. D	16. C
7. P	17. A
8. A	18. B
9. P	19. D
10. D	20. A

No. _____
Date: _____

Muhammad Fahmi 710111 XI.1/20

1. B	11. A
2. C	12. B
3. A	13. B
4. C	14. D
5. D	15. B
6. B	16. C
7. B	17. C
8. A	18. B
9. B	19. D
10. C	20. A

No. _____
Date: _____

Nama : Ambarwati Edwina H
Presensi : 5
kelas : XI.1

1. B	11. A
2. C	12. B
3. A	13. C
4. C	14. D
5. B	15. B
6. D	16. C
7. D	17. C
8. A	18. B
9. D	19. D
10. C	20. B

Appendix 6. Post-test of Experimental Group

No. _____
Date: _____

Nama: Adia Marelo A.
Kelas: XI.2

1. B	11. A
2. C	12. B
3. A	13. D
4. B	14. D
5. D	15. B
6. D	16. A
7. A	17. C
8. A	18. B
9. D	19. D
10. B	20. A.

No. _____
Date: _____

Nama: Hanom S
Kelas: XI-2 (28)

11. B	17. A
23. C	14. A
25. A	15. C
43. C	14. D
52. D	15. D
63. D	16. C
77. D	17. C
83. A	18. B
83. C	19. D
103. C	20. A

No. _____
Date: _____

Nama: Syarifah Yusuf Anangyah
Kelas: XI.2
Absen: 024

1. B	11. A
2. C	12. B
3. A	13. C
4. C	14. D
5. D	15. B
6. D	16. C
7. A	17. C
8. A	18. B
9. D	19. B
10. C	20. A

No. _____
Date: _____

Nama: Mutiara Nur Fatih Ryanita
No Absen: 24
Kelas: XI-2

1. B	
2. C	
3. A	
4. C	
5. B	
6. B	
7. D	
8. A	
9. D	
10. C	
11. A	
12. B	
13. C	
14. B	
15. A	
16. C	
17. C	

No. _____
Date: _____

Nama: Talitha Rahma Medina
Kelas: XI.2
No: 135

1. B	11. A
2. C	12. B
3. A	13. C
4. C	14. D
5. D	15. B
6. D	16. B
7. D	17. C
8. A	18. B
9. D	19. D
10. C	20. A.

No. _____
Date: _____

Nama: Fathya Elia A
Kelas: XI.2
Absen: 12

1. B	6. D	11. A	16. C
2. C	7. D	12. A	17. C
3. A	8. A	13. A	18. B
4. C	9. D	14. A	19. D
5. D	10. C	15. B	20. A

Appendix 7. Post-test of Control Group

No: _____ Date: _____

Nama: Mihal Kusni F
 Kelas: XI.1
 No. Absen: 19

1	B	A	11	A	B
2	C	A	12	B	C
3	A	B	13	C	D
4	C	A	14	B	D
5	D	B	15	B	A

No: _____ Date: _____

Nama: Alexandra Shira A
 No: 02
 Kelas: XI.1

1	A
2	C
3	B
4	C
5	D
6	D
7	D
8	A
9	B
10	C
11	A
12	B
13	A
14	D
15	B
16	C
17	D
18	B

Nama: Rizky Izat H
 Kelas: XI.1
 Absen: 26

1	B	11	A
2	C	12	B
3	A	13	D
4	C	14	D
5	D	15	B
6	A	16	D
7	D	17	C
8	A	18	B
9	A	19	D
10	C	20	D

Nama: Laila Anni'matur
 Absen: 8

1	A
2	C
3	B
4	C
5	D
6	D
7	D
8	A
9	D
10	A
11	A
12	B
13	B
14	D
15	D
16	C
17	C

No: _____ Date: _____

Nama: Fadila Andini F
 No: 7
 Kelas: XI.1

1	B	A	11	A	B
2	C	A	12	B	C
3	A	B	13	C	D
4	C	A	14	B	D
5	D	B	15	B	A

No: _____ Date: _____

Nama: Nadhoh El Hano
 Kelas: XI.1
 Absen: 29

1	B	11	A
2	C	12	B
3	A	13	C
4	C	14	B
5	B	15	B
6	D	16	C
7	D	17	A
8	A	18	B
9	D	19	A
10	C	20	A

Appendix 8. Attendance and Score List Pre-Test (Experimental Group)





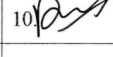
ATTENDANCE AND SCORE LIST



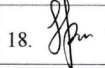

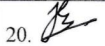

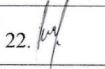



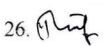

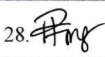



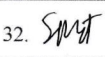

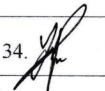

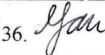
PRE-TEST

CLASS : XI 2 ~~FC~~

DATE : Mon, April 29th, 2024

SCHOOL : SMA NEGERI 1 TEGAL

No.	Name	Sign	Score	Notes
1.	Ajwa Farzana Atiq	1. 	50	
2.	Anindita Nevia Parastika	2. 	55	
3.	Annida Syifaul Hisna	3. 	60	
4.	Aulia Marcela Anherlita	4. 	65	
5.	Aurelia Evelyn Kristanto	5. 	70	
6.	Azra Muftia Arsy	6. 	75	
7.	Brigita Tri Hindarti Adhi	7. 	80	
8.	Bunga Najwa Wigi Sahar	8. 	85	
9.	Cheryl Cahyo Nugroho	9. 	90	
10.	Devin Farrel Nararya	10. 	55	
11.	Faathir Maulana Arsy	11. 	60	
12.	Fadhiya Elsa Amalia	12. 	65	
13.	Farah Emilia Maharani	13. 	70	
14.	Farah Mursyida Salma	14. 	75	
15.	Firdaus Arsy Ramadhan	15. 	80	

16.	Kenya Kusuma Shabrina		16. 	85	
17.	Kevin Valerian Sugiarto	17. 		50	
18.	Lu'lu Faradisa Puti Harva		18. 	60	
19.	M. Nurhadi Purnomo	19. 		70	
20.	Mohammad Hasan Ade S.		20. 	85	
21.	Muhammad Al Gibran T.P.	21. 		70	
22.	Muhammad Radit A.		22. 	75	
23.	Muhammad Zidni A.	23. 		85	
24.	Mutiara Nur Fatih Cayanto		24. 	65	
25.	Nabila Zalfa Khaerunisa	25. 	l	60	
26.	Naifan Nisa		26. 	80	
27.	Naufal Fakhry Hidayat	27. 		65	
28.	Rayyadinka Madina S.		28. 	75	
29.	Revana Hanum Sidhrata	29. 		80	
30.	Reviana Alexcha Virlira		30. 	75	
31.	Salwa Ramadhani	31. 		45	
32.	Siti Nur Khafidzoh		32. 	40	
33.	Stefani Rokhilatul Lenasari	33. 		75	
34.	Syaifullah Yusuf Alamsyah		34. 	75	
35.	Talitha Rahma Meidina	35. 		70	
36.	Yanuar Rizqi Prakoso		36. 	70	

Appendix 9. Attendance and Score List Pre-test (Control Group)
















ATTENDANCE AND SCORE LIST

PRE-TEST

CLASS : XI 1 - CC

DATE : Mon, April 29th, 2024

SCHOOL : SMA NEGERI 1 TEGAL

No.	Name	Sign	Score	Notes
1.	Adellia Sephira	1. 	65	
2.	Alexandra Shinta Aurelia	2. 	70	
3.	Amanda Rahma Huwaida	3. 	75	
4.	Anisah Nur Alya	4. 	80	
5.	Aristawidya Larissa	5. 	85	
6.	Diva Fadia Edinda W.	6. 	90	
7.	Fadila Andine Fitriani	7. 	50	
8.	Faiq Al Tara Adhiza Faza	8. 	55	
9.	Fauzia Rahma	9. 	60	
10.	Gayang Ive Frana	10. 	70	
11.	Hartati Wahyuni Yolanda	11. 	75	
12.	Haura Arin Salsabila	12. 	80	
13.	Hazza Aqilah Khansa CP	13. 	85	
14.	Ibrahim Bilal Bawazier	14. 	50	
15.	Intan Rahma Cahyani	15. 	55	

16.	Jason Valerian Sugiarto		16. Jason	60	
17.	Lailatul Lidziya	17. Lailatul		65	
18.	Laola Anni'matun Ardillah		18. Laola	70	
19.	Mikail Farras Fairuzzabad	19. Mikail		70	
20.	Muhammad Fahmi Triafit		20. Fahmi	65	
21.	Muhammad Rafi Arrasyid	21. Rafi		75	
22.	M. Rozan Hibrizi Al Hilmi		22. Rozan	75	
23.	Nada Aisyah Fahima	23. Nada		53	
24.	Nadhifah El Hana		24. Hana	85	
25.	Nafila Rabbani	25. Nafila		95	
26.	Nailah Putri Sulistyono		26. Nailah	60	
27.	Nailufar Nur Royyani	27. Nailufar		75	
28.	Nurul Fahmi Uswatun K.		28. Nurul	65	
29.	Sania Madini	29. Sania		70	
30.	Shamara Fathia Aulia P.		30. Shamara	45	
31.	Syana Alya Ainun Mahya	31. Syana		50	
32.	Vonny Agripina Limmawan		32. Vonny	45	
33.	Wahyu Hidayat	33. Wahyu		75	
34.	Wati Sofiaty Akhsana Nisa		34. Wati	60	
35.	Yazmine	35. Yazmine		75	
36.	Zaky Izzat Habibie		36. Zaky	80	

Appendix 10. Attendance and Score List Post-test (Experimental Group)




ATTENDANCE AND SCORE LIST






















POST-TEST

CLASS : XI 2 Ec

DATE : Tue, May 21st, 2024

SCHOOL : SMA NEGERI 1 TEGAL

No.	Name	Sign	Score	Notes
1.	Ajwa Farzana Atiq	1. 	05	
2.	Anindita Nevia Parastika	2. 	70	
3.	Annida Syifaul Hisna	3. 	80	
4.	Aulia Marcela Anherlita	4. 	95	
5.	Aurelia Evelyn Kristanto	5. 	00	
6.	Azra Muftia Arsy	6. 	95	
7.	Brigita Tri Hindarti Adhi	7. 	95	
8.	Bunga Najwa Wigi Sahar	8. 	95	
9.	Cheryl Cahyo Nugroho	9. 	100	
10.	Devin Farrel Nararya	10. 	75	
11.	Faathir Maulana Arsy	11. 	90	
12.	Fadhiya Elsa Amalia	12. 	95	
13.	Farah Emilia Maharani	13. 	75	
14.	Farah Mursyida Salma	14. 	80	
15.	Firdaus Arsy Ramadhan	15. 	85	

