

Lampiran 1. Rencana Pembelajaran Genre Naratif

Kelas : XI IPA-1
Bidang studi : Bahasa Inggris
Waktu : 90 menit

Tujuan Instruksional Umum:

Siswa dapat mengenali dan membuat teks naratif

Tujuan instruksional khusus:

Siswa mengetahui struktur teks dan struktur bahasa teks naratif

Siswa dapat menjawab pertanyaan tentang isi, struktur teks, dan struktur bahasa teks naratif

Pre-writing – 15 menit

1. Pengajar memberikan *warming up* dengan menanyakan dongeng atau cerita fiktif yang pernah dibaca atau diketahui siswa
2. Pengajar mengaitkan jawaban siswa dengan materi naratif. Misalnya menanyakan plot cerita Malin Kundang
3. Pengajar menuliskan plot Malin Kundang di papan tulis dan membagi plot tersebut menjadi orientasi, konflik, dan resolusi.
4. Pengajar memberitahu siswa bahwa teks yang mempunyai struktur teks seperti cerita Malin Kundang adalah teks naratif.

While-writing – 45 menit

1. Pengajar memberi penjelasan mengenai struktur teks dan struktur bahasa teks naratif
2. Pengajar membagikan contoh teks naratif 1 pada siswa.
3. Pengajar meminta siswa membaca contoh teks 1.
4. Pengajar meminta siswa menjawab pertanyaan mengenai isi cerita dan struktur teks contoh teks 1.
5. Pengajar mendiskusikan jawaban-jawaban siswa.

Lampiran 1 (lanjutan)

6. Pengajar meminta siswa mencari past tenses yang terdapat pada contoh teks 1 dan menuliskan contoh-contoh penggunaannya di papan tulis.
7. Pengajar menanyakan apakah siswa mempunyai kesulitan mengenai struktur teks dan struktur bahasa teks report.
8. Pengajar membagikan contoh teks naratif 2 pada siswa.
9. Pengajar mengelompokkan siswa secara berpasangan.
10. Pengajar meminta tiap kelompok menjawab pertanyaan mengenai isi, struktur teks, dan penggunaan past tenses yang terdapat pada contoh teks 2.
11. Pengajar membahas jawaban seluruh pertanyaan dengan bertanya pada seluruh kelompok secara acak.

Post-writing – 30 menit

1. Pengajar membagikan contoh teks rumpang naratif pada siswa. Rumpang pada teks adalah mengenai penggunaan verba past tenses.
2. Pengajar meminta siswa mengisi rumpang yang ada dengan penggunaan verba yang sesuai dan menjawab pertanyaan mengenai isi teks rumpang dan struktur teks rumpang.
3. Pengajar membahas jawaban siswa.

Lampiran 2. Teks-teks model genre naratif

Teks model naratif 1:

Instruction: Read the passage below and answer the questions

Queen of Arabia and Three Sheiks

Maura, who like to be thought of as the most beautiful and powerful queen of Arabia, had many suitors. One by one she discarded them, until her list was reduced to just three sheiks. The three sheiks were all equally young and handsome. They were also rich and strong. It was very hard to decide who would be the best of them.

One evening, Maura disguised herself and went to the camp of the three sheiks. As they were about to have dinner, Maura asked them for something to eat. The first sheik who was tall and fat gave Maura some left over food. The second Sheik who wore expensive clothes gave Maura some unappetizing camel's tail. The third sheik, who was called Hakim, offered Maura some of the most tender and tasty meat. Hakim was average height and, unlike the second sheik, he wore common dress. After dinner, the disguised queen left the sheiks' camp.

The following day, the queen invited the three sheiks to dinner at her palace. She ordered her servant to give each one exactly what they had given her the evening before. Hakim, who received a plate of delicious meat, refused to eat it if the other two sheiks could not share it with him.

This Sheik Hakim's act finally convinced Queen Maura that he was the man for her. "Without question, Hakim is the most generous of you" she announced her choice to the sheiks. "So it is Hakim I will marry".
(Adapted from: understandingtexts.blogspot.com)

Questions:

1. What was the story about?

It was about Queen Maura who was looking for a right man to marry.

2. What happened to the sheiks?

They were given unique tests by the queen so the queen could see the real characters' of the three sheiks.

3. What is the orientation of the text?

The text introduces Queen Maura and three sheiks in Arabia once time.

4. What is the conflict of the text?

The conflict was about Queen Maura who was trying to choose one of the three sheiks using some tricky ways.

5. What is the resolution of the text?

Queen Maura chose Sheik Hakim as her husband since he was the kindest among the three sheiks.

6. What is the moral of the story?

Generosity and kindness can win people's heart.

Teks model naratif 2:

Instruction: Read the passage below and answer the questions

THE SMARTEST ANIMAL

Once there was a farmer from Laos. Every morning and every evening, he ploughed his field with his buffalo. One day, a strong and big tiger saw the farmer and his buffalo working in the field. The tiger was very surprised to see a big creature listening to a small creature. The tiger wanted to know more about the big creature and the small creature.

After the man went home, the tiger spoke to the buffalo, “You are so big and strong. Why do you do everything the man tells you?” The buffalo answered

convincingly, “Oh, the man is very intelligent”. The tiger asked, “Can you tell me how intelligent he is?”. “No, I can’t tell you”, said the buffalo, “But you can ask him”

So the next day the tiger asked to the man, “Can I see your intelligence?”. But the man answered, “It is at home”. “Can you go and get it?” asked the tiger.

Lampiran 2 (lanjutan)

“Yes” said the man, “But I am afraid you will kill my buffalo when I am gone. Can I tie you to a tree?” After the man tied the tiger to the tree, he didn’t go home to get his intelligence. He took his plough and hit the tiger. Then he said, “Now you know about my intelligence even you haven’t seen it.”
(Adapted from: understandingtexts.blogspot.com)

Questions:

1. What was the story about?
It was about a silly tiger that challenged a human.
2. What happened to the tiger?
The tiger was curious why the buffalo obeyed the human’s order. However, the way it seeked the reason of the obeyed led it to the death.
3. What is the orientation of the text?
It introduces specific participants, such as the farmer, the buffalo, and the curious tiger, and the place of the event (in Laos).
4. What is the conflict of the text?
It reveals a series of crisis: the tiger wanted to know more about the farmer and the buffalo, the tiger wanted to know about the farmer’s intelligence.
5. What is the resolution of the text?
The farmer hit the tiger.
6. What is the moral of the story?

The Intelligence can beat physical power and can make you be a leader.

Teks rumpang naratif:

Instruction:

1. Read the passage
2. Fill in the blanks with the appropriate tense of the words provided in the box.
3. Answer the questions of the passage.

Lampiran 2 (lanjutan)

CINDERELLA

Once upon a time, there was a young girl named Cinderella. She _____ (live) with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered. They _____ (treat) Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, _____ (work, negative) about the house. Their mother _____ (give) them many beautiful dresses to wear.

One day, the two step sister _____ (receive) an invitation to the ball that the king's son was going to give at the palace. They _____ (be) excited about this and _____ (spend) so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left.

“Why are you crying, Cinderella?” a voice asked. She _____ (look) up and _____ (see) a fairy godmother standing beside her, “Because I want so much to go to the ball” said Cinderella. “Well” said the godmother, “You’ve been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball”. Magically, the fairy godmother _____ (change) a pumpkin into a fine coach and mice into a coachman and two footmen. Her

godmother tapped Cinderella's raged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. Cinderella looked so beautiful. "Now, Cinderella", she said, "You must leave before midnight". Then away she _____ (drive) in her beautiful coach.

Cinderella _____ (have) a wonderfully good time. She _____ (dance) again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper _____ (be) left behind.

A few days later, the king' son proclaimed that he would marry the girl whose feet _____ (fit) the glass slipper. Her step sisters _____ (try) on

Lampiran 2 (lanjutan)

the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the people from the kingdom _____ (let) Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The king's son was very happy to see her again. They were married and lived happily ever after. (Adapted from: understandingtexts.blogspot.com)

Questions:

1. What was the story about?

It was about Cinderalla who was treated badly by her stepmother and stepsisters, yet she got help from her fairy godmother to go to the danceball and meet the prince.

2. How could the prince find Cinderalla?

The prince could find Cinderella by searching the person who can stuck her feet into the glass' slipper.

3. What is the orientation of the text?

It Introduces specific participants such as Cinderella, Cinderella's step mother, and Cinderella's steps sister and their characters.

4. What is the conflict of the text?

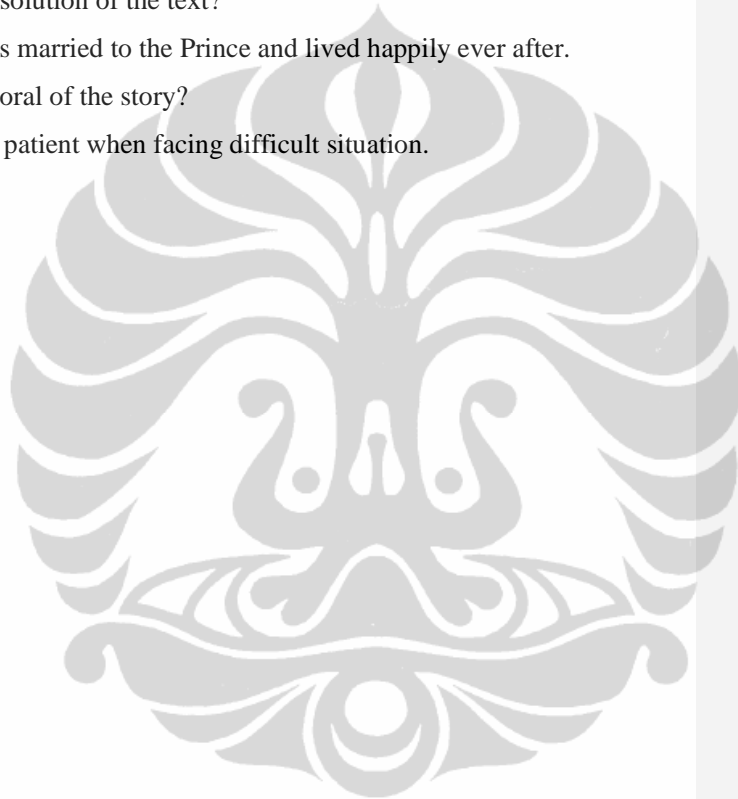
It reveals a series of crisis, such as Cinderella got bad treatment from her stepmother and Cinderella lost her shoes.

5. What is the resolution of the text?

Cinderella was married to the Prince and lived happily ever after.

6. What is the moral of the story?

We should be patient when facing difficult situation.



