THE EFFECT OF INFOGRAPHIC ON STUDENTS' WRITING SUMMARY SKILL

(A Quasi Experimental Study at the Eleventh Grade students of MAN 2 Bogor in the Academic Year 2017/2018)

A Skripsi

Presented to the Faculty of Educational Sciences in Partial Fulfillment of the Requirement for the Degree of S.Pd. (Strata One) in English Education

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF EDUCATIONAL SCIENCES

SYARIF Hidayatullah State Islamic University

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SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
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2018
ENDORSEMENT SHEET

The Examination Committee of the Faculty of Educational Sciences certifies that the Skripsi (Scientific Paper) entitled "THE EFFECT OF INFOGRAPHIC ON STUDENTS' WRITING SUMMARY SKILL" (A Quasi-experimental Study at Eleventh Grade Students of MAN 2 Bogor in Academic Year 2017/2018), written by Mahdah Ridaillah, Student's registration number 1113014000038, was examined by the Committee on June 5th, 2018. The skripsi has been accepted and declared to have fulfilled one of the requirements for the degree of S.Pd. (Strata-1) in the Department of English Education.

Jakarta, June 5th, 2018

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Pernyataan ini dibuat sebagai salah satu syarat menempuh Ujian Munaqasah.

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ABSTRACT

Advisor I: Drs. Syauki, M.Pd.
Advisor II: Zaharil Anasy, M.Hum.

This research is aimed to obtain the empirical data about the effect of infographic on students’ writing summary skill at eleventh grade students of MAN 2 Bogor. The writer used quasi-experimental research design which classified into a quantitative research method. The sample of the research was 70 students of eleventh grade at MAN 2 Bogor. The sample was chosen by using purposive sampling technique were divided into the experimental class and controlled class. The sample of the research are XI Social 2 as the experimental class, and XI Social 4 as the controlled class. In the experimental class, the writer used infographic as teaching media, while in the controlled class, the writer used mind map as teaching media. The instrument of the research was writing test were divided into a pre-test and a post-test. The data obtained from the tests were analyzed by using SPSS 20 program. Based on the criteria of hypothesis of the test that if sig. 2 tailed (p) was lower than alpha (α) 0.05, then H0 (Null Hypothesis) was rejected and Ha (Alternative Hypothesis) was accepted. Furthermore, the result of the research showed that the Sig. 2-tailed was 0.02, and it proved that p < α; 0.02 < 0.05. It mean that H0 was rejected and Ha was accepted. It also proved that there were positive effect of infographic on students’ writing summary skill. The calculation of the effect size of this research was 0.27, which indicated that this research has modest effect size. SO it can be concluded that infographic shows the significant effect on students’ writing summary skill at the eleventh grade students of MAN 2 Bogor.

Keywords: Writing summary skill, Teaching Media, Infographic.
ABSTRAK

Pembimbing I: Drs. Syauki, M.Pd.
Pembimbing II: Zahiril Anasy, M.Hum.

Penelitian ini bertujuan untuk memperoleh data empiris tentang keefektifan Infografik terhadap keterampilan siswa dalam menulis ringkasan. Penulis menggunakan penelitian Kuasi yang digolongkan sebagai penelitian kuantitatif. Sampel penelitian ini adalah 70 orang siswa kelas XI dari MAN 2 Bogor. Sampel penelitian dipilih dengan menggunakan teknik purposive sampling yang kemudian dibagi menjadi kelas eksperimen dan kelas control. Sample penelitian ini merupakan siswa kelas XI IIS 2, sebagai kelas eksperimen, dan siswa kelas XI IIS 4 sebagai kelas kontrol. Di kelas eksperimen, penulis menggunakan infografik sebagai media mengajar, sementara di kelas control, penulis menggunakan mind map sebagai media mengajar. Instrumen penelitian ini adalah tes menulis yang dibagi menjadi pre-test dan post-tes. Data yang diperoleh dari tes dianalisa dengan menggunakan program SPSS 20. Berdasarkan kriteria uji hipotesis bahwa jika Sig. 2 tailed (p) lebih rendah dari alpha (α) 0,05, maka H₀ (Null Hypothesis) ditolak dan Hₐ (Hipotesis Alternatif) diterima. Selanjutnya, hasil penelitian menunjukkan bahwa Sig. 2 tailed adalah 0,02, dan itu membuktikan bahwa p < α; 0,02 < 0,05. Dalam penelitian ini, hasil dari bahwa terdapat pengaruh positif dari infografik terhadap keterampilan siswa dalam menulis ringkasan. Itu berarti H₀ ditolak dan Hₐ diterima. Ini juga membuktikan bahwa terdapat efek positif infografik terhadap keterampilan siswa dalam menulis ringkasan. Perhitungan ukuran efek dari penelitian ini adalah 0,27, yang menunjukkan bahwa penelitian ini memiliki ukuran efek sedang. Sehingga dapat disimpulkan bahwa infografik menunjukkan efek yang signifikan terhadap keterampilan siswa kelas 11 Man 2 Bogor dalam menulis rangkuman.

Kata kunci: Keterampilan menulis rangkuman, Media Pengajaran, Infografik.
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Mahdah Ridaillah
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CHAPTER I
INTRODUCTION

A. Background of the Study

Learning English as a second language or foreign language means to learn how to communicate with other people; to understand them, talk to them, read what have been written in their language, and write in their language. Some people think that having good speaking skill is important to communicate with others. It can be seen at school or language course where speaking skill is emphasized than other skills. But the fact that people frequently have to communicate with each other in writing.

Speaking is not the only way to communicate with a native speaker. Writing can be the tool to communicate with others. Other reasons why writing is very important especially for second language learners are writing helps students to learn language components such as grammatical structures, idioms, and vocabulary that have been teaching. Second, when the students write, they also have the opportunity to experiment with language, to go beyond what they have just learned. Third, writing activities involve students in new languages; their efforts to express the ideas and use of the eyes, hands and brains are constantly a unique way of reinforcing learning.¹

Writing is one of human communication that represents language, ideas, and emotion with symbol and sign form. Yule in his book defines writing is a symbolic representation of the language through graphical signs. In contrast with speech, writing is a system that must be learned continuously. Not all language has a written form, and even among people whose language has well-established writing system, there are large number of people who cannot use the system.²

Some people think that writing is difficult. And there is no doubt that writing is the most difficult skill for second language learners to master. The

difficulty is not only in generating and organizing ideas, but also in translating ideas into readable text. In addition, because English is not the first language of the students, so that the students may not know the vocabulary, sentence structure and so on. Therefore, students should continually try to improve their vocabulary, sentence structures, and knowledge of English idioms.

There are a lot of important writing skills that can be learned by students to make a written form, one of the important skills in writing is summarizing. Summarization is used to borrow the information from an outside source. Summarizing is not repeating the actual words that were spoken or written, but it involves to put the writer own word to retell the main points or ideas. Summarizing is shorter than the original source and provides a broad overview. Although the summarizing is shorter than the original, the author’s main idea or point should not be changed. Summarization is a useful technique for students’ need at present time and for their future. The teacher can also use summary for feedback in the teaching-learning process.

Some students also feel that summarizing is difficult because they need their critical thinking, and language skill. To make good summary students should read and comprehend the text before they can make the text shorter than the original. Students need to practice their summarizing technique; unfortunately, students do not have any chance to practice it in class. The reasons were summary was still rarely taught and used by teachers in school especially for English subject, and the teachers did not encourage their students to write an English summary.

There is a research to prove that students still have difficulties in writing a summary. The research was conducted by Ilhami Desrina, Agustina, and Haris Effendi Shahar, on their research they found that students had some problems in writing a summary. In the pre-cycle test I, students’ score in writing

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4 George Braine, and Claire May, Writing from Sources: a guide for ESL student, (California: Mayfield publishing company, 1995), p. 5
5 Dana Lynn Driscoll and Allen Brizee, Quoting, Paraphrasing, and Summarizing, retrieved from https://owl.english.purdue.edu/owl/resource/563/1/.
summary is still low, the average score is 69. Based on the pre-cycle test, the students’ difficulties on writing a summary are finding the main idea, determining the main sentence, forming the paragraph, the content suitability of the summary with the original discourse, and the writing mechanism is still low.6

To overcome these problems, teachers can develop strategies and develop the use of media to teach summary in the classroom. With the development of technology, media that can be used by the teacher as a teaching tool is also increasingly varied. Infographic can be a new option for teachers to teach summary to students.

Infographic is an abbreviation of information and graphics. This media present information in the image or graphic form. Infographic is the form of data visualization that conveys complex information to the reader that can be understood more easily and faster. The information contained in the infographic should be concise and clear.7 To make concise and clear information in an infographic, an infographic maker should make the information shorter and only choose a key point of information.

Considering the importance of the writing and the problems that faced by students in writing summary, the researcher believes that the teacher can use a medium to help them in teaching writing summary and therefore students can practice writing summary. Due to this fact, the researcher wants to find the effect of infographic on students’ writing summary skill.

B. Identification of the Problem

As stated at the background of the study, there are some interesting problems concerning the topic. The problems can be identified as follows:

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1. Writing a summary is difficult for students at MAN 2 Bogor because summarizing requires students’ critical thinking, and language skill.  
2. Teacher lack of utilization of strategy and instructional media in teaching summary. 

C. Limitation of the Problem  
   Based on the problem identification, this research focused on the effect of infographic on students’ writing summary skill at MAN 2 Bogor.  

D. Formulation of the Study  
   Based on the background above, the problem of the study is “is there any significant effect of using infographic on students’ writing summary skill at MAN 2 Bogor?”  