16.	Kenya Kusuma Shabrina		16. 	90	
17.	Kevin Valerian Sugiarto	17. 		80	
18.	Lu'lu Faradisa Puti Harva		18. 	85	
19.	M. Nurhadi Purnomo	19. 		90	
20.	Mohammad Hasan Ade S.		20. 	100	
21.	Muhammad Al Gibran T.P.	21. 		90	
22.	Muhammad Radit A.		22. 	85	
23.	Muhammad Zidni A.	23. 		90	
24.	Mutiara Nur Fatih Cayanto		24. 	100	
25.	Nabila Zalfa Khaerunisa	25. 		95	
26.	Naifan Nisa		26. 	90	
27.	Naufal Fakhry Hidayat	27. 		95	
28.	Rayyadinka Madina S.		28. 	80	
29.	Revana Hanum Sidhrata	29. 		85	
30.	Reviana Alexcha Virlira		30. 	80	
31.	Salwa Ramadhani	31. 		75	
32.	Siti Nur Khafidzoh		32. 	90	
33.	Stefani Rokhilatul Lenasari	33. 		85	
34.	Syaifullah Yusuf Alamsyah		34. 	85	
35.	Talitha Rahma Meidina	35. 		85	
36.	Yanuar Rizqi Prakoso		36. 	90	

Appendix 11. Attendance and Score List Post-test (Control Group)


ATTENDANCE AND SCORE LIST

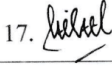

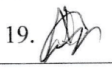

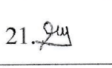

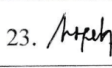

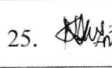

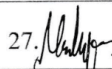
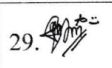

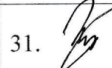


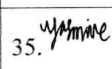
POST-TEST

CLASS : XI 1 CC

DATE : Tue, May 21st, 2024

SCHOOL : SMA NEGERI 1 TEGAL

No.	Name	Sign	Score	Notes
1.	Adellia Sephira	1. 	75	
2.	Alexandra Shinta Aurelia	2. 	75	
3.	Amanda Rahma Huwaida	3. 	80	
4.	Anisah Nur Alya	4. 	90	
5.	Aristawidya Larissa	5. 	90	
6.	Diva Fadia Edinda W.	6. 	95	
7.	Fadila Andine Fitrani	7. 	65	
8.	Faiq Al Tara Adhiza Faza	8. 	70	
9.	Fauzia Rahma	9. 	80	
10.	Gayang Ive Frana	10. 	95	
11.	Hartati Wahyuni Yolanda	11. 	85	
12.	Haura Arin Salsabila	12. 	90	
13.	Hazza Aqilah Khansa CP	13. 	90	
14.	Ibrahim Bilal Bawazier	14. 	70	
15.	Intan Rahma Cahyani	15. 	70	

16.	Jason Valerian Sugiarto		16. 	75	
17.	Lailatul Lidziya	17. 		80	
18.	Laola Anni'matun Ardillah		18. 	80	
19.	Mikail Farras Fairuzzabad	19. 		80	
20.	Muhammad Fahmi Triafit		20. 	85	
21.	Muhammad Rafi Arrasyid	21. 		85	
22.	M. Rozan Hibrizi Al Hilmi		22. 	85	
23.	Nada Aisyah Fahima	23. 		80	
24.	Nadhifah El Hana		24. 	95	
25.	Nafila Rabbani	25. 		75	
26.	Nailah Putri Sulistyono		26. 	70	
27.	Nailufar Nur Royyani	27. 		85	
28.	Nurul Fahmi Uswatun K.		28. 	80	
29.	Sania Madini	29. 		90	
30.	Shamara Fathia Aulia P.		30. 	65	
31.	Syana Alya Ainun Mahya	31. 		75	
32.	Vonny Agriprina Limmawan		32. 	65	
33.	Wahyu Hidayat	33. 		80	
34.	Wati Sofiati Akhsana Nisa		34. 	75	
35.	Yazmine	35. 		80	
36.	Zaky Izzat Habibie		36. 	85	

Appendix 12. Attendance and Score List Validation Test





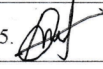
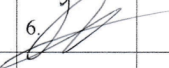
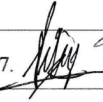








ATTENDANCE AND SCORE LIST

VALIDITY

CLASS : XI 3

DATE :

SCHOOL : SMA NEGERI 1 TEGAL

No.	Name	Sign	Score	Notes
1.	Aisha Mutiara Hasna	1. 		
2.	Aneira Razita Firzanah		2. 	
3.	Bryant Valerian Sugiarto	3. 		
4.	Chelsa Tsaqifa Khairunnisa		4. 	
5.	Desta Raya Arif Pratama	5. 		
6.	Emmanuella Kezia K.		6. 	
7.	Eveline Jane Salia	7. 		
8.	Fadel Adhia Febran		8. 	
9.	Fauzan Naufal Utomo	9. 		
10.	Hani Fitria Agustin		10. 	
11.	Intan Ayu Febriani	11. 		
12.	Izzul Achmad Sidiq		12. 	
13.	Julietta Abhinawa Aqilamurti	13. 		
14.	Lintang Isyana Fauziah		14. 	
15.	Maysyah Ayu Amaliyah	15. 		

16.	Mohamad Riko Anjar M.		16.	<i>elko</i>		
17.	Mohamad Syahdan Sabda	17.				
18.	Muhammad Ammar F. F.		18.	<i>AMP</i>		
19.	Nabila Balqis	19.	<i>Nabil</i>			
20.	Nailufar		20.	<i>Nailufar</i>		
21.	Nastharayyanu Yogi Dwika	21.	<i>Nasthar</i>			
22.	Nova Ziyadatul Fitri		22.	<i>Nova</i>		
23.	Nur Arifiah Riska M.	23.	<i>Nur Arifiah</i>			
24.	Raenaia Ardelia Putri		24.	<i>Ardelia</i>		
25.	Rasya Ikbar Nafis	25.	<i>Rasya</i>			
26.	Rifat		26.	<i>Rifat</i>		
27.	Riska Mutiara Cinta	27.	<i>Riska</i>			
28.	Rossa Alifia Putri		28.	<i>Rossa</i>		
29.	Salma Rizqi Imaroh	29.	<i>Salma</i>			
30.	Siti Arofah		30.	<i>Siti</i>		
31.	Tivana Rizqi Aulia	31.	<i>Tivana</i>			
32.	Yozi Febri Andika		32.	<i>Yozi</i>		
33.	Zahra Azka Aulya	33.	<i>Zahra</i>			
34.	Zahra Sabrina Rahma		34.	<i>Zahra</i>		
35.	Zaskia Maulida	35.	<i>Zaskia</i>			
36.	Zen Hilman Rifki S.		36.	<i>Zen</i>		

Appendix 13. Attendance Treatment of Experimental Group

ATTENDANCE TREATMENT

CLASS : XI 1

SCHOOL : SMA NEGERI 1 TEGAL

No.	Name	Date						Notes
		30/4/24	6/5/24	7/5/24	13/5/24	14/5/24	20/5/24	
1.	Ajwa Farzana Atiq	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	
2.	Anindita Nevia Parastika	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	
3.	Annida Syifaul Hisna	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	
4.	Aulia Marcela Anherlita	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	
5.	Aurelia Evelyn Kristanto	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	
6.	Azra Muftia Arsy	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	
7.	Brigita Tri Hindarti Adhi	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	
8.	Bunga Najwa Wigi Sahar	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	
9.	Cheryl Cahyo Nugroho	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	
10.	Devin Farrel Nararya	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	
11.	Faathir Maulana Arsy	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	
12.	Fadhiya Elsa Amalia	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	
13.	Farah Emilia Maharani	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	
14.	Farah Mursyida Salma	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	
15.	Firdaus Arsy Ramadhan	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	
16.	Kenya Kusuma Shabrina	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	

17.	Kevin Valerian Sugiarto	Kvi	Kvi	Kvi	Kvi	Kvi	Kvi	
18.	Lu'lu Faradisa Putri Harva	Lfu	Lfu	Lfu	Lfu	Lfu	Lfu	
19.	M. Nurhadi Purnomo	Mur	Mur	Mur	Mur	Mur	Mur	
20.	Mohammad Hasan Ade S.	Mhs	Mhs	Mhs	Mhs	Mhs	Mhs	
21.	Muhammad Al Gibran T.P.	Mug	Mug	Mug	Mug	Mug	Mug	
22.	Muhammad Radit A.	Mra	Mra	Mra	Mra	Mra	Mra	
23.	Muhammad Zidni A.	Mzi	Mzi	Mzi	Mzi	Mzi	Mzi	
24.	Mutiara Nur Fatih Cayanto	Mnc	Mnc	Mnc	Mnc	Mnc	Mnc	
25.	Nabila Zalfa Khaerunisa	Nzk	Nzk	Nzk	Nzk	Nzk	Nzk	
26.	Naifan Nisa	Nni	Nni	Nni	Nni	Nni	Nni	
27.	Naufal Fakhry Hidayat	Nfh	Nfh	Nfh	Nfh	Nfh	Nfh	
28.	Rayyadinka Madina S.	Rms	Rms	Rms	Rms	Rms	Rms	
29.	Revana Hanum Sidhrata	Rhs	Rhs	Rhs	Rhs	Rhs	Rhs	
30.	Reviana Alexcha Virlira	Rvt	Rvt	Rvt	Rvt	Rvt	Rvt	
31.	Salwa Ramadhani	Sra	Sra	Sra	Sra	Sra	Sra	
32.	Siti Nur Khafidzoh	Snk	Snk	Snk	Snk	Snk	Snk	
33.	Stefani Rokhilatul Lenasari	Stl	Stl	Stl	Stl	Stl	Stl	
34.	Syaifullah Yusuf Alamsyah	Sya	Sya	Sya	Sya	Sya	Sya	
35.	Talitha Rahma Meidina	Tmr	Tmr	Tmr	Tmr	Tmr	Tmr	
36.	Yanuar Rizqi Prakoso	Ypr	Ypr	Ypr	Ypr	Ypr	Ypr	