Lampiran 3. Kuesioner Pemelajaran Genre Naratif

Kuesioner Kegiatan Kelas

Pemelajaran Genre Naratif XI-1 SMA Negeri 1 Seputih Mataram

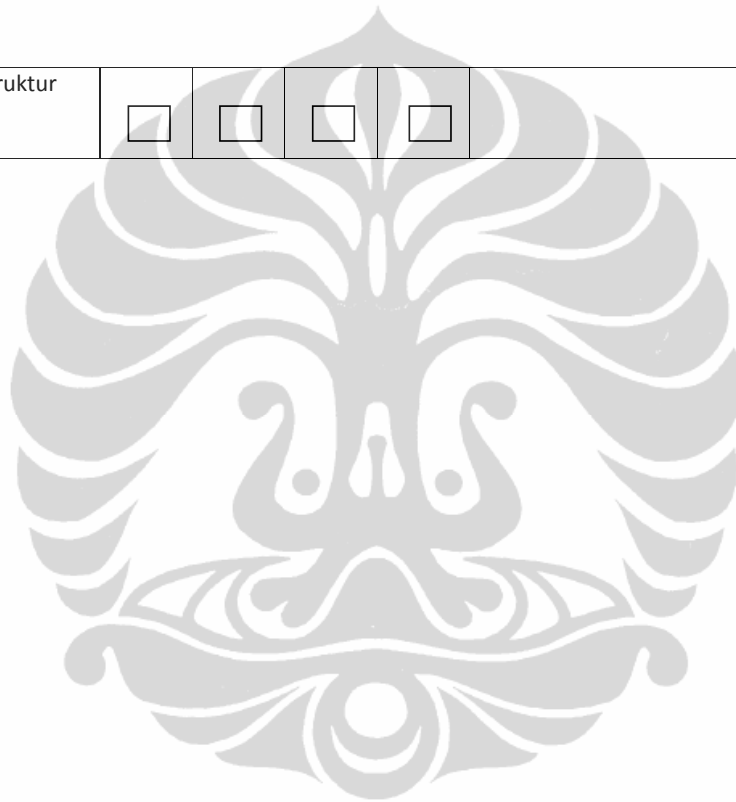
Petunjuk Pengisian Kuesioner:

- Kolom Satu : menunjukkan sesi tatap muka, yakni selama 90 menit per sesi
- Kolom Dua : merupakan kegiatan yang dilakukan di kelas. Bacalah dengan seksama. Apabila anda tidak hadir, cukup tuliskan “tidak hadir” di kolom empat.
- Kolom Tiga : Beri penilaian pada anda pada kegiatan kelas; apakah kegiatan pada sesi bersangkutan sangat efektif, efektif, kurang efektif, atau tidak efektif dalam membantu anda memahami dan membuat teks genre naratif. Beri jawaban SATU saja dengan memberi tanda (v) di dalam salah satu kotak yang tersedia.
- 1 adalah tidak efektif
 - 2 adalah kurang efektif
 - 3 adalah efektif
 - 4 adalah sangat efektif
- Kolom Empat : merupakan kolom penjelasan atas pilihan anda pada kolom tiga.
- Tuliskan se jelas mungkin alasan mengapa sebuah kegiatan anda nilai sangat efektif, efektif, kurang efektif, atau tidak efektif.

Lampiran 3 (lanjutan)

SESI	KEGIATAN KELAS	KEEFEKTIFAN				ALASAN
		1	2	3	4	
1	a. Penjelasan konteks sosial penggunaan genre naratif.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	b. Penjelasan struktur teks genre naratif.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	c. Analisis struktur naratif melalui teks-teks model.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	d. Penjelasan <i>past tense</i> pada genre naratif.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	e. Mengerjakan latihan <i>past tense</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	Koreksi struktur teks genre naratif dengan menggunakan <i>peer feedback</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

3	Penggunaan <i>coding system</i> untuk koreksi struktur bahasa genre naratif.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Lampiran 4. Rencana Pembelajaran Genre Eksposisi Analisis

Kelas : XI IPA-1
Bidang studi : Bahasa Inggris
Waktu : 90 menit

Tujuan Instruksional Umum:

Siswa dapat mengenali dan membuat teks eksposisi analisis

Tujuan instruksional khusus:

Siswa mengetahui struktur teks dan struktur bahasa eksposisi analisis

Siswa dapat menjawab pertanyaan tentang isi, struktur teks, dan struktur bahasa eksposisi analisis

Pre- writing – 15 menit

1. Pengajar menanyakan apakah siswa pernah mendengar iklan larangan merokok.
2. Pengajar menuliskan alasan-alasan larangan merokok.
3. Pengajar membuat satu kalimat tesis dari alasan siswa tidak menyukai rokok. Pengajar memaparkan bahwa dalam kalimat tesis tersebut, ia telah mengajak siswa untuk tidak merokok.
4. Pengajar memberitahu siswa bahwa teks yang bertujuan untuk mengajak seseorang melakukan sesuatu adalah contoh teks eksposisi analisis.

While- writing – 45 menit

1. Pengajar memberi penjelasan mengenai struktur teks dan struktur bahasa teks eksposisi analisis. Dalam penjelasan ini, pengajar berfokus pada cara penulisan kalimat tesis.
2. Pengajar membagikan contoh teks eksposisi analisis 1 pada siswa.
3. Pengajar meminta siswa membaca contoh teks 1.
4. Pengajar memberi pertanyaan mengenai isi teks, kalimat tesis, dan struktur teks contoh teks 1.
5. Pengajar mendiskusikan jawaban-jawaban siswa.

Lampiran 4 (lanjutan)

6. Pengajar meminta siswa mencari penggunaan simple present tense dalam contoh teks 1 dan menuliskan contoh-contoh penggunaannya di papan tulis.
7. Pengajar menanyakan apakah siswa mempunyai kesulitan mengenai struktur teks dan struktur bahasa teks eksposisi analisis.
8. Pengajar membagikan contoh teks eksposisi analisis 2 pada siswa.
9. Pengajar mengelompokkan siswa secara berpasangan.
10. Pengajar meminta tiap kelompok menjawab pertanyaan mengenai isi teks, kalimat tesis, struktur teks, dan mencari contoh-contoh penggunaan simple present tense di contoh teks 2.
11. Pengajar membahas jawaban seluruh pertanyaan dengan bertanya pada seluruh kelompok secara acak.

Post- writing – 30 menit

1. Pengajar membagikan contoh teks rumpang eksposisi analisis pada siswa. Rumpang yang ada adalah mengenai penggunaan verba simple present tense.
2. Pengajar meminta siswa mengisi rumpang yang ada dengan penggunaan verba yang sesuai dan menjawab pertanyaan mengenai isi teks rumpang dan struktur teks rumpang.
3. Pengajar membahas jawaban siswa.

Lampiran 5. Teks-teks Model Eksposisi Analisis

Teks model eksposisi analisis 1:

Instruction: Read the passage below and answer the questions

Is Smoking Good for Us?

Before we are going to smoke, it is better to look at the fact. About 50 thousand people die every year in Britain as a direct result of smoking. This is seven times as many as die in road accidents. There are many diseases caused by smoking, yet non-smoker who live with the smoker can get the same diseases as the smoker.

Ninety percent of lung cancers are caused by smoking. If we smoke five cigarettes a day, we are six times more likely to die of lung cancer than a non smoker. If we smoke twenty cigarettes a day, the risk is nineteen greater. Ninety five percent of people who suffer of bronchitis are people who are smoking. Smokers are two and half times more likely to die of heart disease than non smokers.

Additionally, children of smokers are more likely to develop bronchitis and pneumonia. It is because the children breathe the smoke of the cigarette that contains dangerous substances. In one hour of smoky room, non smoker breathes as much as substance causing cancer as if he had smoked fifteen cigarettes. It gives non-smoker the same bad impact of the smoke of the cigarette as the smoker itself.

Smoking is unhealthy habit for both smokers and non-smoker. In fact, it is only beneficial for tobacco companies because they do make much money from smoking habit. Smoking is, however, not good for anyone else.

(Adapted from: understandingtext.blogspot.com)

Questions:

1. What is the text about?

It is about the effect of smoking cigarette.

2. What is the effect for the non-smoker who lives with a smoker?

The non-smoker can get the same diseases as the smoker.

3. What is the thesis statement of the text?

It states the fact that smoking endangers both the smoker and non-smoker.

4. How many arguments does the text have? Mention all of them.

There are two arguments:

Argument 1: smoking is not good even for smokers themselves.

Argument 2: people who do not smoke but they are in smoky area have the bad effect from the smoking habit.

5. What is the reiteration of the text?

Smoking is not good for everyone.

Teks model eksposisi analisis 2:

Instruction: Read the passage below and answer the questions

Writing in Internet

The emergence of internet has given internet entrepreneurs many ways to make money. Writers are one of the lucky groups of internet entrepreneurs since they could sell their writings in the internet. These writers usually are blog writer and article online writer.

Blog writing is an increasingly popular way to earn money online since people can build their own blog for free. The blog writers can share many interesting stories in their blog and invite people to read the stories. Once the blog is heavily visited, advertisements people will offer some money just to put their ads in the blog. Through this deal, blog writer can earn a lot of money.

Article writing is also good to earn money online. These articles are a free way to market the products and services you offer for free. The most effective advertising with these articles comes from the dialogue box that is

inserted at the end of each article. These dialogue boxes contain links to basically any website

Lampiran 5 (lanjutan)

the writer would like to drive traffic to. For instance, you might have one link in your dialogue box to the product you are selling and one to a blog where you are promoting a discussing other products.

Writing online takes some time to gain credibility but once it's done' earning potential can become very powerful. Writing in blog and in online article are beneficial examples of writing in the internet.

(Adapted from: understandingtext.blogspot.com)

Questions:

1. What is the text about?

It is about the writing in the internet.

2. What can you find in a blog?

There are many interesting stories to be read in the blog.

3. What is the thesis statement of the text?

These lucky writers usually are blog writer and article online writer

4. How many arguments does the text have? Mention all of them.

The text has two arguments writing online is good in making money

Argument 1: blog is potential way of earning money

Argument 2: online articles are good way in earning money

5. What is the reiteration of the text?

Blog and online article are good way to earn money online

Teks rumpang eksposisi analisis:

Instruction:

1. Read the passage
2. Fill in the blanks with the appropriate tense of the words provided in the box.
3. Answer the questions of the passage.

tend complete need
have want provide store

Laptop as Students' Friend

Conventionally, students need book, pen, eraser, drawing book, ruler and such other stuff. Additionally, in this multimedia era, students (1). _____ more to reach their progressive development. Students need mobile keyboards to record every presented subject easily. There are several reasons why the students need laptop today, such as laptop makes knowledge transfer runs faster and easier and finding appropriate laptop is not difficult.

First, modern schools (2). _____ to apply fast transferring knowledge because the school needs to catch the target of curriculum. Every subject will tend to be given in demonstrative method. Consequently students need extra media cover the subject. Since there is a laptop on every student's desk, this method will help student to get better understanding. For example, the students could browse any additional materials needed from the internet and (3). _____ them right away in their laptop.

Secondly, finding an appropriate laptop is not difficult as it was. Recently there is an online shop which (4). _____ comprehensive information. The best is that the shop (5). _____ service of online shopping. The students just need to browse that online shop, decide which computer or laptop they need, and

then (6). _____ the transaction. After that, the laptop will be delivered to the students' houses. That is really easy and save time and money.

From all of that, having mobile computer is absolutely useful for students who (7). _____ to catch the best result for their study. Buying laptop online is advisable because it will cut the price. This online way is recommended since online shop also provides several laptop types. Students just need to decide which type they really need.

(Source: understandingtext.blogspot.com)

Questions:

1. What is the text about?

It is about the importance of having laptop for students.

2. According to the text, where is the best place to buy laptop?

The best place to buy laptop is in the online shop.

3. What is the thesis statement of text?

There are several reasons why the students need laptop today, such as laptop makes knowledge transfer runs faster and easier and finding appropriate laptop is not difficult.

4. How many arguments you can find in the text? Mention them.

There are two arguments, which are:

Argument 1: every subject will tend to be given in demonstrative method.

Argument 2: finding an appropriate laptop is not difficult as it was.

5. What is the reiteration of the text

It states that having mobile computer is absolutely useful for students who want to catch the best result for their study and buying laptop is easier since there is online shop that provides laptop for students.