E. The objective of the Study  
   Based on the research question above, the objective of the study is to find the empirical data about the effect of infographic on students’ writing summary skill at MAN 2 Bogor.  

F. Significance of the Study  
   The results of this study are expected to give useful information and give knowledge about the use of infographic on students’ writing summary skill. The writer hopes that this study can give benefits for readers and as a source for English teacher to teach summary in a different way. The researcher also hopes that infographic can give significance effect on student’s writing summary skill, and it can motivate them in learning writing.
CHAPTER II
THEORETICAL FRAMEWORK

This chapter explains the theory related to the research. It consists of writing theory, summarizing, teaching writing, media for learning, infographic, previous related study, thinking framework and research hypothesis.

A. Writing Skill
1. Definition of Writing

Writing is an activity that can be found all around us in the daily life. Writing can be found at home, at school, in the public area, in the office, and so on. Writing comes in a wide variety of types from the newspaper, articles, or letters to a friend. Although writing is easy to be found, it does not mean writing has an easy process. Flynn and Stainthorp in their book define that writing is an example of human information processing activities. It is a very complex activity that requires the arrangement of a number of different activities simultaneously, and thus the cognitive system gets great demands on this activity.\(^1\) In addition, Patricia and Catherine in their book state that writing is a complex process that allows students to express their ideas and demonstrate understanding.\(^2\)

Writing is also known as a process of discovery. National Commission on Writing define writing is a discovery activity as students create their own ideas, critique complex ideas, and reflect on their own understanding.\(^3\) Moreover, John Langan define writing is a process of discovery which involves a series of steps, and those steps are very often a zigzag journey.\(^4\) Dietsch in her book also stated that writing is a process of discovery. When people write, thoughts and ideas that lie in mind are discovered. People also will be challenged to expand their

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1 Naomi Flynn and Rhona Stainthorp, *The Learning and Teaching of Reading and Writing*, (West Sussex: Whurr Publisher, 2006), p. 54.
3 Ibid.
knowledge to become more aware of the force that influences their way of thinking.\textsuperscript{5}

Based on the several definitions of writing above, it can be concluded that writing considered as a complex process that requires students’ critical thinking to express their ideas in writing form. Besides, writing is also known as the process of discovery where students can create and discover their own thoughts, ideas, and understanding.

2. Purpose of Writing

Each piece of writing has a context or circumstance identified as the rhetorical situation. Basically, this term refers to the way in which words are used with regard to five elements; one of the elements is the purpose of writing. Purpose refers to the motive of a writer, or reason for writing, which can be expressed or implied. Purpose of writing has two aspects: general and specific.\textsuperscript{6}

Writing has four general purposes: to inform, to persuade, to express, and to entertain.\textsuperscript{7} These general purposes are often combined in various ways. For example, most writing has a purpose to inform, but it also has a secondary persuasive element: to convince the reader that the content in writing is factual and reliable. Other writing has a primarily persuasive purpose, designed to argue a point and secure agreement, yet it is also informative writing. The variation of degree of persuasion are according to the occasion, purpose, and audience.

Some writing has an expressive purpose; it is allowing the writer to express feelings and opinion, usually recalling writer’s experience. The forms that are often taken by expressive writing are essays, journal writing, diaries, poetry, fiction or plays. Yet writing may also be expressive to a lesser extent in a business letter, report, or proposal, depending on the rhetorical situation.

\textsuperscript{6} Ibid, p. 7
\textsuperscript{7} Ibid
Although some humorous writing seems to entertain the reader, but it may also make a serious point in the writing. The clever use of humor in the writing can advance a point, as in the writing of Mark Twain. Former president Ronald Reagan used humor in his speeches to sway the audience to his way of thinking. A light-hearted approach captures the attention of readers and makes them more willing to listen. To be successful, humor must not be heavy-handed or derisive—otherwise, it may backfire to the writer.

To be clear, writing should have a specific purpose. The writer may state or imply the specific purpose in the writing. In the literature, the purpose is invariably implied in a theme that permeates the piece. In expository writing, the purpose is usually stated directly for clarity, either in a topic sentence or in the thesis. The specific purpose is usually preceded by the general purpose. For example: to inform the reader of the advantages and disadvantages of using media in the teaching-learning process. From the example, the general purpose is to inform, and the rest of the statement is the specific purpose. Basic, the specific purpose answers who, what, why, when, and where questions from the writing.

3. Writing Process

A simple perspective on writing is to assume that the written language is merely a graphical representation of the spoken language, and the written performance is similar to that of an oral performance. The only difference between spoken and written language lies in the graphic sign, not the auditory signal. But, no one holds this perspective nowadays. Today, people think that writing process requires an entirely different set of skill and is fundamentally different from speaking.

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Jack C. Richards and Willy A. Renandya state seven processes in writing are planning (pre-writing), drafting, responding, revising, editing, evaluating, and post writing.\(^{10}\)

a. Planning (Pre-writing)

Pre-writing is an activity in the classroom that encourages students to write. This activity can stimulate students' mind to start writing. Furthermore, it keeps students away from having to face a blank page toward generating temporary ideas and gathering information to write. There are some activities that can provide the learning experiences for students at this stage are group brainstorming, clustering, rapid free writing, and WH-Questions.\(^{11}\) In addition, John Langan in his book state that there are five pre-writing techniques that will help people think about and develop a topic: free-writing, questioning, making a list, diagramming, and preparing a scratch outline.\(^{12}\)

b. Drafting

The second stage is drafting. At the drafting stage, the writer focuses more on the fluency of writing and not preoccupied with grammatical accuracy or the neatness of the draft.\(^{13}\) According to Katherine M. Ploeger, a draft is a beginning to clarify the thinking about the paragraph’s main idea. Drafting is also a way to discover more ideas about the topic because the new ideas will come as the draft was written by the writer. The writer should not be worried about the grammatical errors because the errors will occur in a first draft and it will be found and fixed in the editing phase.\(^{14}\)

c. Responding

Responding intervenes between drafting and revising step. Responding to students writing by the teacher or by peers has an important role in the successful implementation of writing process. The reason is many failures in writing

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\(^{11}\) Ibid, p. 316.

\(^{12}\) Langan, op.cit., p. 23.

\(^{13}\) Richard, op.cit., p. 317.

programmes in schools today caused by the responding stage is done in the final stage. When a teacher gives responds and evaluation in the final stage, it will give students the impression that nothing more needs to be done for their finished text. Teacher response can be oral or written after the students have produced their first draft and just before they proceed to revised.\textsuperscript{15}

d. Revising

In revising stage, students revise their writing based on the review of their texts that the teacher gives in the responding stage as feedback. The written text was reexamined by the students to see how effectively they have communicated their meanings to the readers. Revising is not only checking for language errors, but it is also done to improve global content and organization of ideas so that the reader understands what the writer’s intent.\textsuperscript{16}

e. Editing

The fifth stage is editing. At this stage, the texts were prepared as the final draft by the students for evaluation by the teacher. Students check and edit their own or their peer’s work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like.\textsuperscript{17}

On the other hand, Ploeger states that editing is the last phase before printing out the final version and submitting it to the teacher or instructor. In editing, all of the little mistakes that creep into writing should be corrected, the commas and apostrophes, spelling errors, capitalization, word-choice errors, and so on.\textsuperscript{18}

f. Evaluating.

In order to be effective, the criteria for evaluation should be known by the students. They should include some aspects such as: interpretation of the task, sense of audience, relevance, development, and organization of ideas, format or layout, grammar and structure, spelling and punctuation, range and

\textsuperscript{15} Richard, loc.cit.
\textsuperscript{16} Ibid.
\textsuperscript{17} Ibid, p. 318.
\textsuperscript{18} Ploeger, op.cit. p. 10.
appropriateness of vocabulary, and clarity of communication. Depending on the purpose of evaluation, a numerical score or grade may be assigned.\textsuperscript{19}

g. Post-Writing

Post-writing constitutes any classroom activity that the teacher and students can do with the completed pieces of writing. This includes publishing, sharing, reading aloud, transforming texts for the stage is a platform for recognizing students’ work as important and worthwhile.\textsuperscript{20}

4. Teaching Writing

Teaching writing to students of English as a foreign language is important. Jeremy Harmer in his book explains some reasons of the importance of teaching writing for EFL students, the reasons are as the reinforcement, language development, learning style and, most importantly, writing as a skill on its own.\textsuperscript{21}

The first reason is writing can be reinforcement for EFL students acquire languages. Most students have great benefit from seeing language written down rather than oral way. The visual demonstration of language construction is very useful for students to memorize the new language.\textsuperscript{22}

To make good writing students need to practice their writing continuously. From the learning experience, students’ mental activity will learn how to construct properly written text. Not only develop students’ language, but the writing learning experience also invaluable for students with visual learning style to learn the new language. Writing is appropriate for such learners. The reason is by writing, the students will have more time to think to produce the language. The teacher can use writing activities as a quiet reflective activity instead of the rush and bother of interpersonal face-to-face communication.\textsuperscript{23}

The last reason is writing is a part of language skills. There are four basic language skill, reading, writing, listening, and speaking. Students need to know

\textsuperscript{19} Richard, op.cit., p.319.
\textsuperscript{20} Ibid.
\textsuperscript{22} Ibid
\textsuperscript{23} Ibid.
how to write letters, how to write reports, how to reply the advertisement, and how to write using electronic media. Students also need to know some of the writing’s special conventions like punctuation, paragraph construction, etc.\(^\text{24}\)

In teaching writing, the teacher can classify the type of writing task based on students’ age, interest and level. For a beginner, the teacher can ask students to write simple poems or simple story, but teacher probably will not give them an extended report on town planning to do. Before setting the tasks for elementary students, the teacher should ensure that students have – or can get – enough language to complete the task. In general, the teacher can ask students to write a number of common writing styles. These type will include writing postcards, letters of various kinds, filling in forms such as job applications, writing narrative compositions, reports, newspaper, magazine, articles, etc.\(^\text{25}\)

Another factor is the students’ interest. It will be easy for teacher set the writing task if students have the same interests. But when the students have different interests, the teacher can choose writing tasks which generally useful for them and more importantly students feel enjoy to do it.\(^\text{26}\)

In teaching writing for EFL students, teacher can use any kind of text that will be written by students as a task. But, the teacher should consider these aspects before ask students to write. In addition to, the teacher not only think the writing task that will be useful for student, but the teacher also should think what kind of text that will be motivate them to write.