Appendix 14. Attendance Treatment of Control Group

ATTENDANCE TREATMENT

CLASS : XI 1

SCHOOL : SMA NEGERI 1 TEGAL

No.	Name	Date						Notes
		30/4/21	6/5/21	7/5/21	13/5/21	19/5/21	20/5/21	
1.	Adellia Sephira	Adellia	Adellia	Adellia	Adellia	Adellia	Adellia	
2.	Alexandra Shinta Aurelia	Alexandra	Alexandra	Alexandra	Alexandra	Alexandra	Alexandra	
3.	Amanda Rahma Huwaida	Amanda	Amanda	Amanda	Amanda	Amanda	Amanda	
4.	Anisah Nur Alya	Anisah	Anisah	Anisah	Anisah	Anisah	Anisah	
5.	Aristawidya Larissa	Aristawidya	Aristawidya	Aristawidya	Aristawidya	Aristawidya	Aristawidya	
6.	Diva Fadia Edinda W.	Diva	Diva	Diva	Diva	Diva	Diva	
7.	Fadila Andine Fitriani	Fadila	Fadila	Fadila	Fadila	Fadila	Fadila	
8.	Faiq Al Tara Adhiza Faza	Faiq	Faiq	Faiq	Faiq	Faiq	Faiq	
9.	Fauzia Rahma	Fauzia	Fauzia	Fauzia	Fauzia	Fauzia	Fauzia	
10.	Gayang Ive Frana	Gayang	Gayang	Gayang	Gayang	Gayang	Gayang	
11.	Hartati Wahyuni Yolanda	Hartati	Hartati	Hartati	Hartati	Hartati	Hartati	
12.	Haura Arin Salsabila	Haura	Haura	Haura	Haura	Haura	Haura	
13.	Hazza Aqilah Khansa CP	Hazza	Hazza	Hazza	Hazza	Hazza	Hazza	
14.	Ibrahim Bilal Bawazier	Ibrahim	Ibrahim	Ibrahim	Ibrahim	Ibrahim	Ibrahim	
15.	Intan Rahma Cahyani	Intan	Intan	Intan	Intan	Intan	Intan	
16.	Jason Valerian Sugiarto	Jason	Jason	Jason	Jason	Jason	Jason	

17.	Lailatul Lidziya						
18.	Laola Anni' matun Ardillah						
19.	Mikail Farras Fairuzabad						
20.	Muhammad Fahmi Triafit						
21.	Muhammad Rafi Arrasyid						
22.	M. Rozan Hibrizi Al Hilmi						
23.	Nada Aisyah Fahima						
24.	Nadhifah El Hana						
25.	Nafila Rabbani						
26.	Nailah Putri Sulistyono						
27.	Nailufar Nur Royyani						
28.	Nurul Fahmi Uswatun K.						
29.	Sania Madini						
30.	Shamara Fathia Aulia P.						
31.	Syana Alya Ainun Mahya						
32.	Vonny Agriprina Limmawan						
33.	Wahyu Hidayat						
34.	Wati Sofiaty Akhsana Nisa						
35.	Yazmine						
36.	Zaky Izzat Habibie						

Appendix 15. Lesson Plan (Experimental Group)

MODUL AJAR BAHASA INGGRIS KELAS XI	
INFORMASI UMUM	
Identitas Sekolah	: SMA Negeri 1 Tegal
Kelas	: XI 2
Alokasi Waktu	: 2 x 45 menit (2 Jam Pelajaran)
Jumlah Pertemuan	: 8x pertemuan
Materi	: <i>Listening Ability and Hortatory Exposition Text</i>
Kompetensi Awal: Pemahaman tentang <i>Hortatory Exposition Text</i> .	
Profil Pelajar Pancasila: Berfikir kritis, berkreasi, bergotong-royong, beriman, bertakwa kepada Tuhan yang Maha Esa dan berakhlak mulia.	
Sarana dan Prasarana: <ol style="list-style-type: none">1. Lembar kerja <i>pre-test</i> dan <i>post-test</i>2. Lembar kerja <i>treatment</i>3. Materi tentang <i>hortatory exposition text</i>4. Video TED Talks5. LCD Proyektor6. Laptop	
Target Peserta Didik: <ol style="list-style-type: none">1. Siswa regular/umum2. Siswa cerdas dengan pencapaian tinggi3. Siswa dengan kesulitan belajar karena daya serap yang relatif lambat	
Model Pembelajaran: <i>Project Based Learning</i>	

KOMPONEN INTI	
A. Tujuan Pembelajaran	
<ol style="list-style-type: none"> 1. Mampu mengenal konsep dan struktur <i>Hortatory Exposition Text</i>. 2. Mampu membuat dan menyusun <i>Hortatory Exposition Text</i>. 3. Mampu menerapkan unsur kebahasaan di <i>Hortatory Exposition Text</i>. 4. Memperkaya kosakata dari sebuah teks yang dipelajari. 	
B. Pemahaman Bermakna	
<ol style="list-style-type: none"> 1. Siswa memahami tujuan dibuatnya <i>Hortatory Exposition Text</i>. 2. Siswa dapat mengidentifikasi teks tersebut dari ciri-ciri, unsur kebahasaan, dan struktur teks. 3. Siswa mampu menyusun <i>Hortatory Exposition Text</i> dengan baik dan benar. 	
C. Pertanyaan Pemantik	
<ol style="list-style-type: none"> 1. <i>Do you ever hear about Hortatory Exposition Text?</i> 2. <i>Where did you find it?</i> 3. <i>What is the Hortatory Exposition Text about?</i> 	
D. Persiapan Pembelajaran	
<ol style="list-style-type: none"> 1. Lembar kerja peserta didik (LKPD). 2. Mahasiswa menyusun <i>instrument assessment</i> yang digunakan. 3. Menyiapkan alat dan bahan yang digunakan dalam pembelajaran. 	

Pembelajaran Berdiferensiasi dan Kompetensi Sosial Emosional (KSE)	
Pembelajaran Berdiferensiasi	(diferensiasi proses) <ol style="list-style-type: none"> 1. Peserta didik visual: disajikan gambar melalui LCD proyektor. 2. Peserta didik auditori: disajikan video pembelajaran melalui LCD proyektor.

KEGIATAN PEMBELAJARAN

Pertemuan 1	
Pendahuluan (15 menit)	1. Mahasiswa memberikan salam (greeting) dan bertanya mengenai kabar siswa. 2. Mahasiswa menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran. 3. Mahasiswa memberikan apersepsi tentang materi yang akan dipelajari. 4. Mahasiswa menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini. 5. Mahasiswa menyampaikan garis besar cakupan materi yang akan dipelajari
Kegiatan inti (60 menit)	1. Siswa mengerjakan soal <i>pre-test</i> selama 30 menit. 2. Mahasiswa memperkenalkan diri dan menjelaskan tujuan penelitian dan materi yang akan dipelajari selama beberapa waktu ke depan.
Penutup (15 menit)	1. Siswa diberikan penjelasan singkat mengenai ringkasan materi yang dipelajari hari ini. 2. Siswa diberikan <i>feedback</i> tentang materi dan tugas yang sudah dipelajari hari ini. 3. Siswa diberikan apresiasi berupa tepuk tangan karena telah bersikap kooperatif dan berantusias dalam memperhatikan Pelajaran hari ini.

Pertemuan 2	
Pendahuluan (10 menit)	1. Mahasiswa memberikan salam (greeting) dan bertanya mengenai kabar siswa. 2. Mahasiswa menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran.

	<ol style="list-style-type: none"> 3. Mahasiswa memberikan apersepsi tentang materi yang akan dipelajari. 4. Mahasiswa menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini. 5. Mahasiswa menyampaikan garis besar cakupan materi yang akan dipelajari
Kegiatan inti (65 menit)	<ol style="list-style-type: none"> 1. Siswa diberikan materi tentang <i>listening skill</i>. 2. Siswa diberikan materi tentang meningkatkan kemampuan mendengar dalam bahasa Inggris. 3. Siswa diberikan materi melalui video YouTube, link: https://www.youtube.com/watch?v=cSohjIYQI2A&t=19s. 4. Siswa diberikan materi yang berjudul “5 Ways to Listen Better” by Julian Treasure melalui channel TED Talks di YouTube. 5. Siswa dan mahasiswa membahas mengenai video tersebut.
Penutup (15 menit)	<ol style="list-style-type: none"> 1. Siswa diberikan penjelasan singkat mengenai ringkasan materi yang dipelajari hari ini. 2. Siswa diberikan <i>feedback</i> tentang materi dan tugas yang sudah dipelajari hari ini. 3. Siswa diberikan apresiasi berupa tepuk tangan karena telah bersikap kooperatif dan berantusias dalam memperhatikan Pelajaran hari ini.

Pertemuan 3	
Pendahuluan (10 menit)	<ol style="list-style-type: none"> 1. Mahasiswa memberikan salam (greeting) dan bertanya mengenai kabar siswa. 2. Mahasiswa menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran.

	<ol style="list-style-type: none"> 3. Mahasiswa memberikan apersepsi tentang materi yang akan dipelajari. 4. Mahasiswa menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini. 5. Mahasiswa menyampaikan garis besar cakupan materi yang akan dipelajari
Kegiatan inti (65 menit)	<ol style="list-style-type: none"> 1. Siswa diberikan tugas untuk merangkum materi yang berjudul “The Power of Listening“ by William Ury melalui channel TED Talks di YouTube, link: https://www.youtube.com/watch?v=saxfavo1OQo&t=21s. 2. Siswa diperbolehkan untuk bekerja sama dengan teman sebangku dan mahasiswa ikut turun andil dalam project tersebut.
Penutup (15 menit)	<ol style="list-style-type: none"> 1. Siswa diberikan penjelasan singkat mengenai ringkasan materi yang dipelajari hari ini. 2. Siswa diberikan <i>feedback</i> tentang materi dan tugas yang sudah dipelajari hari ini. 3. Siswa diberikan apresiasi berupa tepuk tangan karena telah bersikap kooperatif dan berantusias dalam memperhatikan Pelajaran hari ini.