Lampiran 6. Kuesioner Pemelajaran Genre Eksposisi Analisis

Kuesioner Kegiatan Kelas

Pemelajaran Genre Eksposisi Analisis XI-1 SMA Negeri 1 Seputih Mataram

Petunjuk Pengisian Kuesioner:

- Kolom Satu : menunjukkan sesi tatap muka, yakni selama 90 menit per sesi
- Kolom Dua : merupakan kegiatan yang dilakukan di kelas. Bacalah dengan seksama. Apabila anda tidak hadir, cukup tuliskan “tidak hadir” di kolom empat.
- Kolom Tiga : Beri penilaian pada anda pada kegiatan kelas; apakah kegiatan pada sesi bersangkutan sangat efektif, efektif, kurang efektif, atau tidak efektif dalam membantu anda memahami dan membuat teks genre eksposisi analisis. Beri jawaban SATU saja dengan memberi tanda (v) di dalam salah satu kotak yang tersedia.
- 1 adalah tidak efektif
 - 2 adalah kurang efektif
 - 3 adalah efektif
 - 4 adalah sangat efektif
- Kolom Empat : merupakan kolom penjelasan atas pilihan anda pada kolom tiga.
- Tuliskan se jelas mungkin alasan mengapa sebuah kegiatan anda nilai sangat efektif, efektif, kurang efektif, atau tidak efektif.

Lampiran 6 (lanjutan)

SESI	KEGIATAN KELAS	KEEFEKTIFAN				ALASAN
		1	2	3	4	
1	a. Penjelasan konteks sosial penggunaan genre eksposisi analisis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	b. Penjelasan struktur teks genre eksposisi analisis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	c. Analisis struktur teks eksposisi analisis melalui teks-teks model.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	d. Penjelasan <i>simple present tense</i> pada genre eksposisi analisis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	e. Mengerjakan latihan <i>simple present tense</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	Koreksi struktur teks genre eksposisi analisis menggunakan <i>peer feedback</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	Penggunaan <i>coding system</i> untuk koreksi struktur bahasa genre eksposisi analisis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Lampiran 7. Rencana Pembelajaran Genre Laporan

Kelas : XI IPA-1
Bidang studi : Bahasa Inggris
Waktu : 90 menit

Tujuan Instruksional Umum:

Siswa dapat mengenali dan membuat teks laporan

Tujuan instruksional khusus:

Siswa mengetahui struktur teks dan struktur bahasa laporan

Siswa dapat menjawab pertanyaan tentang isi, struktur teks, dan struktur bahasa teks laporan

Pre-teaching – 15 menit

1. Pengajar menanyakan apakah siswa pernah berkunjung ke kebun binatang dan membaca kartu indeks mengenai karakteristik hewan yang ada di kandang.
2. Pengajar meminta siswa menyebutkan karakteristik beberapa hewan yang ada di kebun binatang.
3. Pengajar menuliskan penggambaran siswa pada hewan tersebut
4. Pengajar memberitahu siswa bahwa teks yang memberikan gambaran umum (karakteristik) terhadap suatu hal disebut teks report.

While- writing – 45 menit

1. Pengajar menjelaskan mengenai isi, struktur teks, dan struktur bahasa teks report (simple present tense)
2. Pengajar membagikan contoh teks report 1
3. Pengajar meminta siswa membaca contoh teks 1
4. Pengajar meminta siswa menjawab pertanyaan mengenai contoh teks 1.
5. Pengajar membahas jawaban-jawaban siswa
6. Pengajar meminta siswa mencari penggunaan *simple present tense* dalam contoh teks 1

Lampiran 7 (lanjutan)

7. Pengajar menanyakan apakah siswa mempunyai kesulitan mengenai struktur teks dan struktur bahasa teks laporan.
8. Pengajar membagikan contoh teks report 2
9. Pengajar meminta siswa menganalisis bagian struktur teks laporan dan menjawab pertanyaan mengenai contoh teks laporan 2
10. Pengajar membahas jawaban-jawaban siswa

Post- *writing* – 30 menit

1. Pengajar membagikan contoh teks laporan rumpang pada siswa. Rumpang pada teks adalah mengenai penggunaan verba kala kini.
2. Pengajar meminta siswa mengisi rumpang yang ada dengan penggunaan verba yang sesuai dan menjawab pertanyaan mengenai isi teks rumpang dan struktur teks rumpang.
3. Pengajar membahas jawaban siswa.

Lampiran 8. Teks-teks model genre laporan

Teks model laporan 1:

Instruction: Read the passage below and answer the questions

Uluru

Uluru is the world's largest monolith (rock) and the most famous natural landmark in Australia. Uluru is located 443 km south west of Alice Springs, in the Northern Territory. Uluru rises 348 meters above a sandy plain covers in spinifex. Two thirds of the rock extends several kilometers below the surface. Uluru changes color from shades of red, orange, purple and mauve to blue, pink, and brown depending on the position of the sun and time of day.

Uluru holds deep Aboriginal significance for its traditional owners, the Anangu people. Many of their creation stories describe how the ancestral beings formed Uluru and all of its marks and crevices. Uluru gained World Heritage status in 1987.

(source: Jenny Eather, 2006. www.writingfun.com)

Questions:

1. What is the text about?

It is about Uluru, the greatest large monolith and the most famous landmark in Australia.

2. How was the condition of rocks of Uluru?

Two thirds of Uluru's rock extends several kilometers below the surface.

3. Which tribe considers Uluru as the ancestral creation?

Anangu tribe.

4. What do you think about Uluru's condition today?

It is well-reserved since Uluru gained World Heritage status in 1987.

5. What is the general classification of the text?

It states general classification of the Australia's largest monolith Uluru.

6. What is the description of the text?

The text describes in detail the location and the meaning of Uluru.

Teks model laporan 2:

Instruction: Read the passage below and answer the questions

Rainforests of Australia

Rainforests are the most diverse ecosystem found in Australia but cover less than 1% of the total area of the continent. Rainforests extend from near the tip of Cape York in the north to Tasmania in the South. There are three types of rainforest along the east coast of Australia: tropical, subtropical, and temperate. Rainforests get about 2 meters of rainfall a year. Tropical rainforests receive rain all year round but temperate rainforests have a wet and dry season. Temperatures are very mild in a rainforest, ranging between 24-27°C.

Rainforests are divided into layers starting with emergent at the top, and the canopy, the understorey beneath the canopy and finally the forest floor. Without the shelter the canopy provides, the rainforest cannot survive. Each layer supports a diverse range of plants and animals. Forty percent of Australia's plant life exists in tropical rainforests. Animal species living in Australian rainforests include marsupial mammals, birds, bats, frogs, reptiles, spiders, and a wide variety of insects. In the 1700s, Australian rainforests covered over 1% of the continent but due to continued logging and land clearing only tiny fragments of rainforest remain along the east coast today.

(source: Jenny Eather, 2006. www.writingfun.com)

Questions:

1. What is the text about?
It is about rainforests in Australia
2. How many types of rainforest in Australia? Mention all of them.
There are three types of rainforest in Australia. They are tropical, subtropical, and temperate.
3. What animals live in Australian rainforest?
Marsupial mammals, birds, bats, frogs, reptiles, spiders, and a wide variety of insects.
4. What do you think of the rain forests' condition today?
They are growing smaller due to logging and land clearing.
5. What is the general classification of the text?
It states the general classification of rainforests in Australia.
6. What is the description of the text?
It describes in detail the condition of rainforests in Australia

Teks rumpang report:

Instruction:

1. Read the passage
2. Fill in the blanks with the appropriate tense of the words provided in the box.
3. Answer the questions of the passage.

produce live include grow
have are come

Humpback Whales

Humpbacks (1). _____ a type of whale. Whales are large mammals that (2). _____ under the sea but (3). _____ to the surface to breath. Every humpback has individual markings, like fingerprints. Humpbacks (4). _____ a large, bumpy head with two blowholes. They are black or grey on top and white underneath with long flippers and white markings under their flukes. Humpbacks (5). _____ up to 16 meters long and up to 45 tons in weight.

Humpbacks are baleen whales. They filter feed on krill, plankton, and catch small fish. They can eat up to 2500kg of food a day. Humpback behaviors (6). _____ breaching (breaching range from a full leap out of the water to surging up and falling back), finslapping (slapping their fins againts the water), lobtailing (hitting their tails against the water and spysshopping (where they poke their head out of the water and look around). Humpbacks are very noisy whales. They (7). _____ a wide range of sounds and the males sing long and complex sings. Humpback whales are an

endangered species. Their numbers are threatened by illegal whaling, pollution, and entanglement in fishing nets.

(source: Jenny Eather, 2006. www.writingfun.com)

Questions:

1. What is the text about? The text is about humpback whales
2. How big can the humpback grow? It can grow up to 16 meters long and up to 45 tons in weight.
3. What are the humpback behaviors that you can find in the text?
Humpback's behaviors are breaching, finslapping, lobtailling, and spysopping.
4. Considering humpback whales condition, can you guess in what water do they live? They live in the ocean which is deep, has a lot of planktons, and big water.
5. What is the general classification of the text?
It state the general classification of Humpback whales
6. What is the description of the text?
It describes in detail the characteristic of Humpback whales.

Lampiran 9. Kuesioner Pemelajaran Genre Laporan

Kuesioner Kegiatan Kelas Pemelajaran Genre Laporan XI-1 SMA Negeri 1 Seputih Mataram

Petunjuk Pengisian Kuesioner:

- Kolom Satu : menunjukkan sesi tatap muka, yakni selama 90 menit per sesi
- Kolom Dua : merupakan kegiatan yang dilakukan di kelas. Bacalah dengan seksama. Apabila anda tidak hadir, cukup tuliskan “tidak hadir” di kolom empat.
- Kolom Tiga : Beri penilaian pada anda pada kegiatan kelas; apakah kegiatan pada sesi bersangkutan sangat efektif, efektif, kurang efektif, atau tidak efektif dalam membantu anda memahami dan membuat teks genre laporan. Beri jawaban SATU saja dengan memberi tanda (v) di dalam salah satu kotak yang tersedia.
- 1 adalah tidak efektif
 - 2 adalah kurang efektif
 - 3 adalah efektif
 - 4 adalah sangat efektif
- Kolom Empat : merupakan kolom penjelasan atas pilihan anda pada kolom tiga.
- Tuliskan se jelas mungkin alasan mengapa sebuah kegiatan anda nilai sangat efektif, efektif, kurang efektif, atau tidak efektif.

Lampiran 9 (lanjutan)

SESI	KEGIATAN KELAS	KEEFEKTIFAN				ALASAN
		1	2	3	4	
1	a. Penjelasan konteks sosial penggunaan genre <i>report</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	b. Penjelasan struktur teks genre <i>report</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	c. Analisis struktur teks <i>report</i> melalui teks-teks model.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	d. Penjelasan <i>simple present tense</i> pada genre <i>report</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	e. Mengerjakan latihan <i>simple present tense</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	Koreksi struktur teks genre <i>report</i> dengan menggunakan <i>peer feedback</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	Penggunaan <i>coding system</i> untuk koreksi struktur bahasa genre <i>report</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Lampiran 10. Rencana Pembelajaran Pemberian Balikan dari Sesama Teman
(untuk semua genre teks)

Kelas : XI IPA-1

Tujuan Pembelajaran Umum:

Siswa dapat memberikan balikan pada buram pertama temannya.

Tujuan Pembelajaran Khusus:

- Siswa dapat menegosiasikan ide pada temannya.
- Siswa dapat mengevaluasi buram pertama temannya.

Pendahuluan (10 menit)

1. Pengajar memberikan penjelasan mengenai balikan dari sesama siswa.
2. Pengajar menjelaskan tahap-tahap pelaksanaan balikan dari sesama siswa.