B. Summarizing

1. Summary Definition

There are some ways to avoid plagiarism in writing, one of them is summarizing. Summarizing is another way to borrow information from an outside source. The difference between paraphrasing and summarizing is the length. If the paraphrasing is retelling the writing about the same length as the original, while

\(^{24}\) Ibid.
\(^{25}\) Ibid, p. 80.
\(^{26}\) Ibid
summarizing is shorten the story – retelling only the most important points and leaving out the details that seem less important. Tim Newfield defines that summary is an abridgment expressing the main ideas of a text passage through reported speech. A successful summary is not an exposition of the writer’s own opinions, but a distillation of the essential points in an original text.

John Langan state that summary is the reduction of material in an original work to its main points and supporting details. A summary may consist of a single word, a phrase, several sentences, or one or more paragraphs. Writing a summary brings some skills together such as reading, study, and writing skills.

As a conclusion, the summary is a shortened form of the original text without changing the main idea of the text. The writer can reduce the text with select the important point from the text. In a summary, the writer can change the vocabularies, or rearrange the ideas for the summary but still have the same meaning with the original text.

In the brief summary, only some important points were written by writer neither add anything new to the material in the sources nor make a new interpretation for the reader. There are three keys to write a good summary such as use writer’s own words and sentence structure, remember that a summary is much shorter than paraphrase, and do not change the meaning of the original.

Here is an example of summary a passage:

**Original Passage (85 words)**

Language is the main means of communication between peoples. But so many different languages have developed that language has often been a barrier rather than an aid to understanding among peoples. For many years,

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29 Langan, op.cit., p. 349.
30 *Ibid*, p.137
people have dreamed of setting up an international universal language which all people could speak and understand. The arguments in favor of a universal language are simple and obvious. If all peoples spoke the same tongue, cultural and economic ties might be much closer, and goodwill might increase between countries (Kispert).

Summary (28 words)

People communicate through language; however, having different languages creates communication barriers. A universal language could bring countries together culturally and economically as well as increase good feelings among them (Kispert).^{31}

2. Techniques for Summarizing

Brenda Spatt in her book writes some different techniques that can be used in order to make a summary. The techniques can be used as a guideline to make a good summary. The techniques are:

a. Summarizing a Paragraph

The step before begin to summarize a short text or a paragraph is to read the passage carefully, to understand the importance of each idea and to know how the ideas linked each other. Sometimes, the paragraph will contain several examples that can be summarized inductively. There are some ways of summarizing a brief passage. First, find a summarizing sentence within the passage, then (and, if the paragraph is written by ourselves, put it in quotation marks (")); or combine elements within the passage into a new summarizing sentence, or write your own summarizing sentence. The last is cite the author’s name somewhere in the summary, and use quotation marks around any borrowed phrases.^{32}

b. Summarizing an Article

An article has longer text to summarize than a paragraph. And choosing the important point from the text may be a challenging in summarizing an

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^{31} Oshima, op.cit., p. 136
^{32} Brenda Spatt, *Writing from Sources*, (Boston: Bedford, 2010), pp. 60-62.
article. There are some procedures to help make a brief article summary. The first step is read the entire article more than once and note down key points, it needs to pay attention to minor facts and interesting details. Then, think the purpose of the article was written and published. A news articles’ purpose is frequently twofold – to describe an event and to suggest the event’s significance – and so it is easy to confuse the facts being recorded with the underlying reasons for recording them. And the last is look for repetitions and variations on the same idea.33

c. Summarizing a Complex Essay

Sometimes a reading that will be summarized contains a number of complex and abstract ideas, a reading that may be disorganized and therefore difficult to understand and condense. The best way to prepare for such a summary is to make marginal notes and then write a list with each key point expressed in a sentence. And after writing a list in a sentence, establish a thesis statement from the note. The last is make a summary of the thesis statement and develop the details from the notes.34

C. Instructional Media

1. Definition of Media

Teaching-learning activity is a communication process between teachers and students. The process occurs through the information exchange activities in the knowledge form, skills, ideas and so on between teachers and students. In order to expedite the communication process, it is necessary to use a tool that can help communication process in teaching-learning activity which known as instructional media.35

The term of media is already familiar with the community. Media are the plural form of medium. Media are means of communication. Derived from the Latin medium (‘between’) this term refers to anything that carries information

33 Ibid, p. 66.
34 Ibid, pp. 74-79.
between a source and a receiver. According to Association of Education and Communication Technology (AECT) defines that media is all forms and channels that used by people to distribute the message or information.

In the educational world, media have several definitions. According to Oemar Hamalik in his book, he defines that educational media are methods and techniques used in order to streamline the communication and interaction between teachers and students in the process of teaching and learning in school. In addition, National Education Association (NEA) said that media are all things manipulated, viewed, heard, read or discussed along with the instrument that used for the activity.

According to several definitions by experts above, media, in general, are tools to convey the information from the source to the receiver in order to make the information clear and easy to receive. Instructional are tools to help teacher convey the information such knowledge, skills, and ideas to students. Media can be created, organized or built by the teacher as a tool to attract students’ interests in learning and teaching activities as needed.

2. Kinds of Media

All of the media may be used by the teacher to help them deliver the knowledge to students in the teaching-learning process. Smaldino categorized media into six basic categories as follows text, audio, visual, video, manipulative, and people. The purpose of media is to facilitate communication and learning process. The most commonly used by people is text. The text is an alphanumeric code that may be displayed in any format such as book, poster, board, computer display, and so on. Another media which most commonly used in the learning process is audio. Audio is include anything you can hear voices, music, mechanical voice (or the roar of a car engine), noise, and so on. The voices can be

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39 Rohani, op.cit., p. 2.
directly heard or recorded. Visual media routinely used to trigger the learning process. Visual media include the diagram in a poster, pictures in a whiteboard, photos, picture in a book, cartoon, and so on. The video is media that showing movement includes DVD, videotape, computer animation and so on. A set of objects that are often not included as media is a model and the manipulative. Manipulative is three dimensional and can be touched and held by students. The last kind of media is people; this media can be a teacher, student, or an expert.40

On the other hand, Vernon in Instructional Media divides media into six categories:

a. Drawing or teacher mode drawings
In this kind of media, the teacher can draw and prepare it at home. The teacher can use media easily in the classroom to achieve the learning goals. The media can be constructed based on the material that will be taught.

b. Still pictures
Still picture is a record or a copy of the real object or events that may have different size with the real object. The examples of these media are photographs, bulletin board material, brochure, etc.

c. Audio recording
The audio recording is a copy of an actual event of sound effects.

d. Motion picture and TV
A motion picture or videotape recording is a moving image that produced from live action or from the graphic presentation. Object or events may be in normal motion or can be edited as the needed. It can have sound or silent depends on need.

e. Real object, simulation, and models
This kind of media includes people, events, objects, and demonstration. Real objects are not substituted by the artificial objects or events. The teacher can use

40 Smaldino, loc.cit.
real objects as long as they are readily and economically available. Simulation is producing condition or situation which are similar to the real situation. A model is a replica of the real object. It is often in scale and may be in miniature.

f. Programmed and computer-assisted instruction
Programmed and computer-assisted instruction are sequences of information which designed by a teacher to elicit students’ predetermined response. Programmed textbooks or instructional programs prepared for the computer are most common examples of this kind of media.\textsuperscript{41}

3. The Role and Function of Instructional Media

Instructional media, in general, is a tool used in teaching and learning process. Technology and media can have much contribution to the teaching-learning process. For teachers, media can support and help them in implementing teaching process. For students, they can utilize the technology and media in a series of ways to support and enhance learning.