Pertemuan 4	
Pendahuluan (10 menit)	<ol style="list-style-type: none"> 1. Mahasiswa memberikan salam (greeting) dan bertanya mengenai kabar siswa. 2. Mahasiswa menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran. 3. Mahasiswa memberikan apersepsi tentang materi yang akan dipelajari.

	<ol style="list-style-type: none"> 4. Mahasiswa menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini. 5. Mahasiswa menyampaikan garis besar cakupan materi yang akan dipelajari
<p>Kegiatan inti</p> <p>(65 menit)</p>	<ol style="list-style-type: none"> 1. Siswa diberikan materi tentang <i>Hortatory Exposition Text</i> melalui video YouTube, link: https://www.youtube.com/watch?v=NQgATZ2tJqU. 2. Siswa diberikan tugas untuk membuat <i>Hortatory Exposition Text</i> dari video YouTube berjudul “Why is English Spelling so Weird?” by Arika Okrent melalui channel TED Talks di YouTube, link: https://www.youtube.com/watch?v=XFhY4Vy3IHc&t=39s.
<p>Penutup</p> <p>(15 menit)</p>	<ol style="list-style-type: none"> 1. Siswa diberikan penjelasan singkat mengenai ringkasan materi yang dipelajari hari ini. 2. Siswa diberikan <i>feedback</i> tentang materi dan tugas yang sudah dipelajari hari ini. 3. Siswa diberikan apresiasi berupa tepuk tangan karena telah bersikap kooperatif dan berantusias dalam memperhatikan Pelajaran hari ini.

Pertemuan 5	
<p>Pendahuluan</p> <p>(10 menit)</p>	<ol style="list-style-type: none"> 1. Mahasiswa memberikan salam (greeting) dan bertanya mengenai kabar siswa. 2. Mahasiswa menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran. 3. Mahasiswa memberikan apersepsi tentang materi yang akan dipelajari. 4. Mahasiswa menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini.

	5. Mahasiswa menyampaikan garis besar cakupan materi yang akan dipelajari
Kegiatan inti (65 menit)	<ol style="list-style-type: none"> 1. Siswa melanjutkan tugas pertemuan sebelumnya yaitu membuat <i>Hortatory Exposition Text</i>. 2. Siswa dan mahasiswa membahas hasil kerja siswa bersama-sama. 3. Siswa diberikan <i>feedback</i> untuk hasil kerja mereka.
Penutup (15 menit)	<ol style="list-style-type: none"> 1. Siswa diberikan penjelasan singkat mengenai ringkasan materi yang dipelajari hari ini. 2. Siswa diberikan <i>feedback</i> tentang materi dan tugas yang sudah dipelajari hari ini. 3. Siswa diberikan apresiasi berupa tepuk tangan karena telah bersikap kooperatif dan berantusias dalam memperhatikan Pelajaran hari ini.

Pertemuan 6	
Pendahuluan (10 menit)	<ol style="list-style-type: none"> 1. Mahasiswa memberikan salam (<i>greeting</i>) dan bertanya mengenai kabar siswa. 2. Mahasiswa menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran. 3. Mahasiswa memberikan apersepsi tentang materi yang akan dipelajari. 4. Mahasiswa menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini. 5. Mahasiswa menyampaikan garis besar cakupan materi yang akan dipelajari
Kegiatan inti (65 menit)	<ol style="list-style-type: none"> 1. Siswa diberikan tugas untuk membuat <i>Hortatory Exposition Text</i>. Materi yang digunakan adalah video dari TED Talks dan siswa bebas memilih judul mereka masing-masing.

Penutup (15 menit)	<ol style="list-style-type: none"> 1. Siswa diberikan penjelasan singkat mengenai ringkasan materi yang dipelajari hari ini. 2. Siswa diberikan <i>feedback</i> tentang materi dan tugas yang sudah dipelajari hari ini. 3. Siswa diberikan apresiasi berupa tepuk tangan karena telah bersikap kooperatif dan berantusias dalam memperhatikan Pelajaran hari ini.
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Pertemuan 7	
Pendahuluan (10 menit)	<ol style="list-style-type: none"> 1. Mahasiswa memberikan salam (<i>greeting</i>) dan bertanya mengenai kabar siswa. 2. Mahasiswa menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran. 3. Mahasiswa memberikan apersepsi tentang materi yang akan dipelajari. 4. Mahasiswa menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini. 5. Mahasiswa menyampaikan garis besar cakupan materi yang akan dipelajari
Kegiatan inti (65 menit)	<ol style="list-style-type: none"> 1. Siswa saling menilai, mengoreksi, dan memberikan <i>feedback</i> mengenai <i>Hortatory Exposition Text</i> yang mereka buat dengan teman sebangku yang dibantu oleh mahasiswa.
Penutup (15 menit)	<ol style="list-style-type: none"> 1. Siswa diberikan penjelasan singkat mengenai ringkasan materi yang dipelajari hari ini. 2. Siswa diberikan <i>feedback</i> tentang materi dan tugas yang sudah dipelajari hari ini. 3. Siswa diberikan apresiasi berupa tepuk tangan karena telah bersikap kooperatif dan berantusias dalam memperhatikan Pelajaran hari ini.

Pertemuan 8	
Pendahuluan (10 menit)	<ol style="list-style-type: none"> 1. Mahasiswa memberikan salam (<i>greeting</i>) dan bertanya mengenai kabar siswa. 2. Mahasiswa menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran. 3. Mahasiswa memberikan apersepsi tentang materi yang akan dipelajari. 4. Mahasiswa menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini. 5. Mahasiswa menyampaikan garis besar cakupan materi yang akan dipelajari
Kegiatan inti (30 menit)	<ol style="list-style-type: none"> 1. Siswa mengerjakan soal <i>post-test</i>.
Penutup (10 menit)	<ol style="list-style-type: none"> 1. Siswa diberikan penjelasan singkat mengenai ringkasan materi yang dipelajari hari ini. 2. Siswa diberikan <i>feedback</i> tentang materi dan tugas yang sudah dipelajari hari ini. 3. Siswa diberikan apresiasi berupa tepuk tangan karena telah bersikap kooperatif dan berantusias dalam memperhatikan Pelajaran hari ini.

MATERI

1. PRE-TEST AND POST-TEST

Please answer the following questions correctly!

1. What factor does not affect the percentage of water in the body?
 - a. Fat index
 - b. Weather
 - c. Age
 - d. Sex
2. What is the average percentage of water in the human body?
 - a. 45% - 50%
 - b. 50% - 55%
 - c. 55% - 60%
 - d. 60% - 65%
3. The composition of water content in a baby's body decreases from 75% to 65% when they reach the age of...
 - a. 1 year old
 - b. 2 years old
 - c. 3 years old
 - d. 4 years old
4. An adult's brain and heart are almost ... quarters water.
 - a. One
 - b. Two
 - c. Three
 - d. Four
5. The water concentration in the lungs is most similar to which fruit?
 - a. Banana
 - b. Watermelon
 - c. Orange
 - d. Apple
6. How much water does the body excrete in a day?
 - a. 1 to 2 liters
 - b. 2 to 3 liters
 - c. 3 to 4 liters
 - d. 4 to 5 liters
7. The following are ways the human body excretes water, except...
 - a. Sweat
 - b. Urine
 - c. Breathing
 - d. Drinking
8. Special channels that enable blood to absorb and retain more water, leading to concentrated dark urine are called...
 - a. Aquaporins
 - b. Kidneys
 - c. Antidiuretic
 - d. Lungs
9. The following are effects of increased dehydration, except...
 - a. Drops in energy

- b. Blood pressure
 - c. Skin moisture
 - d. Overthinking
10. Overconsumption of water can cause...
- a. Hydration
 - b. Influenza
 - c. Hyponatremia
 - d. Hepatitis
11. Why athletes are often the victims of over-hydration?
- a. Because of complications in regulating water levels in extreme physical conditions
 - b. Because of incomplications in regulating water levels in extreme physical conditions
 - c. Because of decreasing in regulating water levels in extreme physical conditions
 - d. Because of less in regulating water levels in extreme physical conditions
12. What happens if the brain is overly hydrated?
- a. The brain is going slow but not stop
 - b. The brain is going slow or even stop
 - c. The brain will hydrate and healthy
 - d. The brain will run faster and not stop
13. What causes cells to swell when the brain is overhydrated?
- a. The swelled of sodium electrolyte
 - b. The hydrated of sodium electrolyte
 - c. The diluted of sodium electrolyte
 - d. The production of sodium electrolyte
14. What is not happens if humans get water intoxication?
- a. Headache
 - b. Vomiting
 - c. Seizures
 - d. Overthinking
15. How much we should drink water in a day?
- a. 9 glasses
 - b. 8 glasses
 - c. 7 glasses
 - d. 6 glasses
16. How much men should drink water in a day?
- a. 1.5 – 4.5 liters
 - b. 2.5 – 3.0 liters
 - c. 2.5 – 3.7 liters
 - d. 2.5 – 4.7 liters
17. How much woman should drink water in a day?
- a. 2 – 2.5 liters
 - b. 2 – 2.6 liters
 - c. 2 – 2.7 liters
 - d. 2 – 2.8 liters

18. What foods that have over 90% of water?
- Melon, watermelon, cucumber
 - Strawberry, cucumber, broccoli
 - Strawberry, watermelon, broccoli
 - Melon, pineapple, cucumber
19. What is not of the long-term side effects of drinking water?
- Lower the chance of stroke
 - Help manage diabetes
 - Reduce the risk of certain types of cancer
 - Making human life longer
20. Is the water important?
- Very important
 - Important
 - Nearly important
 - Not important

2. HORTATORY EXPOSITION TEXT

Complete Material :

<https://www.youtube.com/watch?v=NQgATZ2tJqU>

What is Definition of Hortatory Exposition?
Hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done.

The PURPOSE of HORTATORY EXPOSITION
to persuade the reader
to convince the reader
It strengthens the point to do and not to do like the writer wants. To persuade the readers, a writer will use and explore arguments to support the writer's idea about the matter.