Latihan Pemberian Balikan dari Sesama Siswa (60 menit)

1. Pengajar membagikan lembar panduan memberikan balikan yang kosong dan hanya berisi pertanyaan-pertanyaan panduan dan menjelaskan pertanyaan-pertanyaan tersebut.
2. Pengajar memberikan model teks pertama dan balikannya pada siswa.
3. Pengajar meminta siswa membaca teks yang diberikan dan mencermati balikan di lembar balikan dari sesama siswa.
4. Pengajar menjelaskan pertanyaan dan jawaban yang terdapat di lembar panduan memberikan balikan pada sesama siswa.
5. Pengajar memberikan model teks kedua dan meminta siswa untuk membacanya.
6. Pengajar meminta siswa memberikan balikan pada teks tersebut di lembar memberikan balikan kosong yang telah dibagikan sebelumnya.
7. Ketika siswa telah selesai memberi balikan, pengajar membagikan lembar memberikan balikan yang berisi balikan versi pengajar untuk model teks kedua pada siswa.
8. Pengajar meminta siswa membandingkan balikan yang ia sarankan dengan balikan yang disarankan pengajar.

Lampiran 10 (lanjutan)

9. Pengajar membahas pertanyaan-pertanyaan panduan di lembar memberikan balikan untuk model teks kedua dan menanyakan apakah ada perbedaan antara balikan yang diberikan siswa dengan yang diberikan pengajar. Pengajar menanyakan perbedaan tersebut secara acak pada beberapa siswa. Jika terdapat perbedaan antara balikan yang diberikan siswa dan pengajar, pengajar dapat menanyakan alasan mengapa siswa memberikan balikan dan mendiskusikannya dengan seluruh kelas.

Memberikan Balikan pada Buram Teman (20 menit di kelas dan dilanjutkan di rumah)

1. Pengajar mengelompokkan siswa dengan teman sebangkunya.
2. Pengajar meminta siswa menukar buram pertamanya dengan teman sebangkunya.
3. Pengajar membagikan lembar memberikan balikan kosong dan meminta siswa memberikan balikan pada buram pertama teman sebangkunya.
4. Pengajar memonitor kelangsungan kelas dan memastikan tidak ada siswa yang tidak memberikan peer feedback.

Lampiran 11. Teks-teks model genre naratif untuk balikan dari sesama siswa

Model teks 1:

Unforgettable Experience

It's began when I was 11 years old, one day before examination before my next graduate I got serious illness. It's because I seldom ate in ate time so, my body so weak, I didn't ate because I enjoyed played with my friend. One day in the night suddenly I felt cold sweat, and my body temperature is more than 37 degree.

And than that night my parents brought me to the hospital to check up. And than doctor said to my parents for stayed in hospital in a week, during in hospital my body more better and better. In days after I hospitalize, I check out . I was happy because I can played with my friends again after that in the evening my mother came back from the market and in home nothing food , so I suggest to my mother to cooked mie for me not long after I ate that noodle (in hour) I felt my body cold sweat again and my body temperature increased again. And than my parents send me to the hospital again. And than I must stayed again in hospital, I felt very surprised and talk in my mine” why it can be happen?”

A week after I hospitalize I was check out and go home again. In home my mother cooked my favorite food “cha kangkung”. And not long time after ate that food I felt cold sweat again and temperature degree increased again I said to my mine” oh, God, what is my false? Why you do in to me?”

And... I must stayed again in hospital and my mother use the other doctor to took cured me. The doctor said to my parents when I was check out from hospital I must not ate vegetable and MSG product. Now, I know why I go to hospital again and again. After that incident I said to my self “I must be study about science more and more to make this incident never again”.

(Adapted from: Students' Writing)

1. 1. *Bagaimana pendapatmu tentang orientasi (**orientation**) cerita ini? Apakah setting dan tokoh utama dalam cerita telah ditulis dengan baik sehingga kamu dapat mengetahui latar belakang cerita dan karakter tokoh utamanya? Jika temanmu belum menuliskan paragraf pendahuluannya dengan baik, berikan saran perbaikannya.*

Penceritaan karakter tokoh utama juga sudah dilakukan dengan baik. Namun, sebaiknya penulis menceritakan apa yang dilakukan kedua orang tuanya ketika ia tidak makan tepat waktu. Misalnya, orang tuanya selalu menyuruhnya makan tepat waktu, tetapi ia tidak pernah menurutinya.

2. *Bagaimana pendapatmu tentang konflik-konflik (**complication**) yang terjadi dalam cerita ini? Apakah konflik-konflik yang terjadi diceritakan dengan logis (sesuai alur cerita dari orientasi)? Jika penceritaan konflik membingungkan, berikan saranmu.*

Konflik dalam cerita ini telah diceritakan dengan runut, tetapi penceritaannya terlalu cepat sehingga agak membingungkan. Sebaiknya, permasalahan-permasalahan yang terjadi diceritakan dengan lebih rinci. Misalnya, kondisi kamar rumah sakit tempatnya di rawat dan apakah ada yang menjenguknya, perasaannya ketika sedang dirawat, dan perasaan orang tua penulis yang merawatnya ketika sakit.

3. *Bagaimana pendapatmu mengenai resolusi (**resolution**) yang dibuat untuk mengatasi konflik-konflik yang terjadi? Jika resolusi cerita ini belum disampaikan dengan jelas, berikan saran perbaikannya.*

Resolusi cerita yang ditulis belum baik, karena hanya memberitahu alasan penulis berulang kali masuk rumah sakit. Sebaiknya penulis menambahkan apa yang seharusnya ia lakukan agar tidak masuk rumah sakit lagi; bukannya menuliskan keinginannya untuk menjadi dokter. Kalimat "I must be study about science more and more to make this incident never again" dapat diganti dengan "I will eat healthy food regularly" untuk menceritakan bahwa ia telah mendapat pelajaran akibat tidak makan makanan sehat dan sering menunda waktu makan.

4. *Apakah moral cerita/tema tulisan temanmu? Jika kamu belum dapat menemukan moral ceritanya, tuliskan saran agar temanmu dapat memperbaiki tulisannya.*

Moral cerita ini telah tersirat dengan jelas, yaitu makanlah makanan sehat dan jangan menunda waktu makan.

5. *Bagaimana temanmu mendeskripsikan situasi, tempat, dan waktu ceritanya? Apakah deskripsinya dapat membuat cerita menjadi lebih menarik? Bila tidak, berikan saranmu.*

Deskripsi yang diberikan terlalu umum dan kebanyakan berupa situasi. Sebaiknya, kamu menambahkan deskripsi tempat dan orang-orang yang merawat tokoh utama. Misalnya penampilan

Model teks 2:

The Princess and the Pea

There once was a prince who wanted to marry a princess, but it had to be real princess. So he went all over the world looking for a real princess. Everywhere he met young ladies told him they were real princess, but could never be completely sure that this was true. There was always something about them that did not seem quite right. And so, after a long time, the prince went back home to his parents and was very sad.

One evening there was a terrible storm. It rained heavily and there was thunder and lightning in the sky above the royal castle. Then there was a knock at the castle gate. The old king went out to see who it could be.

A princess was standing outside the gate. The rain ran down over her hair and clothes and into her shoes. She told the king that she was a real princess, and he asked her to come inside. “Well”, said the old queen. “We’ll soon find out if that is true”. She went into the guest bedroom and took the mattress and blanket of the bed. Then she put a little green pea on the bed. She put twenty mattress on top of the pea, and then twenty blankets on top of the mattress. This was where the princess was going to spend the night.

The next morning the queen asked the princess how she had slept. “Oh, it was terrible” answered the princess. “I didn’t close my eyes all night. I don’t know what was in my bed, but I lay on something hard, and now I am black and blue all over. It was quite a terrible night,” the princess explained frustratingly. Now, the king, the queen and the prince could be sure that this was a real princess she had felt the little pea through twenty mattresses and twenty blankets. Only a real princess will be able to do that. So the prince married the princess and the pea was put in a museum for everyone to see, unless someone has taken it, it’s still there today.

(Adapted from: understandingtext.blogspot.com)

Lampiran 11 (lanjutan)

1. *Bagaimana pendapatmu tentang orientasi (**orientation**) cerita ini? Apakah seting dan tokoh utama dalam cerita telah ditulis dengan baik sehingga kamu dapat mengetahui latar belakang cerita dan karakter tokoh utamanya? Jika temanmu belum menuliskan paragraf pendahulunya dengan baik, berikan saran perbaikannya.*

Cerita ini mempunyai seting yang menarik, yaitu tentang seorang pangeran mencari putri sejati dengan cara yang tidak biasa. Namun, karakter tokoh utama belum diceritakan dengan baik. Sebaiknya, penulis menambahkan detail mengenai tokoh pangeran. Misalnya, "The prince was very charming. He was also very brave and kind."

2. *Bagaimana pendapatmu tentang konflik-konflik (**complication**) yang terjadi dalam cerita ini? Apakah konflik-konflik yang terjadi diceritakan dengan logis (sesuai alur cerita dari orientasi)? Jika penceritaan konflik membingungkan, berikan saranmu.*

Konflik pada cerita ini telah diceritakan dengan baik dan sesuai alur cerita. Penulis telah menuliskan bagaimana cara ratu mengetahui apakah putri yang ada adalah putri sejati. Namun, penulis tidak menceritakan bagaimana sang putri bisa tidak terkejut ketika harus tidur diatas 20 kasur dan 20 selimut. Sebaiknya ia menuliskan bagaimana reaksi putri ketika melihat hal ini dan jawaban dari sang ratu untuk pertanyaan putri.

3. *Bagaimana pendapatmu mengenai resolusi (**resolution**) yang dibuat untuk mengatasi konflik-konflik yang terjadi? Jika resolusi cerita ini belum disampaikan dengan jelas, berikan saran perbaikannya.*

Resolusi cerita ini adalah pangeran menikahi putri. Namun, penulis tidak menceritakan bagaimana pangeran meminta putri untuk menjadi istrinya. Resolusi terkesan terlalu cepat, sehingga pembaca tidak terkesan dengan akhir ceritanya. Sebaiknya, penulis menambahkan detil pada akhir cerita. Misalnya, "The prince bended on his knee and asked the princess to marry him" dan "All the people in the kingdom was invited to see their wedding."

4. *Apakah moral cerita/tema tulisan temanmu? Jika kamu belum dapat menemukan moral ceritanya, tuliskan saran agar temanmu dapat memperbaiki tulisannya.*

Moral ceritanya adalah seorang putri sejati selalu dapat merasakan penderitaan rakyatnya, meskipun ia dikelilingi kemewahan (20 kasur dan 20 selimut). Penderitaan rakyatnya dilambangkan dengan kacang polong yang terus mengganggu tidurnya.

5. *Bagaimana temanmu mendeskripsikan situasi, tempat dan waktu ceritanya? Apakah deskripsinya dapat membuat cerita menjadi lebih menarik? Bila tidak, berikan saranmu.*

Deskripsi yang diberikan terlalu umum dan kebanyakan berupa situasi. Penulis sebaiknya menambahkan deskripsi penampilan para tokoh agar tulisan menjadi lebih menarik dibaca. Misalnya, penulis menceritakan rupa pangeran, penampilan putri ketika tidak basah kuyup lagi, penampilan raja dan ratu, dan istana tempat mereka tinggal.

Lampiran 12. Lembar panduan memberikan balikan genre naratif

1. Bagaimana pendapatmu tentang orientasi (**orientation**) cerita ini? Apakah seting dan tokoh utama dalam cerita telah ditulis dengan baik sehingga kamu dapat mengetahui latar belakang cerita dan karakter tokoh utamanya? Jika temanmu belum menuliskan paragraf pendahulunya dengan baik, berikan saran perbaikannya.