Considering the advantages of media for teacher and student, the teacher should choose the appropriate media to use in the teaching-learning process. In an attempt to use the media as teaching tools, the teacher can use Edgar Dale experiences cone. Edgar Dale classified experiences into a cone of experience which classified vertically according to the level of the most concrete to the most abstract. Those are the real thing, simulate or model a real experience, design collaborative lessons, participate in the hands-on workshop, watch a demonstration, attend exhibits/sites, watch the video, view images, hear, and read.\textsuperscript{42}

In process of making instructional media design, the teacher should have an idea as a starting point in executing communication with learners. In addition, teachers need to consider the elements that can support the communication process and the purpose of communication. It means that in order to make the communication process work effectively and efficiently, the teacher needs to

\textsuperscript{41} Nuhung Ruis, Muhyidin, and Tri Waluyo, Instructional Media, (Jakarta: 2009), pp.4-6.
\textsuperscript{42} Sadiman, op.cit. p. 7
know about the role and the function of instructional media. The role and function of the instructional media are strongly influenced by space, time, learners, facilities and infrastructure availability, in addition to the nature of the instructional medium itself.⁴³

According to Wandah Wibawanto, there are some roles of the instructional media in teaching-learning process:

a. Avoiding verbalism.

b. Help teacher to overcome the limitations of space, time, and sense power. For example, if the object to be discussed is too big, the teacher can replace it with images, frame films, films, or models. If the object to be discussed is too small, the teacher can use media such as a micro projector, frame films, or images, to help the explanation of the object. The motion of the object that is too slow or too fast can be replaced by time-lapse or high-speed photography. The teacher can show the events that occurred in the past by using film recording, videos, or photos. The objects that are too complex can be presented with models, diagrams, or animation. The teacher can use media such as films, pictures, and so on to visualize the object that concept is too broad (earthquakes, volcanoes, climate, planets, etc.).

c. The use of appropriate media can encourage students to be active learners. In this case, the instructional media is used to encourage students’ motivation, gives students opportunities to have direct interaction with the environment, and gives students opportunities to study independently based on their abilities and interests.

d. Instructional media can solve students’ issues about the experience and background differences. Instructional media can provide the same incentives, equate experience, and generate the same perception.⁴⁴

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⁴³ Rohani, op.cit., p.6
Besides knowing the role of media, the teacher should also know the function of instructional media in the teaching-learning process, so the teacher maximizes the use of instructional media in the teaching-learning activities. Yudhi Munadi, in his book titled Media Pembelajaran, focuses the function of the media into two things are: the analysis of functions based on the media and based on the user. ⁴⁵

Analysis of functions based on the media is divided into three, those are:

1) **Instructional media as learning sources.**
   Technically the instructional media serves as learning sources. It means that all things and experiences that were experienced by students can stimulate the learning process.

2) **Semantic function.**
   Media can add vocabulary (symbol verbal) which the meaning can be understood by learners (not verbalize).

3) **Manipulative function**
   Media have a manipulative function, it means the media have the ability to overcome the boundaries of space, time, and overcome the limitations of the senses. ⁴⁶

Second, the media function based on the user are:

1) **Psychological function**
   The psychological functions of the media are divided into five functions:
   a) **Attention function**
      Students' attention to learning materials can be improved by using instructional media.
   b) **Affective function**
      Instructional media can inspire feelings, emotions, and the level of acceptance or rejection of students to something.

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⁴⁶ Ibid, pp. 37–42.
c) Cognitive function

By using the media students can obtain and use forms of representation that represent the objects encountered, whether the object is a person, an object, or an event. The responses, ideas or symbols from themselves represent or present the object.

d) Imaginative function

The students' imagination can be improved by using instructional media in teaching-learning activities.

e) Motivation function

Instructional media can generate student motivation to do learning activities so that the learning objectives are achieved.

2) Socio-cultural function

Media can overcome socio-cultural barriers among learners who have different characteristics, experiences, and background.47

Besides media can give benefits for teacher and students in teaching and learning activity, the use of media also can enhance the quality of teaching and learning. The use of media can help students process and remember the information or knowledge in their mind. Media also help the teacher to transfer the information or knowledge to students.

D. Infographic

1. Definition of Infographic

Visual media from its inception has been frequently used by many people because the preparation is usually easier than other media. Along with the development of technology, visual media has been a significant progress. One of the newest visual media is infographic.

Infographic is abbreviation form of information and graphic. It means that the information has been presented in graphs form. The infographic or information graphic is a visual representation of information, data or knowledge. In

Infographic, a mark, a symbol or visual element typically stand for quantitative information, data or knowledge. Color, size, and shape usually provide the qualitative aspect. Infographic uses text as labels and for short explanations to make the data useful. Think of charts, diagrams, graphs, maps, timelines and modern visualizations that are not yet named.48

According to Rajamanickam, in his infographics seminar handout, he defines that infographics are traditionally viewed as visual elements such as charts, maps, or diagram that aid comprehension of a given text-based content.49 Newsom and Haynes in Febrianto’s journal define that Information graphic or infographic is a visual representation of information, data or knowledge that intended to present the complex information quickly and clearly in the graphic form.50

Another definition of the infographic is a picture in blend form of data with a design that help individuals and organizations concisely communicate the messages to their audience. More formally, infographic is defined as a data or ideas visualization that tries to convey complex information to the audience that can be quickly consumed and easily understood.51

Based on several definitions about infographic above, it can be concluded that infographic is information or data representation in a visual graphic form that is used to make complex data or information easy to understand quickly and clearly by the audience.

2. Kinds of Infographics

There are some kinds of infographics that can be used depending on the purpose of the infographic. The types are52:

52 Pengertian Infografik, Retrieved on October 18, 2017 from https://www.maxmanroe.com/pengertian-infografis.html/
a. Static infographic

The static infographic is infographic which presents in static visual without any audio or animated concepts that can move. This kind of infographic is arguably simplest than other kinds of the infographic and mostly used by people in every need.

b. Animation infographic

Animation infographic is infographic in animation video form, either 2D or 3D form. This kind of infographic can be used on television or online media like YouTube.

c. Interactive infographic

The interactive infographic is the most complex kind of infographic. This kind infographic usually uses on a website. The user can have interactions with the information which shown through the user interface. With an interactive infographic, the user explores the information according to their purpose.

3. The advantages of Infographic

Nowadays, infographic used by people for many purposes such as mass media, business, education, etc. In business interests, for example, infographic usually used to market the product and to show the marketing graphic. Another example of the use of infographic is in education interests. In education, infographic used to help the teacher in delivering the subject matter to students. Some teachers see the infographic as a potential visual medium that can be used in the teaching process.

There are many infographics for education purpose especially for learning English that can be found easily on the internet. English teacher can use the
infographic for teaching such as grammar, writing, vocabulary and other English skills. Here are some examples of the use of infographic in language learning:

**Figure: 2.1**

Example of Infographic in Grammar Teaching
4. Create infographic

Infographic takes complex data or information and put it in pictures or diagrams to make it easier to comprehend. To create infographic, the data should be converted into easily understandable images, for example, pie charts and bar charts can be used to convey sales figures or corporate profits to make it easier for shareholders to understand. Typically, data, in its raw form, can overwhelm or confuse the audience. But with infographic, the audience can understand easily. Creating a visual representation of what data actually means is the power and beauty of the infographic.  

There are guidelines that can be implemented to create a great infographic. The great infographic not only has a beautiful appearance, but also the important information that will be shared can be presented clearly and concisely. In order to create a great infographic, make sure that the information will be shared is important, and the chart, graph, or picture should be selected correctly. The selected charts, graphs, or pictures should be able to simplify the data or information.

There are some tools that can be utilized to create infographic. For a beginner, offline tools like Microsoft word and Ms. PowerPoint can be a good selection, besides these tools are easy to use, and easily found on any computer or laptop. But, of course, the result will not be as good as using tools for design such as Corel Draw, Adobe InDesign, and Photoshop. There are some numerous free and low-cost online tools available to create infographic, such as Piktochart.

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54 Ibid, p. 129.
Infogr.am, and Easel.ly. Those tools can make infographics better and gear specifically toward creating infographics.\textsuperscript{55}

\textbf{E. Previous Related Study}

A study conducted by Suparman the title was \textit{The Effectiveness of Using Visual Media on Writing Skill of the Eleventh Grade Students of State Senior High School 1 Depok Yogyakarta}. The aim of this study was to find out the effect of using visual media on writing skill. The participants were the eleventh-grade students of state senior high school 1 Depok Yogyakarta which consisted of 31 students in experimental class and 31 students in control class. The method was an experimental class with pre-test and post-test design. The data were collected by the test. There was a significant difference between students’ writing ability before and after using visual media. Furthermore, the mean score of students’ writing ability after taught by using visual media was 70.94. It was significantly higher than the students score before taught by using visual media 52.84. While the mean score of the writing ability of the students after taught by using conventional media was 55.16. It was higher than students’ score on writing in pre-test 50.16.\textsuperscript{56}

The second previous related study was conducted by Abdul Majeed Tayib, Ph. D. the title of the study is \textit{The Effect of Using Graphic Organizers on Writing}. The aim of this study was to investigate the effectiveness of graphic organizers on students’ writing ability. The sample of this study was composed of 24 Saudi male subjects registered in the preparatory program at Umm Alqura University in the academic year 2012-2013. Students’ writing scores before and after using the graphic organizers were compared by the researcher. The researcher used a quantitative method using the test of significance to analyze and to see if there were any differences between means of the scores. The results of this study

\textsuperscript{55} \textit{Ibid}, p. 135.

proved that the graphic organizer had an effect to improve students’ writing ability and had a positive impact on students’ attitude towards writing. The students’ means writing score increased from 45% to 68.88% after using graphic organizers.\(^{57}\)

The last previous study that related to the research was conducted by Muhammad Nadjmuddin, Eli Yeny, Sunani, and Herman entitled *Using Concept Map Software to Improve Summary Writing Quality*. The participants of this study were 68 students from three classes of upper intermediate reading course at English department of state polytechnic of Sriwijaya. The researchers using test and questionnaire to collect data. Pre-test and post-test were done to see whether any difference between students summary means score before and after the use of concept map software. The results from this study showed that concept map software may facilitate students’ reading and summary writing. The concept maps help students to navigate and examine connections between the main ideas, then organize it into a coherent summary.\(^{58}\)

There are similarities and differences that can be found based on the previous studies above. The similarities are the purpose of the studies are to find out whether there is an effect of visual media on students’ writing skill. The studies also used quantitative method, and SPSS program in analyzing data.