The GENERIC STRUCTURE of HORTATORY EXPOSITION
1. **Introduction or Thesis**
Statement or announcement of issue concern.
bagian pendahuluan yang memberikan gambaran umum kepada pembaca tentang masalah yang sedang dibahas dan menyajikan pendapat penulis tentang masalah tersebut

The GENERIC STRUCTURE of HORTATORY EXPOSITION
2. **Arguments**
Reasons for concern that will lead to recommendation.
terdiri dari argumen yang menjelaskan mengapa tindakan tertentu harus diambil.

The GENERIC STRUCTURE of HORTATORY EXPOSITION
3. **Recommendation**
Statement of what should or should not happen or be done based on the given arguments.
mencakup rekomendasi tentang nasihat yang memberi tahu orang-orang, apa yang harus mereka lakukan tentang masalah yang sedang dibahas.

Grammatical Features of Hortatory Exposition

- Abstract noun
- Action verb
- Thinking verb
- Modal adverb
- Temporal connectives
- Evaluative words
- Simple present tense
- Passive Voice
- Sudut pandang orang pertama

3. LISTENING SKILL

- a) 5 Ways to Listen Better by Julian Treasure

Link: <https://www.youtube.com/watch?v=cSohjIYQI2A&t=19s>.

- b) The Power of Listening by William Ury

Link: <https://www.youtube.com/watch?v=saXfavo1OQo&t=21s>.

- c) Why is English Spelling so Weird? by Arika Okrent

Link: <https://www.youtube.com/watch?v=XFhY4Vy3IHc&t=39s>.

Appendix 16. Lesson Plan (Control Group)

MODUL AJAR BAHASA INGGRIS KELAS XI	
INFORMASI UMUM	
Identitas Sekolah	: SMA Negeri 1 Tegal
Kelas	: XI 2
Alokasi Waktu	: 2 x 45 menit (2 Jam Pelajaran)
Jumlah Pertemuan	: 8x pertemuan
Materi	: <i>Listening Ability and Hortatory Exposition Text</i>
Kompetensi Awal: Pemahaman tentang <i>Hortatory Exposition Text</i> .	
Profil Pelajar Pancasila: Berfikir kritis, berkreasi, bergotong-royong, beriman, bertakwa kepada Tuhan yang Maha Esa dan berakhlak mulia.	
Sarana dan Prasarana: <ol style="list-style-type: none">1. Lembar kerja <i>pre-test</i> dan <i>post-test</i>2. Lembar kerja <i>treatment</i>3. Materi tentang <i>hortatory exposition text</i>4. LCD Proyektor5. Laptop	
Target Peserta Didik: <ol style="list-style-type: none">1. Siswa regular/umum2. Siswa cerdas dengan pencapaian tinggi3. Siswa dengan kesulitan belajar karena daya serap yang relatif lambat	
Model Pembelajaran: <i>Project Based Learning</i>	

KOMPONEN INTI	
A. Tujuan Pembelajaran	
<ol style="list-style-type: none"> 1. Mampu mengenal konsep dan struktur <i>Hortatory Exposition Text</i>. 2. Mampu membuat dan menyusun <i>Hortatory Exposition Text</i>. 3. Mampu menerapkan unsur kebahasaan di <i>Hortatory Exposition Text</i>. 4. Memperkaya kosakata dari sebuah teks yang dipelajari. 	
B. Pemahaman Bermakna	
<ol style="list-style-type: none"> 1. Siswa memahami tujuan dibuatnya <i>Hortatory Exposition Text</i>. 2. Siswa dapat mengidentifikasi teks tersebut dari ciri-ciri, unsur kebahasaan, dan struktur teks. 3. Siswa mampu menyusun <i>Hortatory Exposition Text</i> dengan baik dan benar. 	
C. Pertanyaan Pemantik	
<ol style="list-style-type: none"> 1. <i>Do you ever hear about Hortatory Exposition Text?</i> 2. <i>Where did you find it?</i> 3. <i>What is the Hortatory Exposition Text about?</i> 	
D. Persiapan Pembelajaran	
<ol style="list-style-type: none"> 1. Lembar kerja peserta didik (LKPD). 2. Mahasiswa menyusun <i>instrument assessment</i> yang digunakan. 3. Menyiapkan alat dan bahan yang digunakan dalam pembelajaran. 	

Pembelajaran Berdiferensiasi dan Kompetensi Sosial Emosional (KSE)	
Pembelajaran Berdiferensiasi	(diferensiasi proses) <ol style="list-style-type: none"> 1. Peserta didik visual: disajikan gambar melalui LCD proyektor. 2. Peserta didik auditori: disajikan video pembelajaran melalui LCD proyektor.

KEGIATAN PEMBELAJARAN

Pertemuan 1	
Pendahuluan (15 menit)	<ol style="list-style-type: none"> 1. Mahasiswa memberikan salam (greeting) dan bertanya mengenai kabar siswa. 2. Mahasiswa menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran. 3. Mahasiswa memberikan apersepsi tentang materi yang akan dipelajari. 4. Mahasiswa menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini. 5. Mahasiswa menyampaikan garis besar cakupan materi yang akan dipelajari
Kegiatan inti (60 menit)	<ol style="list-style-type: none"> 1. Siswa mengerjakan soal <i>pre-test</i> selama 30 menit. 2. Mahasiswa memperkenalkan diri dan menjelaskan tujuan penelitian dan materi yang akan dipelajari selama beberapa waktu ke depan.
Penutup (15 menit)	<ol style="list-style-type: none"> 1. Siswa diberikan penjelasan singkat mengenai ringkasan materi yang dipelajari hari ini. 2. Siswa diberikan <i>feedback</i> tentang materi dan tugas yang sudah dipelajari hari ini. 3. Siswa diberikan apresiasi berupa tepuk tangan karena telah bersikap kooperatif dan berantusias dalam memperhatikan Pelajaran hari ini.

Pertemuan 2	
Pendahuluan (10 menit)	<ol style="list-style-type: none"> 1. Mahasiswa memberikan salam (greeting) dan bertanya mengenai kabar siswa. 2. Mahasiswa menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran.

	<ol style="list-style-type: none"> 3. Mahasiswa memberikan apersepsi tentang materi yang akan dipelajari. 4. Mahasiswa menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini. 5. Mahasiswa menyampaikan garis besar cakupan materi yang akan dipelajari
Kegiatan inti (65 menit)	<ol style="list-style-type: none"> 1. Siswa diberikan materi tentang <i>listening skill</i>. 2. Siswa diberikan materi tentang meningkatkan kemampuan mendengar dalam bahasa Inggris.
Penutup (15 menit)	<ol style="list-style-type: none"> 1. Siswa diberikan penjelasan singkat mengenai ringkasan materi yang dipelajari hari ini. 2. Siswa diberikan <i>feedback</i> tentang materi dan tugas yang sudah dipelajari hari ini. 3. Siswa diberikan apresiasi berupa tepuk tangan karena telah bersikap kooperatif dan berantusias dalam memperhatikan Pelajaran hari ini.

Pertemuan 3	
Pendahuluan (10 menit)	<ol style="list-style-type: none"> 1. Mahasiswa memberikan salam (<i>greeting</i>) dan bertanya mengenai kabar siswa. 2. Mahasiswa menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran. 3. Mahasiswa memberikan apersepsi tentang materi yang akan dipelajari. 4. Mahasiswa menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini. 5. Mahasiswa menyampaikan garis besar cakupan materi yang akan dipelajari
Kegiatan inti	<ol style="list-style-type: none"> 1. Siswa diberikan soal untuk melatih <i>listening skill</i> mereka melalui buku paket sekolah.

(65 menit)	2. Siswa dan mahasiswa berdiskusi bersama mengenai materi tersebut.
Penutup (15 menit)	<ol style="list-style-type: none"> 1. Siswa diberikan penjelasan singkat mengenai ringkasan materi yang dipelajari hari ini. 2. Siswa diberikan <i>feedback</i> tentang materi dan tugas yang sudah dipelajari hari ini. 3. Siswa diberikan apresiasi berupa tepuk tangan karena telah bersikap kooperatif dan berantusias dalam memperhatikan Pelajaran hari ini.

Pertemuan 4	
Pendahuluan (10 menit)	<ol style="list-style-type: none"> 1. Mahasiswa memberikan salam (<i>greeting</i>) dan bertanya mengenai kabar siswa. 2. Mahasiswa menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran. 3. Mahasiswa memberikan apersepsi tentang materi yang akan dipelajari. 4. Mahasiswa menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini. 5. Mahasiswa menyampaikan garis besar cakupan materi yang akan dipelajari
Kegiatan inti (65 menit)	<ol style="list-style-type: none"> 1. Siswa diberikan materi tentang <i>Hortatory Exposition Text</i> melalui video YouTube, link: https://www.youtube.com/watch?v=NQgATZ2tJqU.
Penutup (15 menit)	<ol style="list-style-type: none"> 4. Siswa diberikan penjelasan singkat mengenai ringkasan materi yang dipelajari hari ini. 5. Siswa diberikan <i>feedback</i> tentang materi dan tugas yang sudah dipelajari hari ini.

	6. Siswa diberikan apresiasi berupa tepuk tangan karena telah bersikap kooperatif dan berantusias dalam memperhatikan Pelajaran hari ini.
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Pertemuan 5	
Pendahuluan (10 menit)	<ol style="list-style-type: none"> 1. Mahasiswa memberikan salam (greeting) dan bertanya mengenai kabar siswa. 2. Mahasiswa menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran. 3. Mahasiswa memberikan apersepsi tentang materi yang akan dipelajari. 4. Mahasiswa menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini. 5. Mahasiswa menyampaikan garis besar cakupan materi yang akan dipelajari
Kegiatan inti (65 menit)	<ol style="list-style-type: none"> 1. Siswa melanjutkan materi mengenai <i>Hortatory Exposition Text</i> yang sudah diberikan pada pertemuan selanjutnya.
Penutup (15 menit)	<ol style="list-style-type: none"> 1. Siswa diberikan penjelasan singkat mengenai ringkasan materi yang dipelajari hari ini. 2. Siswa diberikan <i>feedback</i> tentang materi dan tugas yang sudah dipelajari hari ini. 3. Siswa diberikan apresiasi berupa tepuk tangan karena telah bersikap kooperatif dan berantusias dalam memperhatikan Pelajaran hari ini.