2. Bagaimana pendapatmu tentang konflik-konflik (**complication**) yang terjadi dalam cerita ini? Apakah konflik-konflik yang terjadi diceritakan dengan logis (sesuai alur cerita dari orientasi)? Jika penceritaan konflik membingungkan, berikan saranmu.

3. Bagaimana pendapatmu mengenai resolusi (**resolution**) yang dibuat untuk mengatasi konflik-konflik yang terjadi? Jika resolusi cerita ini belum disampaikan dengan jelas, berikan saran perbaikannya.

4. Apakah moral cerita/tema tulisan temanmu? Jika kamu belum dapat menemukan moral ceritanya, tuliskan saran agar temanmu dapat memperbaiki tulisannya.

5. Bagaimana temanmu mendeskripsikan situasi, tempat dan waktu ceritanya? Apakah deskripsinya dapat membuat cerita menjadi lebih menarik? Bila tidak, berikan saranmu.

Lampiran 13. Teks-teks model untuk balikan dari sesama siswa

Model teks 1:

Advertisement on TV Should Be Banned

There are so many advertisements, especially during favorite programs in television. I think they so be stopped on TV.

Advertisements are bad influence on people. They try to encourage people to buy unhealthy food like beers, soft drinks, candies, and snack.

Advertisements play role in what programs people watch. That is because there are lots of advertisements in popular programs that a lot of people watch. Some programs which are not so popular get stopped because they do not attract enough advertisements. Even though, those programs might be someone's favorite

For these reasons, I think TV station should stop showing advertisement. They interrupt programs, they are bad influence on people and they sometimes put a stop to people's favorite shows

(Adapted from: Student's Writing)

1. *Bagaimana pendapatmu tentang kalimat tesis (**thesis**) teks ini? Apakah kalimat tesisnya telah memberikan pendapat yang jelas mengenai suatu masalah? Jika temanmu belum menuliskan kalimat tesisnya dengan baik, berikan saran perbaikannya.*

Kalimat tesisnya belum lengkap, karena penulis tidak menceritakan iklan seperti apa yang tidak layak ditayangkan. Selain itu, penulis tidak memberikan prolog apapun sebelum membuat kalimat tesisnya. Hal ini membuat teks yang dibuat kurang menarik untuk dibaca. Sebaiknya penulis memulai teksnya dengan menulis definisi iklan, iklan yang baik, iklan yang tidak layak tonton dan contoh-contohnya. Setelah itu, penulis dapat menulis kalimat tesisnya tentang mengapa ia tidak mendukung iklan-iklan yang tidak layak tonton disiarkan di program televisi yang mempunyai rating tinggi.

2. *Bagaimana pendapatmu tentang argumen1 (**argument 1**) yang terjadi dalam teks ini? Apakah argumen yang dituliskan dapat mendukung kalimat tesisnya dengan baik? Jika argumen yang diberikan terkesan lemah (tidak mendukung kalimat tesis), berikan saranmu.*

Argumen 1 sudah berkaitan dengan kalimat tesisnya. Hanya saja, penulis tidak memberitahu apa dampak makanan tidak sehat bagi semua orang. Sebaiknya, penulis menambahkan hal ini di paragraf argumen 1. Misalnya, "Unhealthy food gives terrible effect on human's body. For example by consuming beer, a man can have liver problem."

3. *Bagaimana pendapatmu tentang argumen2 (**argument 2**) yang terjadi dalam teks ini? Apakah argumen yang dituliskan dapat mendukung kalimat tesisnya dengan baik? Jika argumen yang diberikan terkesan lemah (tidak mendukung kalimat tesis), berikan saranmu.*

Argumen 2 tidak mendukung kalimat tesis yang dibuat. Malahan, penulis seakan-akan menyetujui penyanggahan iklan asalkan penyanggahan iklan dapat membuat program televisi kesukaannya tetap diputar. Penulis sebaiknya mengganti argumen 2 dengan argumen yang lebih mendukung kalimat tesis, seperti "Advertisements encourage people to live consumptive life."

4. *Bagaimana pendapatmu mengenai kesimpulan (**reiteration**) yang dibuat untuk menyimpulkan argumen-argumen yang ada? Jika kesimpulan belum disampaikan dengan baik, berikan saran perbaikannya.*

Dalam penulisan kesimpulan, penulis menuliskan satu argumen lain yang tidak disebutkan di paragraf pendukung. Sebaiknya, penulis hanya membuat kesimpulan berdasarkan kalimat tesis dan paragraf-paragraf pendukungnya saja.

Model teks 2:

Internet is More Effective than Newspaper

Today, internet and newspaper are drawn us with the information that might be useful in our life. Both internet and newspaper become the source of information. However, internet is more effective than newspaper.

If we seek information of anything in the internet, we can get it easily. It doesn't take a long time to search for any information in the internet since we can just google it.

Facilities in the internet are more attractive and interesting than newspaper. The articles provided in the internet are provided with pictures, music, colors that are more interesting than newspaper.

From the points stated above, I believe internet is more effective than newspaper because internet can provide any information in a shorter time and it has more interesting facilities than newspaper.

(Adapted from: Student's Writing)

1. Bagaimana pendapatmu tentang kalimat tesis (**thesis**) teks ini? Apakah kalimat tesisnya telah memberikan pendapat yang jelas mengenai suatu masalah? Jika temanmu belum menuliskan kalimat tesisnya dengan baik, berikan saran perbaikannya.

Kalimat tesisnya sudah merefleksikan pendapat penulis dengan baik. Hanya saja, kalimat tesisnya belum menuliskan poin-poin perbandingan antara internet dan koran yang akan menjadi argumentasi-argumentasi pendukungnya. Misalnya, "However, internet is more effective than newspaper in term of the easiness of getting information and the facilities provided to support the information."

2. Bagaimana pendapatmu tentang argumen1 (**argument 1**) yang terjadi dalam teks ini? Apakah argumen yang dituliskan dapat mendukung kalimat tesisnya dengan baik? Jika argumen yang diberikan terkesan lemah (tidak mendukung kalimat tesis), berikan saranmu.

Argumen 1 sudah mendukung kalimat tesisnya. Hanya saja, penulis tidak membandingkan argumentasinya tentang kemudahan mencari informasi dengan bagaimana mencari informasi di Koran. Sebaiknya penulis menambahkan bagaimana cara mencari informasi di koran. Misalnya, "A newspaper reader should go through pages to get the information that he is looking for."

3. Bagaimana pendapatmu tentang argumen2 (**argument 2**) yang terjadi dalam teks ini? Apakah argumen yang dituliskan dapat mendukung kalimat tesisnya dengan baik? Jika argumen yang diberikan terkesan lemah (tidak mendukung kalimat tesis), berikan saranmu.

Argumen 2 sudah mendukung kalimat tesis yang dibuat. Namun, penulis tidak memberitahu fasilitas apa saja yang dimiliki internet yang tidak dimiliki koran. Sebaiknya penulis menambahkan hal ini agar perbandingan yang dilakukan lebih baik. Misalnya, "Readers of internet articles can directly contact the writers by sending them emails that are provided at the bottom of the page."

4. Bagaimana pendapatmu mengenai kesimpulan (**reiteration**) yang dibuat untuk menyimpulkan argumen-argumen yang ada? Jika kesimpulan belum disampaikan dengan baik, berikan saran perbaikannya.

Penulis telah menulis kesimpulan dengan baik, karena ia telah merangkum argumen-argumen yang dituliskannya. Namun, kalimat yang dibuat terkesan hanya mengulang kalimat tesis saja. Sebaiknya, penulis menuliskan kesimpulan dengan cara lain. misalnya, "In conclusion, internet can give

Lampiran 14. Lembar panduan memberikan balikan genre eksposisi analisis

1. Bagaimana pendapatmu tentang kalimat tesis (**thesis**) teks ini? Apakah kalimat tesisnya telah memberikan pendapat yang jelas mengenai suatu masalah? Jika temanmu belum menuliskan kalimat tesisnya dengan baik, berikan saran perbaikannya.

2. Bagaimana pendapatmu tentang argumen1 (**argument 1**) yang terjadi dalam teks ini? Apakah argumen yang dituliskan dapat mendukung kalimat tesisnya dengan baik? Jika argumen yang diberikan terkesan lemah (tidak mendukung kalimat tesis), berikan saranmu.

3. Bagaimana pendapatmu tentang argumen2 (**argument 2**) yang terjadi dalam teks ini? Apakah argumen yang dituliskan dapat mendukung kalimat tesisnya dengan baik? Jika argumen yang diberikan terkesan lemah (tidak mendukung kalimat tesis), berikan saranmu.

4. Bagaimana pendapatmu mengenai kesimpulan (**reiteration**) yang dibuat untuk menyimpulkan argumen-argumen yang ada? Jika kesimpulan belum disampaikan dengan baik, berikan saran perbaikannya.

Lampiran 15. Teks-teks model genre laporan untuk balikan dari sesama siswa

Model teks 1:

Dolphin

For many years, many people believed that the cleverest animals after man were the chimpanzees. Now, however, there is proof that dolphins may be even cleverer than these big apes. Dolphins are also very friendly toward man. They often follow ships. There are many stories about dolphins guiding ships through difficult and dangerous water.

Although a dolphin lives in the sea, it is not a fish. It is a mammal. It is in many ways, therefore, like a human being.

Dolphins have a simple language. They are able to talk to one another. It may be possible for man to learn how to talk to dolphins. But this will not be easy because dolphins cannot hear the kind of sounds man can make. If a man wants to talk to dolphins, therefore, he will have to make a third language which both he and the dolphins can understand.

(Source: najmimaulana.blogspot.com)

1. Bagaimana pendapatmu tentang klasifikasi umum (**general classification**) teks yang di buat temanmu? Apakah klasifikasi tersebut telah memberikan gambaran umum yang baik mengenai topik yang ingin disampaikan? Jika temanmu belum menuliskan paragraf klasifikasi umum dengan baik, berikan saran perbaikannya.

Penulis telah memberikan klasifikasi umum tentang lumba-lumba dengan baik. Penulis telah member gambaran umum tentang lumba-lumba sebagai hewan yang pintar dan bersahabat dengan manusia

2. Bagaimana pendapatmu tentang deskripsi (**description**) yang dituliskan temanmu ? Apakah deskripsi yang diberikan dapat mendeskripsikan objek dengan baik (misalnya: bentuk, habitat, karakter, penggunaan)? Jika deskripsi belum lengkap (belum dapat mendeskripsikan topik dengan baik), berikan saranmu.

Deskripsi pada teks kurang lengkap karena penulis tidak memberitahu habitat lumba-lumba, mengapa lumba-lumba adalah mamalia meskipun hidup air, dan alat gerak lumba-lumba. Sebaiknya penulis melengkapi deskripsi pada teks.

Model teks 2:

Silkworms

Silkworms live for only two or three days after laying eggs. About 36.000 to 50.000 eggs are laid, and these are carefully stored at the silkworm farm until they are ready to hatch. The eggs hatch into caterpillars. Soon the caterpillars are ready to spin their cocoons. Not all caterpillars can spin silk cocoons. Only the caterpillars of a silkworm moth known as 'Bombyx mori' can do such spinning.

This caterpillar has special glands which secrete liquid silk through its lower lip. The liquid produced later hardens to form fine strands. The caterpillar makes its cocoons using these strands. The threads on the outside of the cocoons are rough, while those inside are soft and smooth.

Some fully-spun cocoons are heated. This kills the pupa inside. The cocoons are then put into hot water to loosen the fine threads. Finally, these threads are reeled off the cocoons. The length of unbroken thread produced by a single cocoon measures about one and half kilometers. Being twisted together several of these threads make single woven materials.