The differences are the study that conducted by Muhammad Nadjmuddin, Eli Yeny, Sunani, and Herman used collaborative learning in implementing the visual media, and the students got direct feedback from the teacher, while the other studies do not use it. In this study, the writer also use discussion in implementing infographic, but the writer did not gave the direct feedback on students’ summary.


F. Thinking Framework

Writing is a skill in language learning which requires practice continuously. However, students find that writing summary is difficult for them. Students find it difficult because students’ need to comprehend the text, have difficulties in language aspects, such as grammar and vocabulary. In addition, English teacher rarely taught students how to make a good summary in English. Because of that, students do not have an opportunity to learn how to write a summary.

Whereas, writing summary skill is needed by students. For instance, in the education field, the summary can help students to shorten the learning material and it will help them in learning the material. Furthermore, students will need this skill in their future like to make a summary report of a conference, a meeting and so on.

The teacher should consider the benefit of writing summary skill for students in academic writing. Teachers can use media to help them in teaching summary for students. The researcher offers infographic as one of language media that can be used by teacher to teach summarizing.

By using infographic as teaching media, students will understand more the content of the text, and the learning material. In addition, students also will understand more how to write a good summary. Infographic can attract students’ attention and help students with visual learning style in teaching-learning process. Students can easily understand the information and main idea on the infographic. Therefore, infographic can give significant effect on students’ writing skill on summary rather than students who do not use infographic.

G. Research Hypothesis

Based on the theories, explanations, and thoughts above, therefore, the writer assumes that infographic can give significant effect on students’ writing summary skill.
CHAPTER III
RESEARCH METHODOLOGY

This chapter is going to explain the place and time of the research, method and research design, population and sample of the research, research instrument, technique of collecting data, technique of data analysis and statistical hypothesis.

A. Place and Time

This research was conducted at MAN 2 Bogor. That is located at Jl. Leuwiliang – Leuwisadeng KM. 4, Sibanteng, Leuwisadeng, Kab. Bogor West Java 16640 in academic year 2017/2018. The writer started the research on 7th February – 27th March 2018.

B. Method and Research Design

The writer used the quantitative method and experimental design in conducting the research. Quantitative research is often related to numerical data calculation and analysis. In quantitative research, the trends were analyzed, and the groups or relating variables were compared by using statistical analysis and interpreting results by comparing them with prior predictions and previous research.¹

Fraenkel, Wallen, and Hyun state in their book that experimental research is the best way to establish cause and effect relationships among variables.² Moreover, Creswell also stated in his book, an experimental design used to determine whether there is an effect of the independent variable on the dependent variable of the research.³ In this research, the independent variable (X) was

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³Cresswell, op. cit., p. 13.
infographic which may have influence on students’ writing summary skill as the dependent variable (Y).

This research used quasi-experimental design. The quasi-experimental design identify the two groups, the group which are given the treatment or intervention and the group which are not given the treatment, and comparing any difference in outcomes between the experimental group and comparison group.4 Moreover, the writer chooses two classes for this research, one class as an experimental class, and another class as the control class. According to Creswell, there are two types of between-group designs in quasi-experimental, pre- and posttest design, and posttest only design.5 The writer chose Pre- and posttest design as the group design. In pre- and posttest design, the both of classes were given pre-test and post-test. The pre-test was useful to examine the students’ background knowledge on writing a summary. Meanwhile, the post-test was used to examine whether infographic has an effect on students’ writing summary skill or not. The writer also gave different treatment to the experimental class and controlled class, in order to find the significant effect between both of the classes. Furthermore, the design of this research as follows6:

Table 3.1

<table>
<thead>
<tr>
<th>Select Control Group</th>
<th>Pretest</th>
<th>No Treatment</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
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<td></td>
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<td></td>
<td></td>
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</tbody>
</table>

5 Creswell, op. cit., p 310
6 Ibid
C. Population and Sample

According to McMillan, a population is a group of elements or cases, whether individuals, objects or events that meet certain criteria and is intended to generalize the results of the study. The population of this study was all students on the eleventh grade of MAN 2 Bogor. There are nine classes of eleventh grade which consist of 365 students. The writer uses purposive sampling to choose students as the sample of the research. In purposive sampling, the sample was selected based on the particular elements of the population that will be representative or informative about the topic or interests. The sample of the study were students of XI Social 2 and XI Social 4. There were 37 students from XI Social 2, and 37 students from XI Social 4. The writer chose XI Social 2 as an experimental class which was taught use infographic and chose XI Social 4 as control class which was taught without infographic.

D. Research Instrument

Research instrument is needed to collect data from the research. In quantitative data, research instrument is a tool to help researcher measure the variable of the research or the quantitative data. The instrument of this research is a writing test which conducted be pre-test and post-test. According to Brown, the

<table>
<thead>
<tr>
<th>Select Experimental Group</th>
<th>Pretest</th>
<th>Experimental Treatment</th>
<th>Posttest</th>
</tr>
</thead>
</table>


8Ibid, p. 126.
test is a method which should measure the individual’s ability, knowledge, performance or competence in a particular domain. A pre-test is done to know students’ writing skill on summarizing before treatment is given. The post-test is done to know the the effect of students’ writing summary skill after the treatment is given.

In the pre-test, students were instructed to write a summary of the explanation text the title was water cycle that given by the writer. And to measure the students’ writing summary skill after the treatment, the writer instructed students to write a summary of explanation text entitled aurora given by the writer for the post-test. The instrument of the research are attached in the appendix.

Validity is the conformity of the assessment of a measure for a specific conclusion or decision resulting from the generated score. The validity of the test was important before the test was done. Hughes stated on his book, the test is said to be valid if it can accurately measure what it is meant to be measure. Furthermore, to measure the test given, the writer used the content validity. The instrument of this research was based on the content of the English syllabus, “Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas.”

The scoring rubric also provided by the writer to assess students’ writing summary skill. The summary rubric was adapted from Glencoe literature reading with a purpose as follows.

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9Ibid., p. 179.
<table>
<thead>
<tr>
<th>Focus/ Organization</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The piece fulfills its purpose by retelling the main idea and important details.</td>
<td>4</td>
</tr>
<tr>
<td>The piece does not include minor details or unrelated information.</td>
<td>3</td>
</tr>
<tr>
<td>The piece is written in writer’s own opinion</td>
<td>2</td>
</tr>
<tr>
<td>The piece is arranged in an appropriate and clear order.</td>
<td>1</td>
</tr>
<tr>
<td>Elaboration/ Support/ Style</td>
<td></td>
</tr>
<tr>
<td>The opening or closing sentence clearly</td>
<td></td>
</tr>
<tr>
<td>All of the important details that support the main idea are included</td>
<td></td>
</tr>
<tr>
<td>Transition words are used effectively</td>
<td></td>
</tr>
<tr>
<td>Grammar, Usage, and Mechanics</td>
<td></td>
</tr>
<tr>
<td>The writing is free of misspellings, and words are capitalized correctly</td>
<td></td>
</tr>
<tr>
<td>Sentences are punctuated correctly, and the piece is free of fragments and run-ons</td>
<td></td>
</tr>
<tr>
<td>Standard English usage is employed</td>
<td></td>
</tr>
</tbody>
</table>
E. The Technique of Data Collection

The writer used the test to collect data. The type of the test was written test. The written test was given twice, pre-test and post-test. The pre-test was done before the treatment, the purpose was to know students’ knowledge on writing a summary before the treatment. Post-test was done after the treatment, it was intended to measure students’ writing summary skill after the treatment.

The researcher gave different treatment in experimental and control class. In experimental class, the writer used an infographic as teaching media, while in the control class, mind map was used by the writer as the teaching media. Giving different treatment between experimental and control class was useful to facilitate the researcher to measure the effect of the research instrument.

F. The Technique of Data Analysis

After obtaining the data of pre-test and post-test, the writer analyzed the result of the test. The data between experimental class and control class were analyzed and compared automatically by using SPSS 20. The writer conducted some preliminary data analysis such as normality and homogeneity test. Moreover, t-test procedure will be done if the data distribution were normal and homogenous

1. Normality Test

A normality test needs to be done to see whether the distribution of the data from the sample was normal or not. The normality test that was used in this research was Kolmogorov-Smirnov and Shapiro-Wilk table. In order to have normal data distribution, the significant score for Kolmogorov-Smirnov and Shapiro-Wilk table should be above 0.05. If the significant score was lower than 0.05, the test does not have normal data distribution. Here are the steps to analyze the normality of the data12:

   a. Open SPSS version 20 software program

---

b. Click variable view and complete these columns:

1) Name: write class in the first row. This is to indicate and differentiate between the experimental class and the controlled class. Write score in the second row.

2) Type column is numeric.

3) Width column is filled with 8.

4) Decimal is changed from 2 to 0.

5) Label column is left blank.

6) Value column is (1, for experimental class and 2, for controlled class).

7) Missing column is none.

8) Column is filled with 8.

9) Align column is right.

10) Measure column is unknown.

11) Role column is filled with input.

c. Click data view, in score column, compute 1 as representing experimental class and 2 representing the controlled class.

d. In score column, compute score of each class.

e. Click analyze >> Descriptive Statistics >> Explore.

f. Fill in the Dependent list with pre-test score and then fill in the factor list of the class.

g. Click plots >> checklist normality

h. Click continue and OK

2. Homogeneity Test
Homogeneity test is used to know whether the data from the two groups had the homogeneous variance or not. To calculate the homogeneity of the data, SPSS 20 program was used in this research. The steps to test the homogeneity are as follows\textsuperscript{13}:

a. Open SPSS 20 program

b. Input the data in the data view

c. Click analyze at the top of the menu, choose compare means and click one way ANOVA

d. Move the data experimental into Dependent list, meanwhile, move the controlled group into factor.

e. Click the options tab to open the options dialogue box

f. Tick in Homogeneity of variance tests.

g. Click continue, and OK.