Pertemuan 6	
Pendahuluan (10 menit)	<ol style="list-style-type: none"> 1. Mahasiswa memberikan salam (greeting) dan bertanya mengenai kabar siswa.

	<ol style="list-style-type: none"> 2. Mahasiswa menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran. 3. Mahasiswa memberikan apersepsi tentang materi yang akan dipelajari. 4. Mahasiswa menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini. 5. Mahasiswa menyampaikan garis besar cakupan materi yang akan dipelajari
Kegiatan inti (65 menit)	<ol style="list-style-type: none"> 1. Siswa diberikan tugas untuk membuat <i>Hortatory Exposition Text</i>. Siswa diperbolehkan untuk memilih materi yang akan digunakan pada tugas mereka.
Penutup (15 menit)	<ol style="list-style-type: none"> 1. Siswa diberikan penjelasan singkat mengenai ringkasan materi yang dipelajari hari ini. 2. Siswa diberikan <i>feedback</i> tentang materi dan tugas yang sudah dipelajari hari ini. 3. Siswa diberikan apresiasi berupa tepuk tangan karena telah bersikap kooperatif dan berantusias dalam memperhatikan Pelajaran hari ini.

Pertemuan 7	
Pendahuluan (10 menit)	<ol style="list-style-type: none"> 1. Mahasiswa memberikan salam (greeting) dan bertanya mengenai kabar siswa. 2. Mahasiswa menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran. 3. Mahasiswa memberikan apersepsi tentang materi yang akan dipelajari. 4. Mahasiswa menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini.

	5. Mahasiswa menyampaikan garis besar cakupan materi yang akan dipelajari
Kegiatan inti (65 menit)	1. Siswa saling menilai, mengoreksi, dan memberikan <i>feedback</i> mengenai <i>Hortatory Exposition Text</i> yang mereka buat dengan teman sebangku yang dibantu oleh mahasiswa.
Penutup (15 menit)	<ol style="list-style-type: none"> 1. Siswa diberikan penjelasan singkat mengenai ringkasan materi yang dipelajari hari ini. 2. Siswa diberikan <i>feedback</i> tentang materi dan tugas yang sudah dipelajari hari ini. 3. Siswa diberikan apresiasi berupa tepuk tangan karena telah bersikap kooperatif dan berantusias dalam memperhatikan Pelajaran hari ini.

Pertemuan 8	
Pendahuluan (10 menit)	<ol style="list-style-type: none"> 1. Mahasiswa memberikan salam (greeting) dan bertanya mengenai kabar siswa. 2. Mahasiswa menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran. 3. Mahasiswa memberikan apersepsi tentang materi yang akan dipelajari. 4. Mahasiswa menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini. 5. Mahasiswa menyampaikan garis besar cakupan materi yang akan dipelajari
Kegiatan inti (30 menit)	1. Siswa mengerjakan soal <i>post-test</i> .
Penutup	1. Siswa diberikan penjelasan singkat mengenai ringkasan materi yang dipelajari hari ini.

(10 menit)	<p>2. Siswa diberikan <i>feedback</i> tentang materi dan tugas yang sudah dipelajari hari ini.</p> <p>3. Siswa diberikan apresiasi berupa tepuk tangan karena telah bersikap kooperatif dan berantusias dalam memperhatikan Pelajaran hari ini.</p>
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MATERI

1. PRE-TEST AND POST-TEST

Please answer the following questions correctly!

1. What factor does not affect the percentage of water in the body?
 - a. Fat index
 - b. Weather
 - c. Age
 - d. Sex
2. What is the average percentage of water in the human body?
 - a. 45% - 50%
 - b. 50% - 55%
 - c. 55% - 60%
 - d. 60% - 65%
3. The composition of water content in a baby's body decreases from 75% to 65% when they reach the age of...
 - a. 1 year old
 - b. 2 years old
 - c. 3 years old
 - d. 4 years old
4. An adult's brain and heart are almost ... quarters water.
 - a. One
 - b. Two
 - c. Three
 - d. Four
5. The water concentration in the lungs is most similar to which fruit?
 - a. Banana
 - b. Watermelon
 - c. Orange
 - d. Apple
6. How much water does the body excrete in a day?
 - a. 1 to 2 liters
 - b. 2 to 3 liters
 - c. 3 to 4 liters
 - d. 4 to 5 liters
7. The following are ways the human body excretes water, except...

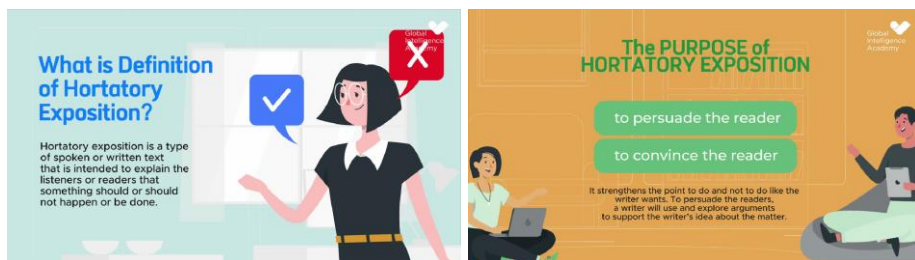
- a. Sweat
 - b. Urine
 - c. Breathing
 - d. Drinking
8. Special channels that enable blood to absorb and retain more water, leading to concentrated dark urine are called...
- a. Aquaporins
 - b. Kidneys
 - c. Antidiuretic
 - d. Lungs
9. The following are effects of increased dehydration, except...
- a. Drops in energy
 - b. Blood pressure
 - c. Skin moisture
 - d. Overthinking
10. Overconsumption of water can cause...
- a. Hydration
 - b. Influenza
 - c. Hyponatremia
 - d. Hepatitis
11. Why athletes are often the victims of over-hydration?
- a. Because of complications in regulating water levels in extreme physical conditions
 - b. Because of incomplications in regulating water levels in extreme physical conditions
 - c. Because of decreasing in regulating water levels in extreme physical conditions
 - d. Because of less in regulating water levels in extreme physical conditions
12. What happens if the brain is overly hydrated?
- a. The brain is going slow but not stop
 - b. The brain is going slow or even stop
 - c. The brain will hydrate and healthy
 - d. The brain will run faster and not stop
13. What causes cells to swell when the brain is overhydrated?
- a. The swelled of sodium electrolyte
 - b. The hydrated of sodium electrolyte
 - c. The diluted of sodium electrolyte
 - d. The production of sodium electrolyte
14. What is not happens if humans get water intoxication?
- a. Headache
 - b. Vomiting
 - c. Seizures
 - d. Overthinking
15. How much we should drink water in a day?
- a. 9 glasses

- b. 8 glasses
 - c. 7 glasses
 - d. 6 glasses
16. How much men should drink water in a day?
- a. 1.5 – 4.5 liters
 - b. 2.5 – 3.0 liters
 - c. 2.5 – 3.7 liters
 - d. 2.5 – 4.7 liters
17. How much woman should drink water in a day?
- a. 2 – 2.5 liters
 - b. 2 – 2.6 liters
 - c. 2 – 2.7 liters
 - d. 2 – 2.8 liters
18. What foods that have over 90% of water?
- a. Melon, watermelon, cucumber
 - b. Strawberry, cucumber, broccoli
 - c. Strawberry, watermelon, broccoli
 - d. Melon, pineapple, cucumber
19. What is not of the long-term side effects of drinking water?
- a. Lower the chance of stroke
 - b. Help manage diabetes
 - c. Reduce the risk of certain types of cancer
 - d. Making human life longer
20. Is the water important?
- a. Very important
 - b. Important
 - c. Nearly important
 - d. Not important

2. HORTATORY EXPOSITION TEXT

Complete Material :

<https://www.youtube.com/watch?v=NQgATZ2tJqU>



The GENERIC STRUCTURE of HORTATORY EXPOSITION

1. Introduction or Thesis

Statement or announcement of issue concern.

bagian pendahuluan yang memberikan gambaran umum kepada pembaca tentang masalah yang sedang dibahas dan menyajikan pendapat penulis tentang masalah tersebut.

The GENERIC STRUCTURE of HORTATORY EXPOSITION

2. Arguments

Reasons for concern that will lead to recommendation.

terdiri dari argumen yang menjelaskan mengapa tindakan tertentu harus diambil.

The GENERIC STRUCTURE of HORTATORY EXPOSITION

3. Recommendation

Statement of what should or should not happen or be done based on the given arguments.

mencakup rekomendasi tentang masalah yang memberi tahu orang-orang, apa yang harus mereka lakukan tentang masalah yang sedang dibahas.

Grammatical Features of Hortatory Exposition

1. Abstract noun
2. Action verb
3. Thinking verb
4. Modal adverb
5. Temporal connectives
6. Evaluative words
7. Simple present tense
8. Passive Voice
9. Sudut pandang orang pertama

3. LISTENING SKILL



Types of Listening

Lesson Agenda

Introduction
An overview of what listening is and why it is important in effective communication.

Let's Try
An activity assessing a specific situation and identifying what type of listening is being exhibited.

Types of Listening
A discussion of appreciative listening, emphatic listening, comprehensive listening, and analytical listening.

Performance Task
A brief discussion on the performance task that will be done collaboratively by the students.

Introduction

Listening determines the success of effective communication. Out of all the four language macro skills, listening attends to the majority of communication. This simply means that we listen most of the time rather than speak.

Without effective listening skills, communication is easily misinterpreted. As a result, communication breaks down, and the people involved in the communication can easily become frustrated or irritated.

In this lesson, we will explore the four types of listening so that you will know what listening skill should be used in a particular situation.



Learning Objectives

01

Students should be able to evaluate the accuracy and validity of texts through critical listening.

02

The students should be able to listen to audio materials with an analytical ear.

03

Students should be able to apply analytical listening in everyday situations.

Four Types of Listening

- Appreciative Listening
- Emphatic Listening
- Comprehensive Listening
- Analytical Listening



Appreciative Listening

Appreciative listening is a type of listening in which the listener has no task or information that he or she will appreciate and that will help him or her meet his or her needs and goals.

Examples of appreciative listening are listening to music, poetry, stories, or speeches that make you feel something.

Empathic Listening

Empathic listening is a dynamic and compassionate process that requires more than just hearing what someone says. By taking the time to listen to them, you are expressing that you care about them and their views and feelings.