(Adapted from: najmimaulana.blogspot.com)

1. Bagaimana pendapatmu tentang klasifikasi umum (**general classification**) teks yang di buat temanmu? Apakah klasifikasi tersebut telah memberikan gambaran umum yang baik mengenai topik yang ingin disampaikan? Jika temanmu belum menuliskan paragraf klasifikasi umum dengan baik, berikan saran perbaikannya.

Penulis telah memberikan klasifikasi umum tentang sutra dengan baik. Penulis telah member gambaran umum tentang ulat sutra yang bermanfaat untuk menenun kain sutra.

2. Bagaimana pendapatmu tentang deskripsi (**description**) yang dituliskan temanmu ? Apakah deskripsi yang diberikan dapat mendeskripsikan objek dengan baik (misalnya: bentuk, habitat, karakter, penggunaan)? Jika deskripsi belum lengkap (belum dapat mendeskripsikan topik dengan baik), berikan saranmu.

Deskripsi pada teks sudah baik. Namun, sebaiknya penulis member tahu makanan yang bermanfaat untuk meningkatkan produksi benang ulat sutra. Misalnya, member tahu bahwa makanan yang baik untuk ulat sutra adalah daun *mulberry*. Selain itu, sebaiknya penulis memberi penjelasan tentang habitat yang baik bagi ulat sutra. Misalnya, habitat yang baik adalah yang agak lembab dengan temperature sedang

Lampiran 16. Lembar panduan memberikan balikan genre laporan

1. Bagaimana pendapatmu tentang klasifikasi umum (**general classification**) teks yang dibuat temanmu? Apakah klasifikasi tersebut telah memberikan gambaran umum yang baik mengenai topik yang ingin disampaikan? Jika temanmu belum menuliskan paragraf klasifikasi umum dengan baik, berikan saran perbaikannya.

2. Bagaimana pendapatmu tentang deskripsi (**description**) yang dituliskan temanmu? Apakah deskripsi yang diberikan dapat mendeskripsikan objek dengan baik (misalnya: bentuk, habitat, karakter, penggunaan)? Jika deskripsi belum lengkap (belum dapat mendeskripsikan topik dengan baik), berikan saranmu.

Lampiran 17. Rencana Pembelajaran Penggunaan Sistem Kode untuk Teks Tulis

Kelas : XI IPA-1

Tujuan Pembelajaran Umum:

Siswa dapat memperbaiki kesalahan stuktur teks berdasarkan kode-kode tertulis yang diberikan pengajar

Tujuan Pembelajaran Khusus:

- Siswa mengetahui letak kesalahannya.
- Siswa dapat memperbaiki kesalahannya secara mandiri

Pendahuluan (10 menit)

1. Pengajar memberikan penjelasan mengenai sistem kode untuk perbaikan teks tulis.

Pelatihan Sistem Kode (45 menit)

1. Pengajar memberikan lembar panduan kode pada siswa dan menjelaskan arti setiap kode yang tertera di dalamnya. Penjelasan tiap kode disertai dengan contoh.
2. Pengajar membagikan contoh teks pertama dan hasil perbaikannya
3. Pengajar meminta siswa membaca contoh teks pertama, mencermati kode yang diberikan, dan melihat perbaikan yang dilakukan.
4. Pengajar menjelaskan arti setiap kode dan hasil perbaikannya.
5. Pengajar membagikan contoh teks kedua
6. Pengajar meminta siswa membaca contoh teks kedua dan mencermati kode yang diberikan.
7. Pengajar meminta siswa memberikan perbaikan berdasarkan kode yang tertera.
8. Pengajar membahas hasil perbaikan siswa

Perbaikan Buram Berdasarkan Sistem Kode (35 menit)

1. Pengajar mengembalikan tulisan siswa yang telah diberikan kode perbaikan
2. Pengajar meminta siswa memperbaiki tulisan berdasarkan kode yang tertera.



Lampiran 18. Sistem kode

Marking	Meaning	Example
WF	Wrong form	The <u>best</u> ^{WF} will be its achievement
WW	Wrong word	Patient, funny, and <u>kindly</u> ^{WW}
//	A new sentence needed	I can play with my friend // after that I have to do my homework.
///	A new paragraph needed	...I said to myself, "How could it happen to me?" /// A week after I had been hospitalized, I felt better...
√	Something is missing	You arrived in Brighton √ <u>the 1st</u>
Sp	Wrong spelling	Confortbale ^{Sp}
WO	Word order	You haven't seen yet ^{WO} London
P	Wrong punctuation	Look out. ^P
VF	Wrong verb form	The Titanic sunk ^{VF} very quickly.
∅	Not necessary	John came in and he sat down.
[]	This part needs to be rearranged or reworded	

The mistake that isn't in the table yet, will be coded by (*) and will be explained in the bottom margin.

(diadaptasi dari Hegde, 2002: 316)

Lampiran 19. Teks-teks untuk pelatihan sistem kode

Teks 1:

Correct each mistake according to its code.

Unforgettable Experience

It's began when I was 11 years old, one day before examination before my next graduate I got serious illness. It's because I seldom ate in ate time, so my body was so weak. I didn't ate because I enjoyed played with my friend. One day, suddenly I felt cold sweat , and my body temperature is more than 37 degree. And than ,that night my parents brought me to the hospital to check up. The doctor said to my parents for stayed in the hospital in a week , during in hospital my body get better and better. in days after I hospitalize, the doctor told me that I had recovered. I was happy because I can played with my friends again after that in the evening my mother came back from the market and in home nothing food , so I suggest to my mother to cooked noodles for me not long after I ate the needles I felt my body cold sweat again and my body temperature increased again. And then, my parents sent me to the hospital again. I had to stay again in hospital. I felt very surprised and talk in my mind "How can it happen?"

A week after I hospitalize I was check out and go home again . In home, my mother cooked my favorite food "cah kangkung". And not long time after ate that food I felt cold sweat again and my temperature degree increased again. I said to my mine, "Oh, God, what is my false? Why you do in to me?"

Then, I must stay again in hospital and my mother use another doctor to took cured me. The doctor said to my parents when I had recovered, I could not ate vegetable and MSG product. now , I know why I go to hospital again and again. After that incident I said to myself "I must be study about science more and more to make this incident never happen again".

(Source: Student's Writing)

Comment [a1]: SP

Comment [a2]: WW

Comment [a3]: []

Comment [a4]: ✕

Comment [a5]: WW

Comment [a6]: VF

Comment [a7]: ///

Comment [a8]: SP

Comment [a9]: v

Comment [a10]: []

Comment [a11]: //

Comment [a12]: WW

Comment [a13]: VF

Comment [a14]: VF

Comment [a15]: //

Comment [a16]: P

Comment [a17]: //

Comment [a18]: P

Comment [a19]: WO

Comment [a20]: []

Comment [a21]: []

Comment [a22]: WW

Comment [a23]: WW

Comment [a24]: []

Comment [a25]: WW

Comment [a26]: VF

Comment [a27]: v

Comment [a28]: P

Comment [a29]: VF

Comment [a30]: ✕

Lampiran 19 (lanjutan)

1. SP= unforgettable
2. WW= happened
3. [] = one day before my final examination,
4. ✕ = omit
5. WW= playing
6. VF= was
7. /// = a new paragraph needed
8. SP= then
9. √ = do a
10. [] = The doctor said to my parents that I had to stay at the hospital for a week
11. // = new sentence needed
12. WW= several
13. VF = had hospitalized
14. VF= play
15. // = new sentence needed
16. P= period
17. // = new sentence needed
18. P= comma
19. WO= I had to stay in hospital again.
20. [] = said to myself
21. [] = After a week in the hospital, I was recovered and I could go home.
22. WW = I had eaten
23. WW= myself
24. []= Why do you do this to me
25. WW= look for
26. VF= take care
27. √= of
28. P= Now,
29. VF= had to go

30. ✕ = omit

Lampiran 19 (lanjutan)

Teks 2:

Correct each mistake according to its code.

My **Embarassing** Experience

Whenever **I**, I see a person who **sell** coconut ice, I always remember of my **embarassing** experince . My **embarassing** experince began **in** last holiday . **Me** and my father's car went around Lampung together.

It was the first time I got green light to go everywhere by using car **I** . I was very confident **at all** because **that day is red letter day for me** . I drove my car **with** fast speed to go to Lampung University . I tried to go around Lampung to **appear** my skill in driving and my first destination is Lampung University. When I arrived **in Useful Arena of Lampung University**, I still **in** fast speed and I **leave** Unila passed the second fence **which located** near bypass way. And before I **leave** the second fence, I was shock. I **hitted** Cocounut Ice seller. **I** stopped my car and met the Coconut Ice Seller **whom hitted** by me . He was very angry because I destroyed his product. I felt confused and I tried to **appear** my story but he still angry with me. After a moment, he told to me to pay 300 hundred thousand rupiahs to change his product which was destroyed by me. Many people around me **laugh and say** something bad about me. After **payed** to the Coconut Ice Seller, I drove my car to go home.

It **is** the worst **embarassing** experience in my life and I **will** never forget it . I also **promise** that I never drive a car in fast speed **again** .

(Source: Student's Writing)

Comment [a31]: SP

Comment [a32]: P

Comment [a33]: VF

Comment [a34]: SP

Comment [a35]: SP

Comment [a36]: ✕

Comment [a37]: WW

Comment [a38]: []

Comment [a39]: ✕

Comment [a40]: []

Comment [a41]: WW

Comment [a42]: WW

Comment [a43]: v

Comment [a44]: v

Comment [a45]: VF

Comment [a46]: v

Comment [a47]: VF

Comment [a48]: VF

Comment [a49]: ///

Comment [a50]: WW

Comment [a51]: v

Comment [a52]: WW

Comment [a53]: VF

Comment [a54]: VF

Comment [a55]: WW

Comment [a56]: VF

Comment [a57]: SP

Comment [a58]: VF

Comment [a59]: VF

Comment [a60]: v

Comment [a61]: WW

Lampiran 19 (lanjutan)

1. SP= embarrassing
2. P= comma
3. VF= sells
4. SP= embarrassing
5. SP= embarrassing
6. ✕ = omit
7. WW= permission
8. [] = It was the first time I got permission to drive a car.
9. ✕ = omit
10. [] = that was holiday
11. WW = in
12. WW= show
13. √ = the
14. √ = was
15. VF= left
16. √= which was located
17. VF= left
18. VF = hit
19. ///= a new paragraph needed
20. WW = who
21. √ = was hit
22. WW = make an excuse
23. VF = laughed
24. VF = said
25. WW = paying
26. VF= was
27. SP= embarrassing
28. VF = would
29. VF= promised
30. √ = I would never drive
31. WW = anymore

Lampiran 20. Skema penilaian analitik

	20 -18 Excellent to Very Good	17 - 14 Good to Average	13 – 10 Fair to Poor	9 – 7 Very Poor
Organization	Fluent expression; ideas clearly stated/supported; succinct, well-organized, logical sequencing; cohesive	Somewhat choppy; loosely organized but main ideas stand out; limited support, logical but incomplete sequencing	Non-fluent; ideas confused or disconnected; lacks logical sequencing and development	Does not communicate; no organization; or not enough to evaluate
	30 – 27 Excellent to Very Good	26 – 22 Good to Average	21 – 17 Fair to Poor	16-13 Very Poor
Logical Development of Ideas (Content)	Knowledgeable, substantive; thorough development of thesis; relevant to assigned topic	Some knowledge of subject, adequate range; limited development to thesis; mostly relevant to topic; but lacks detail	Limited knowledge of subject; little substance; inadequate development of topic	Does not show knowledge; of subject; non-substantive; not pertinent; or not enough to evaluate
	25 – 22 Excellent to Very Good	21 – 18 Good to Average	17 – 11 Fair to Poor	10 – 5 Very Poor
Grammar (Language Use)	Effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns, preposition	Effective but simple construction; minor problems in complex construction; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured	Major problems in simple/complex constructions; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletion; meaning confused or obscured	Virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate

Lampiran 20 (lanjutan)

	5 Excellent to Very Good	4 Good to Average	3 Fair to Poor	2 Very Poor
Mechanics (Writing Conventions, Punctuation and Spelling)	Demonstrate mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured	Frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured	No mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible; or not enough to evaluate
	20 – 18 Excellent to Very Good	17 – 14 Good to Average	13 – 10 Fair to Poor	9 – 7 Very Poor
Vocabulary	Sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register	Adequate range; occasional errors of word/idiom form, choice, usage but meaning not obscured	Limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured	Essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate

Lampiran 21. Teks untuk pelatihan penggunaan skema penilaian analisis

Unforgettable Experience

It's began when I was 11 years old , one day before examination before my next graduate I got serious illness. It's because I seldom ate in ate time, so my body was so weak. I didn't ate because I enjoyed played with my friend. One day in the night, suddenly I felt cold sweat , and my body temperature is more than 37 degree.