3. Hypothesis Test

The hypothesis test could be done if the data of the test were both normal and homogeneous. The test of hypothesis is used to find out whether the hypothesis is accepted or rejected. The writer used t-test formula in SPSS 20 to test the hypothesis of the research. The t-test is used to compare the scores between experimental class and control class. The steps as follows:

a. Open SPSS program

b. Go to variable view and fill in the column as follows:

1) Name: write —classl in the first row. This is to indicate and differentiate between experimental and control class. Write score in the second row.

2) Type column is numeric.

\textsuperscript{13}Analisis Data, Retrieved 9 April, 2018, from, http://ujidata.blogspot.co.id/2015/12/cara-melakukan-ujihomogenitas-levine.html
3) Width column is filled with ——8
4) Decimal is changed from 2 to 0.
5) Label column is left blank.
6) Value column is none.
7) Missing column is none.
8) Column is filled with ——8.
9) Align column is ——right.
10) Measure column is ——unknown.
11) Role column is filled with ——input

c. Click data view, in score column, compute 1 as representing experimental class and 2 representing control class.
d. Click Analyze >> Compare Means >> Independent Sample t-test.
e. Fill in test variable with score of pretest and posttest. Then fill in the Grouping Variables with class and fill Define Group with 1 and 2.
f. f. Click Options >> fill Confidence Interval Percentage with 95%.
g. Click Continue >> Ok

The hypothesis is accepted if \( t_{value} > t_{table} \) and the Sig (2-tailed) < 0.05; \( \rho < \alpha \). It proves that there is a significant effect.

4. Formulation the effect size

According to Mujis, to know the effect size of the strategy whether weak or strong can be used the theory of Cohen’s. The formula for this effect size is as follow\(^4\):

\[
d = \frac{(\text{mean of group A} - \text{mean of group B})}{\text{Pooled Standard Deviation}}
\]

After calculating the effect size, the result could be interpreted based on these guidelines as follows:\textsuperscript{15}:

\begin{align*}
d = 0 – 0.20 & : \text{represents weak effect size} \\
d = 0.21 – 0.50 & : \text{represents a modest effect size} \\
d = 0.51 – 1.00 & : \text{represents moderate effect size} \\
d = >1.00 & : \text{represents strong effect}
\end{align*}

\textbf{G. Statistical Hypotheses}

The statistical hypothesis of this research are:

1. Null Hypothesis (\(H_0\))

   The hypothesis could be identified as the null hypothesis if there is no significant effect using infographic on students’ writing summary skill at the eleventh-grade students of MAN 2 Bogor.

2. Alternative Hypothesis (\(H_a\))

   The hypothesis could be identified as the null hypothesis if there is any significant effect using infographic on students’ writing summary skill at the eleventh-grade students of MAN 2 Bogor.

The criteria of the hypotheses were shown as follows:

1. If \(t\text{-test} (t_0) > t\text{-table} (t_t)\) in the significant degree of 0.05, \(H_0\) (null hypothesis) was rejected. It meant that the rates of the means score of the experimental class are higher than the controlled class. The infographic gave the effect of the students’ on writing summary skill.

2. If \(t\text{-test} (t_0) < t\text{-table} (t_t)\) in the significant degree of 0.05, \(H_0\) (null hypothesis) was accepted. It could be said that the rates of the mean score

\textsuperscript{15}\textit{Ibid}, p. 139.
of the experimental class were same as or lower than the controlled class. The infographic did not give the effect of the students’ on writing summary skill.
CHAPTER IV

FINDING AND DISCUSSION

This chapter present the research finding and discussion of the research based on the data that collected during the research.

A. Research Finding

1. Description of data

   The experimental class and control class were taught differently. In the experimental class, the writer used infographic as teaching media, while in the control class, the students were taught without infographic. The writer conducted pre-test and post-test to the sample of the research to collect the data. The tests were given in both of classes, experimental class and control class.

   a. The Data of Experimental Class

   The experimental class in this research was XI IIS 2 students at MAN 2 Bogor that consist of 37 students. The pre-test that was given to this class was writing test. Pre-test was given in order to know the students’ writing summary skill before students were taught by using infographic. After obtained the pre-test data, the treatment for experimental class was conducted by using infographic.

   After the treatment was given, the post-test was conducted to gather the data. The purpose of post-test was to know the students’ writing summary skill after the treatment was done. The result of the pre-test, post-test, and gained score of the experimental class was presented in table 4.1
Table 4.1
Students Pre-test, Post-test and Gained Score of Experimental Class

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>58</td>
<td>63</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>50</td>
<td>53</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>58</td>
<td>65</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>74</td>
<td>83</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>63</td>
<td>70</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>65</td>
<td>73</td>
<td>8</td>
</tr>
<tr>
<td>7</td>
<td>63</td>
<td>75</td>
<td>12</td>
</tr>
<tr>
<td>8</td>
<td>63</td>
<td>73</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>68</td>
<td>73</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>63</td>
<td>75</td>
<td>12</td>
</tr>
<tr>
<td>11</td>
<td>55</td>
<td>58</td>
<td>3</td>
</tr>
<tr>
<td>12</td>
<td>60</td>
<td>68</td>
<td>8</td>
</tr>
<tr>
<td>13</td>
<td>60</td>
<td>65</td>
<td>5</td>
</tr>
<tr>
<td>14</td>
<td>75</td>
<td>80</td>
<td>5</td>
</tr>
<tr>
<td>15</td>
<td>70</td>
<td>78</td>
<td>8</td>
</tr>
<tr>
<td>16</td>
<td>55</td>
<td>63</td>
<td>8</td>
</tr>
<tr>
<td>17</td>
<td>65</td>
<td>73</td>
<td>8</td>
</tr>
<tr>
<td>18</td>
<td>63</td>
<td>78</td>
<td>15</td>
</tr>
<tr>
<td>19</td>
<td>60</td>
<td>68</td>
<td>8</td>
</tr>
<tr>
<td>20</td>
<td>53</td>
<td>60</td>
<td>7</td>
</tr>
</tbody>
</table>
The data shows the score of 37 students in XI Social 2. The mean score of the pre-test was 64.43 with the lowest score was 50, and the highest score was 78. Meanwhile, the mean score of the post-test was 71.24 with the lowest score was 53, and the highest score was 83. From the data, it can
be concluded that there was an effect of infographic on students’ writing summary skill.

b. The Data of Control Class

The control class in this research was XI IIS 4 students at MAN 2 Bogor that consisted of 37 students who did not taught by using infographic. The data were collected from students’ pre-test and post-test. The data could be seen in table 4.2

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gained</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60</td>
<td>65</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>55</td>
<td>63</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>53</td>
<td>60</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>63</td>
<td>78</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>53</td>
<td>67</td>
<td>14</td>
</tr>
<tr>
<td>6</td>
<td>65</td>
<td>75</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>60</td>
<td>68</td>
<td>8</td>
</tr>
<tr>
<td>8</td>
<td>53</td>
<td>60</td>
<td>7</td>
</tr>
<tr>
<td>9</td>
<td>70</td>
<td>73</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>73</td>
<td>75</td>
<td>2</td>
</tr>
<tr>
<td>11</td>
<td>68</td>
<td>68</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>75</td>
<td>80</td>
<td>5</td>
</tr>
<tr>
<td>13</td>
<td>68</td>
<td>73</td>
<td>5</td>
</tr>
<tr>
<td>14</td>
<td>50</td>
<td>55</td>
<td>5</td>
</tr>
<tr>
<td>15</td>
<td>58</td>
<td>60</td>
<td>2</td>
</tr>
<tr>
<td>Students</td>
<td>Pre-test</td>
<td>Post-test</td>
<td>Gained Score</td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
<td>-----------</td>
<td>--------------</td>
</tr>
<tr>
<td>16</td>
<td>63</td>
<td>65</td>
<td>2</td>
</tr>
<tr>
<td>17</td>
<td>60</td>
<td>60</td>
<td>0</td>
</tr>
<tr>
<td>18</td>
<td>60</td>
<td>63</td>
<td>3</td>
</tr>
<tr>
<td>19</td>
<td>65</td>
<td>68</td>
<td>3</td>
</tr>
<tr>
<td>20</td>
<td>68</td>
<td>70</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>60</td>
<td>68</td>
<td>8</td>
</tr>
<tr>
<td>22</td>
<td>70</td>
<td>73</td>
<td>3</td>
</tr>
<tr>
<td>23</td>
<td>73</td>
<td>75</td>
<td>2</td>
</tr>
<tr>
<td>24</td>
<td>65</td>
<td>68</td>
<td>3</td>
</tr>
<tr>
<td>25</td>
<td>70</td>
<td>70</td>
<td>0</td>
</tr>
<tr>
<td>26</td>
<td>73</td>
<td>75</td>
<td>2</td>
</tr>
<tr>
<td>27</td>
<td>70</td>
<td>73</td>
<td>3</td>
</tr>
<tr>
<td>28</td>
<td>65</td>
<td>68</td>
<td>3</td>
</tr>
<tr>
<td>29</td>
<td>73</td>
<td>75</td>
<td>2</td>
</tr>
<tr>
<td>30</td>
<td>68</td>
<td>73</td>
<td>5</td>
</tr>
<tr>
<td>31</td>
<td>65</td>
<td>70</td>
<td>5</td>
</tr>
<tr>
<td>32</td>
<td>63</td>
<td>70</td>
<td>7</td>
</tr>
<tr>
<td>33</td>
<td>78</td>
<td>80</td>
<td>2</td>
</tr>
<tr>
<td>34</td>
<td>65</td>
<td>68</td>
<td>3</td>
</tr>
<tr>
<td>35</td>
<td>70</td>
<td>74</td>
<td>4</td>
</tr>
<tr>
<td>36</td>
<td>75</td>
<td>78</td>
<td>3</td>
</tr>
<tr>
<td>37</td>
<td>65</td>
<td>68</td>
<td>3</td>
</tr>
<tr>
<td>Σ</td>
<td>2408</td>
<td>2572</td>
<td>164</td>
</tr>
</tbody>
</table>

Mean: 65.08108, 69.51351, 4.432432

The data shows the score of 37 students in XI Social 4. The mean score of the pre-test was 65.08 with the lowest score was 50, and the highest score was 78. Meanwhile, the mean score of the post-test was 69.51 with the lowest score was 55, and the highest score was 80.
From table 4.1 and 4.2, it can be seen that the score of experimental class was higher than the control class. After calculating the pre-test and post-test scores, the writer analyses and calculates gained scores in both of the classes. Gained scores was used to see the significance difference of students writing score before and after using infographic in experimental class, and without using infographic in control class.