Analytical Listening

The purpose of analytical listening is to evaluate the message's content. As a critical listener, you take in the entirety of the message, analyze it, and evaluate what you have heard. Analytical listening evaluates the relationship between ideas reflected in the communication.

Comprehensive Listening

If you are watching the news, attending a lecture, or asking someone for directions, you are listening to understand or comprehend the message being communicated. Active listening is required for comprehensive listening.

For example, you might be taking notes while your teacher talks about a certain lesson and taking part in the discussion at the same time.



Let's Try!

The father is reviewing his daughter for her upcoming examination next week. They run through all the lessons that her daughter had over the period. The daughter listened attentively as she tried to understand the lessons.

What type of listening is being exhibited by the daughter in this situation?



Let's Try!



You've heard that your brother was laid off from his regular job because of the pandemic. He was demotivated because of what happened. You tried to keep him company and console him by listening to his frustrations.

What type of listening is being exhibited by you in this situation?

Let's Try!



A lady volunteered for an event for the blind. She met a blind man and was able to have a chat with him. She listened to the man's stories and experiences and was inspired by his accomplishments despite being blind.

What type of listening is being exhibited by the lady in this situation?

Let's Try!

Now that you're familiar with the different types of listening, analyze the following scenarios and identify whether they involve appreciative listening, empathic listening, comprehensive listening, or analytical listening.



Let's Try!

A couple seeks the professional counsel of a marriage expert. During the conversation, they listened to the professional's advice and appraised the circumstances. Both of them realized the things that needed to be done and corrected.

What type of listening is being exhibited by the couple?



How to Improve your Listening Skills

Listen to a variety of English content

To improve your listening skills, try to listen to a variety of English content from the news and entertainment. Try to listen to different types of content, such as news, sports, music, and podcasts. This will help you become more familiar with different accents, vocabularies, and speaking styles.

Listen actively

Active listening means focusing your attention on what the speaker is saying rather than just hearing the words. Try to ask questions, paraphrase what you hear, and provide feedback. This will show the speaker that you are listening and help you understand the message better.

Listen regularly

Like any other skill, listening requires regular practice. Set aside time each day to listen to English content and gradually increase the amount of time you spend on your listening practice.

Use visual aids

Using visual aids can help you understand the content of your listening practice. You can use subtitles, diagrams, or illustrations to help you understand the message.

Engage in conversation

Engaging in conversations with native English speakers can help you improve your listening skills. Try to practice listening to different accents and speaking styles. You can find conversation partners online or in your community.

Appendix 17. Lesson Plan (Validation Test)

MODUL AJAR BAHASA INGGRIS KELAS XI	
INFORMASI UMUM	
Identitas Sekolah	: SMA Negeri 1 Tegal
Kelas	: XI 2
Alokasi Waktu	: 2 x 45 menit (2 Jam Pelajaran)
Jumlah Pertemuan	: 8x pertemuan
Materi	: <i>Listening Ability and Hortatory Exposition Text</i>
Kompetensi Awal: Pemahaman tentang <i>Hortatory Exposition Text</i> .	
Profil Pelajar Pancasila: Berfikir kritis, berkreasi, bergotong-royong, beriman, bertakwa kepada Tuhan yang Maha Esa dan berakhlak mulia.	
Sarana dan Prasarana: <ol style="list-style-type: none">1. Lembar kerja <i>pre-test</i> dan <i>post-test</i>2. Lembar kerja <i>treatment</i>3. Materi tentang <i>hortatory exposition text</i>4. LCD Proyektor5. Laptop	
Target Peserta Didik: <ol style="list-style-type: none">1. Siswa regular/umum2. Siswa cerdas dengan pencapaian tinggi3. Siswa dengan kesulitan belajar karena daya serap yang relatif lambat	
Model Pembelajaran: <i>Project Based Learning</i>	

KOMPONEN INTI

A. Tujuan Pembelajaran

1. Mampu mengenal konsep dan struktur *Hortatory Exposition Text*.
2. Mampu membuat dan menyusun *Hortatory Exposition Text*.
3. Mampu menerapkan unsur kebahasaan di *Hortatory Exposition Text*.
4. Memperkaya kosakata dari sebuah teks yang dipelajari.

B. Pemahaman Bermakna

1. Siswa memahami tujuan dibuatnya *Hortatory Exposition Text*.
2. Siswa dapat mengidentifikasi teks tersebut dari ciri-ciri, unsur kebahasaan, dan struktur teks.
3. Siswa mampu menyusun *Hortatory Exposition Text* dengan baik dan benar.

C. Pertanyaan Pemantik

1. *Do you ever hear about Hortatory Exposition Text?*
2. *Where did you find it?*
3. *What is the Hortatory Exposition Text about?*

D. Persiapan Pembelajaran

1. Lembar kerja peserta didik (LKPD).
2. Mahasiswa menyusun *instrument assessment* yang digunakan.
3. Menyiapkan alat dan bahan yang digunakan dalam pembelajaran.

Pembelajaran Berdiferensiasi dan Kompetensi Sosial Emosional (KSE)

Pembelajaran Berdiferensiasi

(diferensiasi proses)

1. Peserta didik visual: disajikan gambar melalui LCD proyektor.
2. Peserta didik auditori: disajikan video pembelajaran melalui LCD proyektor.

KEGIATAN PEMBELAJARAN

Pertemuan 1	
Pendahuluan (15 menit)	<ol style="list-style-type: none"> 1. Mahasiswa memberikan salam (<i>greeting</i>) dan bertanya mengenai kabar siswa. 2. Mahasiswa menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran. 3. Mahasiswa memberikan apersepsi tentang materi yang akan dipelajari. 4. Mahasiswa menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini. 5. Mahasiswa menyampaikan garis besar cakupan materi yang akan dipelajari
Kegiatan inti (60 menit)	<ol style="list-style-type: none"> 1. Siswa mengerjakan soal <i>validation-test</i> selama 30 menit.
Penutup (15 menit)	<ol style="list-style-type: none"> 1. Siswa diberikan penjelasan singkat mengenai ringkasan materi yang dipelajari hari ini. 2. Siswa diberikan <i>feedback</i> tentang materi dan tugas yang sudah dipelajari hari ini. 3. Siswa diberikan apresiasi berupa tepuk tangan karena telah bersikap kooperatif dan berantusias dalam memperhatikan Pelajaran hari ini.

MATERI

1. VALIDATION-TEST

Please answer the following questions correctly!

1. What factor does not affect the percentage of water in the body?
 - a. Fat index
 - b. Weather
 - c. Age
 - d. Sex
2. What is the average percentage of water in the human body?
 - a. 45% - 50%
 - b. 50% - 55%
 - c. 55% - 60%
 - d. 60% - 65%
3. The composition of water content in a baby's body decreases from 75% to 65% when they reach the age of...
 - a. 1 year old
 - b. 2 years old
 - c. 3 years old
 - d. 4 years old
4. An adult's brain and heart are almost ... quarters water.
 - a. One
 - b. Two
 - c. Three
 - d. Four
5. The water concentration in the lungs is most similar to which fruit?
 - a. Banana
 - b. Watermelon
 - c. Orange
 - d. Apple
6. How much water does the body excrete in a day?
 - a. 1 to 2 liters
 - b. 2 to 3 liters
 - c. 3 to 4 liters
 - d. 4 to 5 liters
7. The following are ways the human body excretes water, except...
 - a. Sweat
 - b. Urine
 - c. Breathing
 - d. Drinking
8. Special channels that enable blood to absorb and retain more water, leading to concentrated dark urine are called...
 - a. Aquaporins
 - b. Kidneys
 - c. Antidiuretic
 - d. Lungs
9. The following are effects of increased dehydration, except...
 - a. Drops in energy
 - b. Blood pressure

- c. Skin moisture
 - d. Overthinking
10. What hormone is released by the hypothalamus to signal the kidneys to retain more water?
- e. Insulin
 - f. Adrenaline
 - g. Antidiuretic hormone
 - h. Thyroxine
11. Overconsumption of water can cause...
- a. Hydration
 - b. Influenza
 - c. Hyponatremia
 - d. Hepatitis
12. Why athletes are often the victims of over-hydration?
- a. Because of complications in regulating water levels in extreme physical conditions
 - b. Because of incomplications in regulating water levels in extreme physical conditions
 - c. Because of decreasing in regulating water levels in extreme physical conditions
 - d. Because of less in regulating water levels in extreme physical conditions
13. What happens if the brain is overly hydrated?
- a. The brain is going slow but not stop
 - b. The brain is going slow or even stop
 - c. The brain will hydrate and healthy
 - d. The brain will run faster and not stop
14. Which group is often affected by over-hydration?
- a. Infants
 - b. Elderly people
 - c. Athletes
 - d. Office workers
15. What causes cells to swell when the brain is overhydrated?
- a. The swelled of sodium electrolyte
 - b. The hydrated of sodium electrolyte
 - c. The diluted of sodium electrolyte
 - d. The production of sodium electrolyte
16. What is not happens if humans get water intoxication?
- a. Headache
 - b. Vomiting
 - c. Seizures
 - d. Overthinking
17. What is common symptom of over-hydration?
- a. Dry skin
 - b. Vomiting

- c. Increased blood pressure
 - d. Lowered heart rate
18. Which part of the body is 83% water, similar to an apple?
- a. Heart
 - b. Brain
 - c. Lungs
 - d. Bones
19. How much we should drink water in a day?
- a. 9 glasses
 - b. 8 glasses
 - c. 7 glasses
 - d. 6 glasses
20. How much men should drink water in a day?
- a. 1.5 – 4.5 liters
 - b. 2.5 – 3.0 liters
 - c. 2.5 – 3.7 liters
 - d. 2.5 – 4.7 liters
21. What is the effect of caffeine-containing beverages on hydration?
- a. They dehydrate the body
 - b. They do not affect hydration
 - c. They contribute to fluid intake
 - d. They decrease urine production
22. How much woman should drink water in a day?
- a. 2 – 2.5 liters
 - b. 2 – 2.6 liters
 - c. 2 – 2.7 liters
 - d. 2 – 2.8 liters
23. What foods that have over 90% of water?
- a. Melon, watermelon, cucumber
 - b. Strawberry, cucumber, broccoli
 - c. Strawberry, watermelon, broccoli
 - d. Melon, pineapple, cucumber
24. What is not of the long-term side effects of drinking water?
- a. Lower the chance of stroke
 - b. Help manage diabetes
 - c. Reduce the risk of certain types of cancer
 - d. Making human life longer
25. Is the water important?
- a. Very important
 - b. Important
 - c. Nearly important
 - d. Not important