And than that night my parents brought me to the hospital to check up. The doctor said to my parents for stayed in the hospital in a week , during in hospital my body get better and better . in days after I hospitalize ,I check out . I was happy because I can played with my friends again after that in the evening my mother came back from the market and in home nothing food , so I suggest to my mother to cooked mie for me not long after I ate that mie (in hour) I felt my body cold sweat again and my body temperature increased again . And than my parents send me to the hospital again. And than I must stayed again in hospital , I felt very surprised and talk in my mind" why it can be happen?"

A week after I hospitalize I was check out and go home again . In home my mother cooked my favorite food "cah kangkung". And not long time after ate that food I felt cold sweat again and temperature degree increased again. I said to my mine, " oh, God, what is my false? Why you do in to me?"

And... I must stayed again in hospital and my mother use the other doctor to took cured me. The doctor said to my parents when I was check out from hospital I must not ate vegetable and MSG product . now , I know why I go to hospital again and again. After that incident I said to my self "I must be study about science more and more to make this incident never happen again".

(Adapted from: Student's Writing)

Marking Scheme	Score
Organization	17
Logical development (Content)	15
Grammar	16
Vocabulary	13
Mechanic	2
Total	63

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Lampiran 21 (lanjutan)

My Embarassing Experience

Whenever I see a person who sell coconut ice, I always reminded of my embarassing experince . My embarassing experince began in last holiday . Me and my father's car went around Lampung together.

It was the first time I got green light to go everywhere by using car . I was very confident at all because that day is red letter day for me . I drove my car with fast speed to go to Lampung University . I tried to go around Lampung to appear my skill in driving and my first destination is Lampung University. When I arrived in Useful Arena of Lampung University, I still in fast speed and I leave Unila passed the second fence which located near bypass way . I do that again , and before I leave the second fence still in fast speed , I got shock moment .

What happened next ? Poor me . I hitted Cocounut Ice seller . Then , I stopped my car and met the Coconut Ice Seller whom hitted by me . He was very angry because I destroyed his product. I felt confused and I tried to appear my story but he still angry with me. After a moment, he told to me to pay 300 hundred thousand rupiahs to change his product which was destroyed by me. Many people around me laugh and say something bad about me . After payed to the Coconut Ice Seller , I drove my car to go home .

It is the worst embarassing experience in my life and I will never forget it . I also promise that I never drive a car in fast speed again .

(Adapted from: Student's Writing).

Marking Scheme	Score
Organization	
Logical development	
Grammar	
Vocabulary	
Mechanic	
Total	

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Lampiran 22. Tabel toleransi rentang tertinggi kesenjangan nilai genre naratif

no	Kode	Penilaian Buram 1 Pengajar	Penilaian Buram 1 Penilai Kedua	Nilai Absolut Perbandingan Kedua Buram 1	Penilaian Buram 3 Pengajar	Penilaian Buram 1 Penilai Kedua	Nilai Absolut Perbandingan Kedua Buram 3
1	A	65	64	1	84	84	0
2	B	76	76	0	84	86	2
3	C	75	78	3	84	84	0
4	D	64	64	0	82	83	1
5	E	64	62	2	80	81	1
6	F	61	62	1	80	79	1
7	G	57	58	1	78	81	3
8	H	58	58	0	78	80	2
9	I	62	63	1	77	79	2
10	J	60	61	1	78	81	3
11	K	56	58	2	77	78	1
12	L	62	61	1	77	74	3
13	M	58	61	3	76	76	0
14	N	58	59	1	76	77	1
15	O	59	61	2	76	78	2
16	P	60	60	0	75	73	2
17	Q	53	54	1	75	75	0
18	R	54	54	0	75	77	2
19	S	57	57	0	75	75	0
20	T	55	57	2	75	77	2
21	U	55	53	2	75	77	2
22	V	60	60	0	74	76	2
23	W	55	55	0	72	74	2

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24	X	54	52	2	71	70	1
25	Y	54	55	1	70	72	2
26	Z	54	47	7	70	71	1
27	AA	56	54	2	70	73	3
28	BB	58	56	2	72	74	2
29	CC	57	56	1	72	71	1
30	DD	61	60	1	79	80	1
31	EE	65	64	1	76	79	3
32	FF	56	57	1	71	71	0
Standar deviasi			1,354502646		Standar deviasi		0,983738754
Mean			1,3125		Mean		1,5
Rentang tertinggi			2,667002646		Rentang tertinggi		2,483738754

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Lampiran 23. Tabel korelasi penilaian buram 1 genre naratif

Correlations

		Nilai Buram 1 Pengajar	Nilai Buram 1 Inter rater
Nilai Buram 1 Pengajar	Pearson Correlation	1	,972(**)
	Sig. (2-tailed)		,000
	N	32	32
Nilai Buram 1 Inter rater	Pearson Correlation	,972(**)	1
	Sig. (2-tailed)	,000	
	N	32	32

** Correlation is significant at the 0.01 level (2-tailed).

Lampiran 24. Tabel korelasi penilaian buram 3 genre naratif

Correlations

		Nilai Buram 3 Pengajar	Nilai Buram 3 Inter rater
Nilai Buram 3 Pengajar	Pearson Correlation	1	,961(**)
	Sig. (2-tailed)		,000
	N	32	32
Nilai Buram 3 Inter rater	Pearson Correlation	,961(**)	1
	Sig. (2-tailed)	,000	
	N	32	32

** Correlation is significant at the 0.01 level (2-tailed).

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Lampiran 25. Data nilai genre naratif per aspek penilaian

Kode	Penilai 1										Penilai 2									
	Buram 1					Buram 3					Buram 1					Buram 3				
	O	L	G	M	V	O	L	G	M	V	O	L	G	M	V	O	L	G	M	V
A	15	20	15	3	12	17	25	21	4	17	14	19	16	3	12	18	25	20	4	17
B	17	23	19	3	14	19	25	19	4	17	17	23	18	3	15	20	25	20	4	17
C	17	23	19	3	13	19	25	19	4	17	18	25	19	3	13	19	25	19	4	17
D	15	20	14	3	12	17	25	20	3	17	15	20	14	3	12	17	25	21	3	17
E	15	17	15	3	12	17	23	20	3	17	15	16	16	3	12	17	24	21	3	17
F	15	17	14	3	12	17	25	21	3	14	15	17	15	3	12	17	25	20	3	14
G	14	16	14	3	10	17	25	19	3	16	14	17	14	3	10	17	25	19	3	16
H	15	16	14	3	10	17	25	18	3	15	15	16	14	3	10	17	15	19	3	16
I	14	20	13	3	12	17	23	20	3	14	14	21	13	3	12	17	25	20	3	14
J	14	18	14	3	11	17	25	19	3	16	14	20	14	3	10	17	25	19	3	16
K	14	17	12	3	10	17	23	19	4	14	14	17	13	3	11	17	24	20	3	14
L	14	20	14	3	11	17	22	19	3	14	14	20	14	3	10	17	22	19	3	14
M	14	17	14	3	10	17	25	17	3	14	14	19	15	3	10	17	25	17	3	14
N	14	18	13	3	10	17	23	19	3	14	14	19	13	3	10	17	24	19	3	14
O	14	20	10	3	12	17	23	20	4	14	14	20	12	3	12	17	24	21	4	14
P	14	19	14	3	10	17	25	16	3	14	14	18	15	3	10	17	23	16	3	14
Q	14	15	12	3	9	17	23	18	3	14	14	16	12	3	9	17	23	18	3	14
R	12	16	13	3	10	17	23	18	3	14	12	15	13	3	11	17	25	18	3	14

S	14	16	13	3	11	17	24	17	3	14	14	17	12	3	11	17	24	17	3	14
T	14	16	12	3	10	17	23	18	3	14	14	17	13	3	10	17	25	18	3	14
U	14	15	12	3	11	17	24	17	3	14	14	16	12	3	10	18	25	17	3	14
V	14	16	15	3	12	17	24	16	3	14	14	16	15	3	12	17	25	17	3	14
W	14	15	12	3	11	15	23	16	4	14	14	15	12	3	11	16	24	16	4	14
X	13	16	12	3	10	17	24	14	3	13	12	16	10	3	9	16	24	14	3	13
Y	14	15	12	3	10	16	22	15	3	14	13	16	12	3	11	17	23	15	3	15
Z	12	13	10	3	10	17	23	14	3	13	12	13	10	3	10	17	23	15	3	13
AA	12	18	13	3	10	16	20	18	3	15	12	16	13	3	10	16	20	19	3	15
BB	13	18	13	3	11	15	24	16	3	14	12	16	14	3	11	16	24	17	3	14
CC	15	16	14	3	9	17	20	17	4	14	14	16	14	3	9	17	20	17	3	14
DD	15	17	14	3	13	16	24	20	3	16	15	16	14	3	13	16	24	20	3	17
EE	14	20	15	3	13	17	24	18	3	15	14	20	15	3	13	17	24	18	3	15
FF	13	16	13	3	11	14	22	17	3	15	13	16	13	3	12	14	22	17	3	15

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Lampiran 26. Tabel toleransi rentang tertinggi nilai genre eksposisi analisis

No	Kode	Penilaian Buram 1 Pengajar	Penilaian Buram 1 Penilai Kedua	Nilai Absolut Perbandingan Kedua Buram	Penilaian Buram 3 Pengajar	Penilaian Buram 3 Penilai Kedua	Nilai Absolut Perbandingan Kedua Buram
1	A	70	70	0	80	82	2
2	B	70	68	2	83	83	0
3	C	71	71	0	80	83	3
4	D	68	67	1	78	78	0
5	E	61	60	1	74	76	2
6	F	69	68	1	78	76	2
7	G	67	69	2	77	78	1
8	H	67	68	1	77	78	1
9	I	63	60	3	69	69	0
10	J	64	63	1	75	77	2
11	K	64	63	1	74	80	6
12	L	66	66	0	75	73	2
13	M	65	62	3	77	78	1
14	N	58	55	3	63	64	1
15	O	67	69	2	78	79	1
16	P	66	62	4	75	77	2
17	Q	57	59	2	68	69	1
18	R	57	56	1	63	61	2
19	S	68	66	2	78	76	2
20	T	63	61	2	76	76	0
21	U	60	60	0	72	72	0
22	V	58	55	3	70	70	0
23	W	63	61	2	76	76	0