Based on the data in table 4.1, it can be seen that the minimum gained score is 2 and the maximum gained score is 13. Furthermore, the sum of gained score is 252 and the mean of gained score is 6.81.

The table of 4.2 shows that the minimum gained score from class XI Social 4 is 0 and the maximum gained score is 15. Furthermore, the sum of gained score is 164 and the mean of gained score is 4.43.

From the data above, it can be seen that students’ score in experimental class which was taught by using infographic as teaching media was higher than the score of students’ in control class without using infographic. The difference between both of classes can be seen in Figure 4.1.

![Figure 4.1: The Difference between Students’ Score in Experimental and Control Class](image)

### 2. The Analysis of The Data
a. The Normality Test

In this research, the normality test was conducted before calculating the t-test. This test was used to know whether the data distribution from the two classes was normal or not. The test of normality was done by using SPSS 20 program. The writer used Kolmogorov-Smirnov and Shapiro-Wilk for this test. The results of pre-test and post-test from both of classes as follows:

1) Pre-test

<table>
<thead>
<tr>
<th>Tests of Normality</th>
<th>Kolmogorov-Smirnov</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic df Sig.</td>
<td>Statistic df Sig.</td>
</tr>
<tr>
<td>PRETEST EXPERIMENTAL</td>
<td>.151 37 .320</td>
<td>.965 37 .295</td>
</tr>
<tr>
<td>CONTROL</td>
<td>.117 37 .200*</td>
<td>.966 37 .309</td>
</tr>
</tbody>
</table>

* This is a lower bound of the true significance.

From the Table 4.3, it showed the score of significant of experimental class in Kolmogorov-Smirnov was 0.32, and the control class was 0.200. In addition, the score of significant of experimental class in Shapiro-Wilk was 0.295, and the control class was 0.309. The data is normally distributed if the significant score was higher than 0.05. In Kolmogorov-Smirnov, the significant score of experimental class was 0.32 > 0.05, and the significant score of control class was 0.200 > 0.05. In Shapiro-Wilk, the significant score of experimental class was 0.295 > 0.05, and the control class was 0.309 > 0.05. It can be concluded that the data is normally distributed because both classes have significant score above 0.05.

2) Post-test

Table 4.4
Tests of Normality

<table>
<thead>
<tr>
<th>CLASS</th>
<th>Kolmogorov-Smirnov*</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>df</td>
</tr>
<tr>
<td>POSTTEST</td>
<td>EXPERIMENTAL</td>
<td>.115</td>
</tr>
<tr>
<td>CONTROL</td>
<td></td>
<td>.131</td>
</tr>
</tbody>
</table>

* This is a lower bound of the true significance.

From the Table 4.4, it showed the score of significant of experimental class in Kolmogorov-Smirnov was 0.200, and the control class was 0.100. In addition, the score of significant of experimental class in Shapiro-Wilk was 0.234, and the control class was 0.259. The data is normally distributed if the significant score was higher than 0.05. In Kolmogorov-Smirnov, the significant score of experimental class was 0.200 > 0.05, and the significant score of control class was 0.100 > 0.05. In Shapiro-Wilk, the significant score of experimental class was 0.234 > 0.05, and the control class was 0.259 > 0.05. It can be concluded that the data is normally distributed because both classes have significant score above 0.05.

b. The Homogeneity Test

After normality test was done, the writer did the homogeneity test in order to test the homogenous data distribution of the sample. The homogeneity test was done by using Levene statistic test in SPSS 20 program. The results of the homogeneity are presented test as follows:

1) Pre-test

<table>
<thead>
<tr>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>.012</td>
<td>1</td>
<td>72</td>
<td>.972</td>
</tr>
</tbody>
</table>
The data in table 4.5 showed that the significant of pre-test between experimental and control class was 0.972. It can be conclude that the data of pre-test was homogenous because the significance score was higher than 0.05 which the requirement score of the homogenous data.

2) Post-test

Table 4.6
Homogeneity Test of Post-Test

<table>
<thead>
<tr>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>.464</td>
<td>1</td>
<td>72</td>
<td>.498</td>
</tr>
</tbody>
</table>

The data in table 4.6 showed that the significant of pre-test between experimental and control class was 0.498. It can be conclude that the data of post-test was homogenous because the significance score was higher than 0.05 which the requirement score of the homogenous data.

c. The Hypothesis Test

Hypothesis test was done in order to see whether there was significance difference in the result of the pre-test and post-test after treatment was implemented. Hypothesis of the test in this research was done by using SPSS 20 program. The data from mean scores of the experimental and control class were input and calculated. The significant value or alpha (α) was 0.05 or 5%. The results can be seen as follows:

Table 4.7
T Test Result of Gained Score

<table>
<thead>
<tr>
<th>Group Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
</tr>
</tbody>
</table>
Table 4.7 showed the result of t-value is 3.155, and p=0.002. It indicates that there was a significant difference between experimental class (Mean = 6.81, and Sd = 3.054) and the control class (Mean = 4.43, Sd = 3.420). The result also show that t-value (3.155) > t-table (1.993) and the Sig. (2 tailed) is 0.002 < 0.05. H₀ would be rejected if p > α, and Hₐ would be accepted if p < α. Based on the table above, p < α, which was 0.002 < 0.05. It proved that Hₐ was accepted. Therefore, it could be conclude that infographic give significant effect on students’ writing summary skill.

3. Effect Size Formulation
In this research, calculating the effect size was done by using Cohen’s formulation. This formulation was done in order to see the effect size level of this research. The formula as follows:

\[ d = \frac{(mean \ of \ group \ A - mean \ of \ group \ B)}{Pooled \ Standard \ Deviation} \]

\[ Pooled \ standard \ deviation = \frac{(SDx + SDy)}{2} \]

\[ Pooled \ standard \ deviation = \frac{(6813 + 6054)}{2} = 6433 \]

\[ d = \frac{(71.24 - 69.51)}{6433} \]

= 0.27

The result of the calculation was 0.27. According to the criteria that had been mentioned in Chapter III, it prove that the calculation result of effect size formulation was has a modest effect of using infographic can give significant effect on students’ writing summary skill.

B. Discussion

The result of the data analysis showed that there was a significance difference between students’ who taught using infographic and those who did not taught by infographic on their writing summary skill. In the experimental class, the mean score of pre-test before using infographic was 64.43, in contrast the score of post-test was 71.24. It showed that the score gained was 6.81. Meanwhile, the mean score of pre-test in the control class was 65.08, and the score of post-test was 69.51. It could be calculated that the score increased 4.43. Based on the calculation of the mean score in both of classes, it can be concluded that the
experimental class had more significantly increasing score than the control class. In addition, it means there was a significant effect of using infographic on students’ writing summary skill.

Furthermore, based on the t-test from SPSS calculation of the t-test $H_0$ was rejected and $H_a$ was accepted if $p$ (Sig. 2-tailed) < $\alpha$. On the other hand, if $p > \alpha$, $H_0$ was accepted and $H_a$ was rejected. Based on the calculation of t-test in this research, the $p < \alpha$; 0.002 < 0.05. It means that $H_0$ was rejected and $H_a$ was accepted. In addition, the calculation of the effect size was 0.27. According to Cohen’s guidance, if the result was 0.21 – 0.50 represents a modest effect size.

After analyze the data of the research, it can be assumed that infographic can give significant effect in students’ writing summary skill. The score of experimental class after treatment was higher than before the treatment was given to the students. In addition, the score of the experimental class was higher than control class which taught without infographic.
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research is aimed to investigate an empirical evidence of the effect of infographic on students’ writing summary skill, especially for eleventh grade students of MAN 2 Bogor in academic year 2017/2018. The significant level used in this study was 5% or 0.05 which was calculated by using SPSS 20 program. The hypothesis test showed the Sig. 2-tailed (p) was 0.002. H₀ was rejected and Hₐ was accepted if p (Sig. 2-tailed) < α. On the other hand, if p > α, H₀ was accepted and Hₐ was rejected. Based on the calculation of t-test in this research, the p < α; 0.002 < 0.05. It means that H₀ was rejected and Hₐ was accepted. The result of the data showed that the mean score of the experimental class, before using infographic was 64.43, in contrast the score of post-test was 71.24. Moreover, the calculation of the effect size of this research was 0.27, which indicated that this research has modest effect size. As the conclusion, infographic shows the significant effect on students’ writing summary skill at the eleventh grade students of MAN 2 Bogor.