Appendix 18. Letter of Research Completion

Appendix 19. Letter of Similarity Test



YAYASAN PENDIDIKAN PANCASAKTI TEGAL
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e-mail: ipi@upstegal.ac.id website: www.upstegal.ac.id

Nomor : 006.a2220/K/A-2/IPI-UPS/VIII/2024

8/1/2024 8:48:51

Lampiran : -

Perihal : **HASIL SCAN SIMILARITY**

Kepada,

Yth. Zainmiswa Pamungkas

Dalam rangka pencegahan kasus plagiasi dalam penyusunan karya ilmiah dosen dan mahasiswa di lingkungan Universitas Pancasakti Tegal, maka saya yang bertanda tangan di bawah ini:

Nama : Zainmiswa Pamungkas

Jenis karya : SKRIPSI

Judul : The Effect of TED Talks to Improve Students' Listening Skill on Hortatory Exposition Text (An Experimental Research at Eleventh Grade of SMA Negeri 1 Tegal in Academic Year 2023/2024)

Dengan ini menyatakan bahwa SKRIPSI dengan judul : **The Effect of TED Talks to Improve Students' Listening Skill on Hortatory Exposition Text (An Experimental Research at Eleventh Grade of SMA Negeri 1 Tegal in Academic Year 2023/2024)** telah dicek kesamaan (similarity) menggunakan Turnitin dengan hasil kesamaan sebesar **24%**. Atas pernyataan ini, saya siap menanggung resiko atau sanksi yang dijatuhkan kepada saya apabila kemudian hari ditemukan adanya pelanggaran terhadap kode etik publikasi dalam karya saya ini

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Pemeriksa,

Kepala UPT. Inovasi dan Publikasi Ilmiah
Universitas Pancasakti Tegal



Yuni Arhani, M.Pd
NIDN. 0616068601

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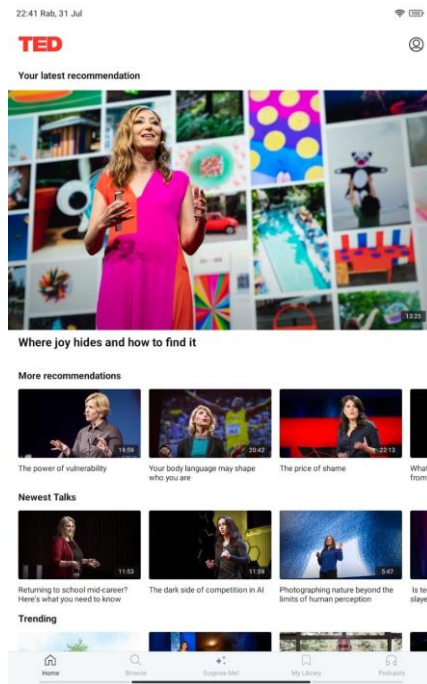
Tegal, 2024

Yang menyatakan,

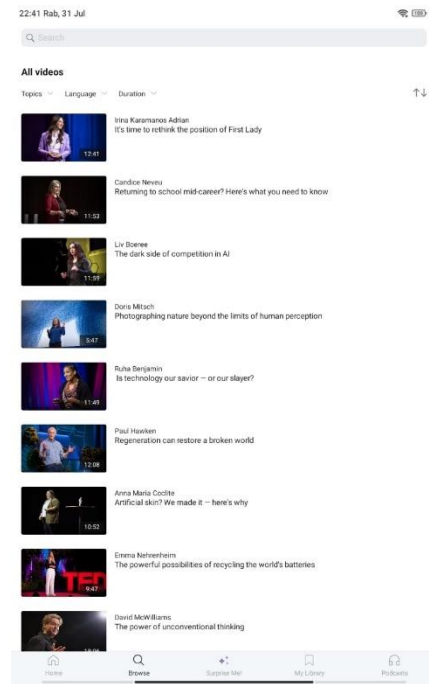
Zainmiswa Pamungkas

Appendix 20. TED Talks

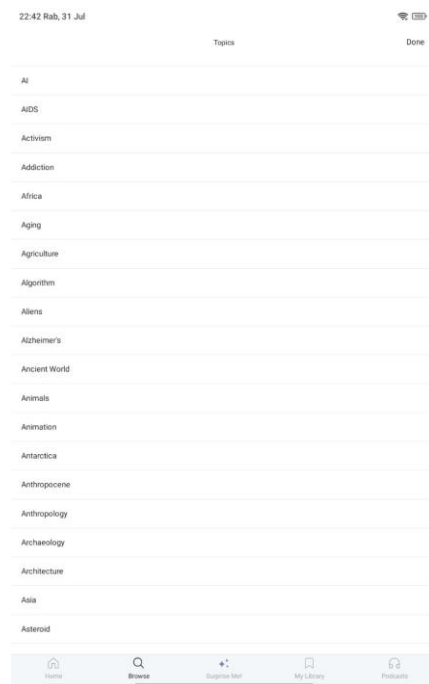
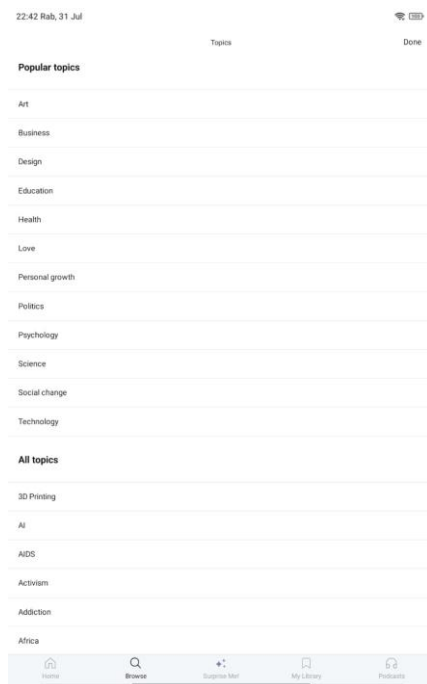
Main menu



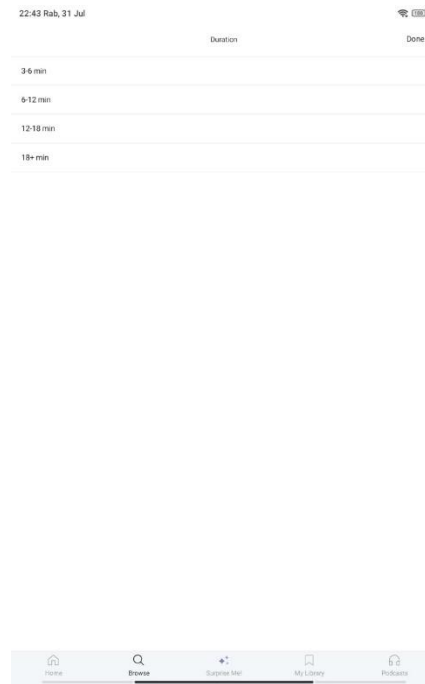
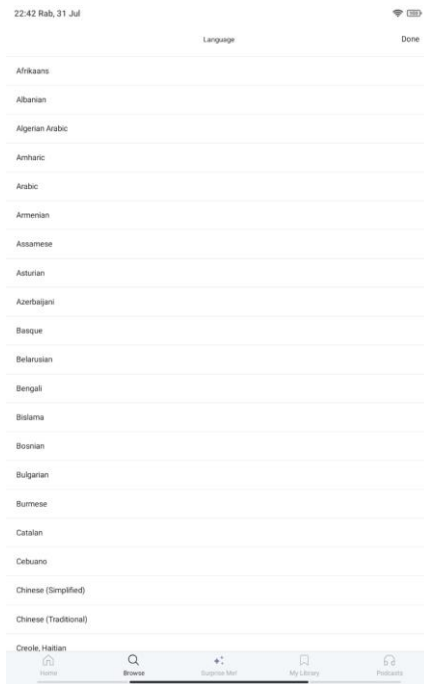
Browse video menu



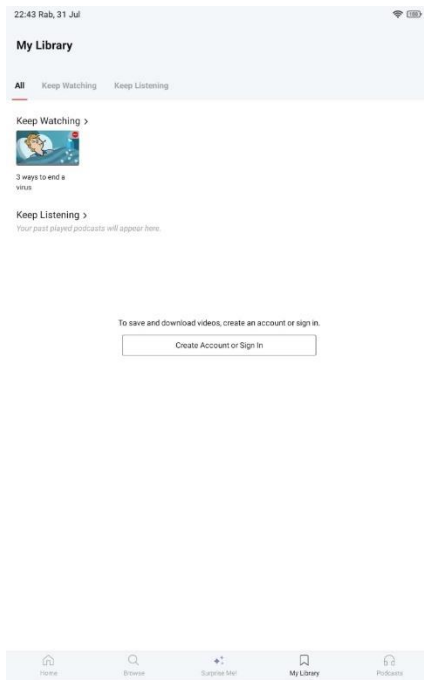
Topics



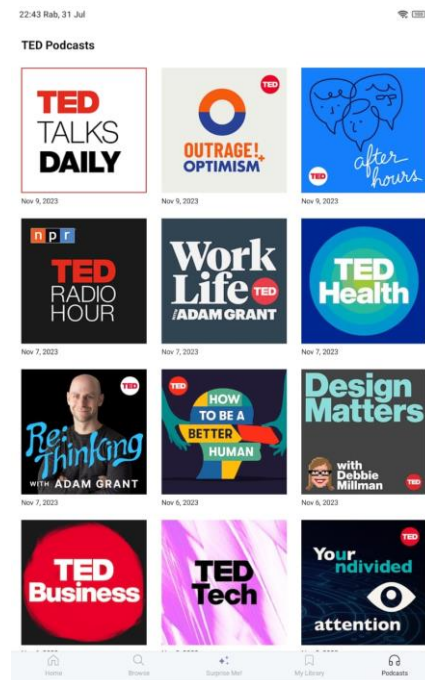
Languages



My Library menu



Genre of TED Talks



Appendix 21. Documentation