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24	X	58	60	2	73	75	2
25	Y	59	59	0	75	75	0
26	Z	56	56	0	64	66	2
27	AA	68	69	1	79	80	1
28	BB	60	59	1	72	74	2
29	CC	63	60	3	71	70	1
30	DD	66	67	1	79	78	1
31	EE	58	60	2	76	78	2
32	FF	64	59	5	74	73	1
Standar deviasi				1,23784412	Standar deviasi		1,207753847
Mean				1,625	Mean		1,34375
Rentang tertinggi				2,86284412	Rentang tertinggi		2,551503847

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Lampiran 27. Tabel korelasi penilaian buram 1 genre eksposisi analisis

Correlations

		Nilai Buram 1 Pengajar	Nilai Buram 1 Inter rater
Nilai Buram 1 Pengajar	Pearson Correlation	1	,939(**)
	Sig. (2-tailed)		,000
	N	32	32
Nilai Buram 1 Inter rater	Pearson Correlation	,939(**)	1
	Sig. (2-tailed)	,000	
	N	32	32

** Correlation is significant at the 0.01 level (2-tailed).

Lampiran 28. Tabel korelasi penilaian buram 3 genre eksposisi analisis

Correlations

		Nilai Buram 3 Pengajar	Nilai Buram 3 Inter rater
Nilai Buram 3 Pengajar	Pearson Correlation	1	,963(**)
	Sig. (2-tailed)		,000
	N	32	32
Nilai Buram 3 Inter rater	Pearson Correlation	,963(**)	1
	Sig. (2-tailed)	,000	
	N	32	32

** Correlation is significant at the 0.01 level (2-tailed).

Lampiran 29. Data nilai genre eksposisi analisis per aspek penilaian

Kode	Penilai 1										Penilai 2									
	Buram 1					Buram 3					Buram 1					Buram 3				
	O	L	G	M	V	O	L	G	M	V	O	L	G	M	V	O	L	G	M	V
A	14	20	18	3	15	17	24	20	3	16	14	20	18	3	15	17	25	20	3	17
B	14	20	18	3	15	17	25	21	3	17	14	20	17	3	14	17	25	21	4	16
C	15	20	18	3	15	17	24	20	3	16	15	20	18	3	15	17	25	20	4	17
D	14	21	16	3	14	17	24	18	3	16	14	21	15	3	14	17	23	19	3	16
E	14	16	15	3	13	16	22	18	4	14	14	16	14	3	13	17	24	17	4	14
F	14	20	17	3	15	16	24	19	3	16	14	20	16	3	15	16	23	18	3	16
G	15	20	15	3	14	15	25	18	3	16	16	20	16	3	14	16	25	18	3	16
H	15	20	14	3	15	17	23	18	3	16	15	20	15	3	15	16	25	19	3	15
I	13	17	16	3	14	13	20	18	3	15	12	16	15	3	14	13	20	18	3	15
J	14	20	13	3	14	14	23	19	3	16	14	20	13	3	13	14	24	20	3	16
K	13	20	15	3	13	15	22	19	3	17	14	20	14	3	12	17	23	20	3	17
L	15	20	15	3	13	17	21	18	3	16	15	20	15	3	13	17	21	17	3	15
M	15	18	15	3	14	17	24	18	3	15	15	16	15	3	13	17	24	19	3	15
N	11	17	14	3	13	13	18	16	3	13	10	16	14	3	12	13	19	16	3	13
O	13	20	17	3	14	16	24	18	4	16	14	20	18	3	14	17	23	18	4	17
P	14	18	16	3	14	15	22	19	3	16	14	18	16	3	14	15	24	19	3	16
Q	12	17	13	3	12	14	21	16	4	13	13	17	13	3	13	14	22	16	4	13

R	11	17	13	3	13	13	18	16	3	13	11	17	13	3	12	12	18	15	3	13
S	15	20	16	3	14	17	25	18	3	15	16	20	14	3	13	17	25	17	3	14

Sambungan lampiran

T	14	16	16	3	14	16	22	18	4	16	13	16	15	3	14	16	23	17	4	16
U	13	17	14	3	13	15	21	18	3	15	13	16	14	3	14	15	21	18	3	15
V	12	17	13	4	12	15	22	14	4	15	12	17	10	3	13	15	22	14	4	15
W	15	18	15	3	12	16	23	18	4	15	14	17	14	3	13	16	23	18	4	15
X	12	17	13	3	13	15	24	17	3	14	13	18	13	3	13	16	25	17	3	14
Y	14	17	13	3	12	17	23	17	3	15	14	17	13	3	12	17	23	17	3	15
Z	11	17	13	3	12	14	19	15	3	13	11	17	13	3	12	14	21	15	3	13
AA	14	21	16	3	14	17	24	19	3	16	14	22	16	3	14	17	24	20	3	16
BB	13	17	14	3	13	15	21	18	4	14	12	17	14	3	13	16	21	19	4	14
CC	14	18	15	3	13	16	21	17	3	14	14	16	15	3	12	16	20	17	3	14
DD	13	19	16	3	15	16	23	20	4	16	13	20	16	3	15	15	23	20	4	16
EE	12	17	13	3	13	16	24	18	3	15	13	18	13	3	13	17	24	19	3	15
FF	13	17	14	3	13	15	23	17	3	16	13	17	14	3	13	15	21	17	3	17

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Lampiran 30. Tabel toleransi rentang tertinggi nilai genre laporan

no	Kode	Penilaian Buram 1 Pengajar	Penilaian Buram 1 Penilai Kedua	Nilai Absolut Perbandingan Kedua Buram	Penilaian Buram 3 Pengajar	Penilaian Buram 3 Penilai Kedua	Nilai Absolut Perbandingan Kedua Buram
1	A	68	65	3	83	84	1
2	B	70	73	3	83	84	1
3	C	70	72	2	83	84	1
4	D	61	60	1	76	77	1
5	E	60	59	1	77	79	2
6	F	73	76	3	84	85	1
7	G	63	63	0	79	78	1
8	H	60	62	2	71	71	0
9	I	65	61	4	79	77	2
10	J	62	59	3	78	79	1
11	K	57	59	2	73	70	3
12	L	58	56	2	76	73	3
13	M	63	59	4	72	75	3
14	N	56	55	1	72	75	3
15	O	58	60	2	79	82	3
16	P	60	59	1	77	79	2
17	Q	55	56	1	72	74	2
18	R	56	56	0	73	73	0
19	S	62	62	0	76	77	1
20	T	59	59	0	70	67	3

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21	U	57	57	0	72	72	0
22	V	61	61	0	77	77	0
23	W	58	59	1	77	77	0
24	X	55	55	0	68	69	1
25	Y	56	59	3	75	76	1
26	Z	51	50	1	68	68	0
27	AA	61	61	0	73	71	2
28	BB	63	62	1	78	77	1
29	CC	61	61	0	75	79	4
30	DD	66	64	2	81	82	1
31	EE	70	70	0	79	77	2
32	FF	58	57	1	71	71	0
Standar deviasi				1,263635309	Standar deviasi		1,134147399
Mean				1,375	Mean		1,4375
Rentang tertinggi				2,638635309	Rentang tertinggi		2,571647399

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Lampiran 31. Tabel korelasi penilaian buram 1 genre laporan

Correlations

		Penilaian Buram 1 pengajar	Penilaian Buram 1 Inter rater
Penilaian Buram 1 pengajar	Pearson Correlation	1	,958**
	Sig. (2-tailed)		,000
	N	32	32
Penilaian Buram 1 Inter rater	Pearson Correlation	,958**	1
	Sig. (2-tailed)	,000	
	N	32	32

** . Correlation is significant at the 0.01 level (2-tailed).

Lampiran 32. Tabel korelasi penilaian buram 3 genre laporan

Correlations

		Penilaian Buram 3 Pengajar	Penilaian Buram 3 Inter rater
Penilaian Buram 3 Pengajar	Pearson Correlation	1	,938**
	Sig. (2-tailed)		,000
	N	32	32
Penilaian Buram 3 Inter rater	Pearson Correlation	,938**	1
	Sig. (2-tailed)	,000	
	N	32	32

** . Correlation is significant at the 0.01 level (2-tailed).

Lampiran 33. Data nilai genre laporan per aspek penilaian

Kode	Penilai 1										Penilai 2									
	Buram 1					Buram 3					Buram 1					Buram 3				
	O	L	G	M	V	O	L	G	M	V	O	L	G	M	V	O	L	G	M	V
A	17	21	15	3	12	17	24	21	4	17	17	20	14	3	11	17	25	21	4	17
B	17	20	18	3	12	17	24	21	4	17	17	22	18	3	13	17	25	21	4	17
C	17	21	16	3	13	17	25	20	4	17	17	21	17	3	14	17	25	21	4	17
D	15	17	14	3	12	16	23	19	3	15	15	16	14	3	12	17	25	18	3	14
E	14	17	14	3	12	17	24	18	3	15	14	16	14	3	12	17	24	20	3	15
F	17	22	17	3	14	17	25	21	4	17	17	24	17	4	14	17	25	22	4	17
G	15	18	14	3	13	17	25	19	3	15	15	15	16	3	14	17	25	18	3	15
H	14	17	14	3	12	16	22	18	3	12	14	20	14	3	11	17	20	17	3	14
I	13	20	14	3	12	17	25	19	3	15	13	20	14	3	12	17	25	18	3	14
J	14	16	14	3	15	16	24	18	4	16	12	16	14	3	14	17	24	18	4	16
K	15	16	13	3	10	17	23	15	3	15	15	16	14	3	11	15	23	17	3	12
L	14	14	14	3	13	17	24	17	3	15	12	16	14	3	11	16	23	17	3	14
M	13	20	14	3	12	16	21	17	3	15	13	20	14	3	12	17	22	17	3	16
N	13	17	13	3	10	17	24	16	3	12	13	17	13	3	9	17	25	17	3	13
O	13	16	15	3	11	17	24	19	4	15	12	16	17	3	12	17	25	20	4	16
P	14	16	14	3	13	17	24	18	3	15	14	15	14	3	13	17	25	17	3	17
Q	15	16	12	3	9	17	20	17	4	14	16	16	12	3	9	17	22	17	4	14
R	13	15	14	3	11	16	24	17	3	13	13	15	14	3	11	15	25	17	3	13

Sambungan Lampiran 33

S	14	17	14	3	14	16	24	18	3	15	14	17	14	3	14	17	25	18	3	14
T	14	16	14	3	12	14	21	17	3	15	14	16	14	3	12	14	20	17	3	13
U	13	17	12	3	12	16	22	17	3	14	13	16	13	3	12	16	22	17	3	14
V	14	18	14	3	12	16	22	19	4	16	14	17	14	3	13	16	22	19	4	16
W	14	15	14	3	12	17	24	18	3	15	14	15	14	3	13	17	24	18	3	15
X	12	16	14	3	10	14	21	15	3	15	12	16	14	3	10	15	22	15	3	14
Y	16	17	12	3	8	17	24	17	3	14	15	18	13	3	10	17	25	17	3	14
Z	9	12	14	3	13	15	20	16	3	14	9	11	14	3	13	15	20	16	3	14
AA	14	17	14	3	13	15	23	18	3	14	14	17	14	3	13	15	22	17	3	14
BB	14	20	14	3	12	16	24	19	3	16	14	17	15	3	13	16	24	18	3	16
CC	14	17	15	3	12	17	23	18	3	16	14	17	15	3	12	17	23	18	3	16
DD	15	15	18	3	15	17	24	20	4	16	14	15	17	3	15	17	24	20	4	17
EE	15	21	16	3	15	17	25	18	3	16	15	21	16	3	15	17	24	18	3	15
FF	13	15	15	3	12	15	21	18	3	14	13	15	14	3	12	15	21	18	3	14

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