B. Suggestion

This research results leads to some suggestion for several different focuses such as students, teachers, and further researcher. The suggestions are:

1. For students
   a. Students should practice reading and writing continuously in order to increase their skill in reading and writing skill (especially writing summary), in the classroom or outside the classroom.
   b. The students should enrich their vocabulary mastery which is very important in writing summary.
2. For English Teacher
   a. Teacher should use various media to attract students’ attention, and enhance them to the learning activity.
   b. Teacher should give students opportunity to practice writing.
3. For Further Researchers
   The result of this study can be used as a reference about the implementation of infographic on students’ writing summary skill for other research in conducting the similar study.
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Appendix 1

KOMPETENSI DASAR SMA
Mata Pelajaran **Bahasa Inggris**

**WAJIB**

**KELAS XI**

<table>
<thead>
<tr>
<th>KOMPETENSI INTI</th>
<th>KOMPETENSI DASAR</th>
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</thead>
<tbody>
<tr>
<td>1. Menghayati dan mengamalkan ajaran agama yang dianutnya</td>
<td>Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.</td>
</tr>
<tr>
<td>2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.</td>
<td>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</td>
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<td></td>
<td>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</td>
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<td></td>
<td>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</td>
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<tr>
<td>3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif</td>
<td>3.1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan nsur kebahasaan should, can)</td>
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<td>KOMPETENSI INTI</td>
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<tr>
<td>berasaskan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.</td>
<td>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transakional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <em>I think, I suppose, in my opinion</em>)</td>
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<td></td>
<td>3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks khusus dalam bentuk undangan resmi, dengan memberi dan meminta informasi terkait kegiatan sekolah/ tempat kerja sesuai dengan konteks penggunaannya.</td>
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<td></td>
<td>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analisis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.</td>
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<td></td>
<td>3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadian/tindakan/kegiatan keadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan Passive Voice).</td>
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<td></td>
<td>3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya.</td>
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<td></td>
<td>3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks berita transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan because of..., due to..., thanks to...)</td>
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<td></td>
<td>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks penjelasan lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya.</td>
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<td></td>
<td>3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/ MA/ SMK/ MAK.</td>
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</tbody>
</table>

4. Mengolah, menalar, |

4.1 Menyusun teks interaksi transaksional, lisan dan tulis,
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<th>KOMPETENSI INTI</th>
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<tr>
<td>dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.</td>
<td>pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</td>
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<tr>
<td>4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</td>
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<td>4.3 Teks undangan resmi</td>
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<td>4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/ tempat kerja.</td>
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<td>4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis terkait kegiatan sekolah/ tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.</td>
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<td>4.4 Teks eksposisi analitis</td>
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<tr>
<td>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual.</td>
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<tr>
<td>4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</td>
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<tr>
<td>4.5 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam tes ilmiah, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</td>
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<td>4.6 Teks surat pribadi</td>
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<td>4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya.</td>
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<tr>
<td>4.6.2 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan rang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial,</td>
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<td>KOMPETENSI INTI</td>
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<td>struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</td>
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<tr>
<td>4.7 Menyusun teks interaksi transaksional lisan dan tulis, yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</td>
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<tr>
<td>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI.</td>
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<tr>
<td>4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA, SMK/MAK.</td>
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</tbody>
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Appendix 2

PRE-TEST

Instruction:

1. Write your name and class on the blank paper that has been provided.
2. Read the text carefully and write down your summary on the blank paper. Use your own word and don’t cheat.
3. The time for doing the writing test is 60 minutes.

Water Cycle

Water is essential for life, it is present throughout the solar system, and was part of the Earth from its formation. The source of the water was the same as the source of the Earth's rock: the cloud of particles which condensed in the origin of the solar system. There is the same amount of water on the Earth now as there was when the Earth began. Water cycle, or also known as the hydrologic cycle, describes the process by which the various forms of water move about the planet in a fairly constant balance. Like all circular items, the water cycle has no true beginning and no end, though the water changes state from liquid to solid -- as ice and snow, for example -- and as vapor. The cycle is the process by which the water, in whatever form, goes from place to place, ocean to cloud to rainwater to river and back again through a cycle of rising air currents, precipitation, runoff and a few other processes.

There are four basic processes in the water cycle. First is called as evaporation. Evaporation occurs when water transforms from liquid to gas, usually as a result of the sun's warming rays. Evaporation often technically includes transpiration from plants (the vapor the "breathe" out as they grow), though together they are specifically referred to as evapotranspiration. The next steps is known as condensation. Cooler temperatures in the atmosphere cause it to condense into clouds, which float around until the fall from the sky as precipitation. The third process is precipitation. Precipitation occurs when the vapor that condensed comes
back out of the sky as rain, snow, sleet, hail. Most of it comes back to the ground or
body of water, but some of it is intercepted by plant foliage and evaporates back to
the atmosphere instead of making it to the ground, in a process called "canopy
interception". In warmer climates, snow melts during the warmer spring and
summer months, and that water flows into streams and rivers, which eventually
return it to the ocean, or into the groundwater, which eventually reaches
underground aquifers. The process which water moves across land is known as
runoff step. Over time, the water continues flowing, some to reenter the ocean,
where the water cycle renews itself.

Many people think water will always be there for them when people want it.
In fact, it is not a perfectly linear cycle; the same water molecules don't go through
the four cycles at the same speed or spend the same amount of time in each
one. Because of global warming, the water cycle will continue to intensify during
the 21st century. But, this doesn't mean increased precipitation across the board. In
places where it's already dry, it is going to get drier, increasing the probability
of drought. Without water, living things would die. People will die if they go
without water for more than a week. Plants will die without water and that would
kill all of the animals that eat the plants.
Appendix 3

POST-TEST

Instruction:

1. Write your name and class on the blank paper that has been provided.
2. Read the text carefully and write down your summary on the blank paper. Use your own word and don’t cheat.
3. The time for doing the writing test is 60 minutes.

Aurora

(543 words)

An aurora is a natural light display that shimmers in the sky. Colorful blue, red, yellow, green, and orange lights shift gently and change shape like softly blowing curtains. Auroras are only visible at night, and usually only appear in lower polar regions. It is visible almost every night near the Arctic and Antarctic Circles, which are about 66.5 degrees north and south of the Equator. In the north, the display is called aurora borealis, or northern lights. In the south, it is called aurora australis, or southern lights.

The activity that creates auroras begins on the sun. The sun is a ball of superhot gases made up of electrically charged particles called ions. The ions, which continuously stream from the sun's surface, are called the solar wind. As solar wind approaches the Earth, it meets the Earth's magnetic field. Without this magnetic field protecting the planet, the solar wind would blow away Earth's fragile atmosphere, preventing all life. Most of the solar wind is blocked by the magnetosphere, and the ions, forced around the planet, continue to travel farther into the solar system.

Although most of the solar wind is blocked by the magnetosphere, some of the ions become briefly trapped in ring-shaped holding areas around the planet. These areas, in a region of the atmosphere called the ionosphere, are centered on the Earth's geomagnetic poles. The geomagnetic poles mark the tilted axis of the
Earth’s magnetic field. They lie about 1,300 kilometers (800 miles) from the geographic poles but are slowly moving.

In the ionosphere, the ions of the solar wind collide with atoms of oxygen and nitrogen from the Earth’s atmosphere. The energy released during these collisions causes a colorful glowing halo around the poles an aurora. Most auroras happen about 97-1,000 kilometers (60-620 miles) above the Earth’s surface.

The most active auroras happen when the solar wind is the strongest. The solar wind is usually fairly constant, but solar weather the heating and cooling of different parts of the sun can change daily. Solar weather is often measured in sunspots. Sunspots are the coldest part of the sun and appear as dark blobs on its white-hot surface. Solar flares and coronal mass ejections are associated with sunspots. Solar flares and coronal mass ejections are sudden, extra bursts of energy in the solar wind. Sunspot activity is tracked over an 11-year cycle. Bright, consistent auroras are most visible during the height of sunspot activity.

The colors of the aurora vary, depending on altitude and the kind of atoms involved. If ions strike oxygen atoms high in the atmosphere, the interaction produces a red glow. This is an unusual aurora the most familiar display, a green-yellow hue occurs as ions strike oxygen at lower altitudes. Reddish and bluish light that often appears in the lower fringes of auroras is produced by ions striking atoms of nitrogen. Ions striking hydrogen and helium atoms can produce blue and purple auroras, although our eyes can rarely detect this part of the electromagnetic spectrum.

To find out more about the mysterious light displays, scientists have launched satellites specially designed to study auroras. Until 2005, NASA’s IMAGE (Imager for Magnetopause-to-Aurora Global Exploration) satellite used ultraviolet and radio waves to study auroras and how they are formed.
Appendix 4

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama satuan pendidikan : MAN 2 Kab. Bogor
Mata Pelajaran : Bahasa Inggris
Kelas/semester : XI/2 (Experiment class)
Materi pokok : Explain This
Alokasi waktu : 2 x 45 menit

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan
B. Kompetensi dasar dan indicator pencapaian kompetensi:

Kompetensi Dasar (KD):

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.

2.4. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan Passive Voice)

4.5 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

Indikator:

3.5.1 Peserta didik mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan explanation text.

3.5.2 Peserta didik mampu memberikan contoh explanation text.

4.5.1 Peserta didik mampu mengemukakan pendapat mereka tentang isi dari explanation text yang guru berikan.

C. Tujuan pembelajaran:

Peserta didik terampil menganalisis dan mengidentifikasi ciri ciri explanation text, terampil dalam membuat summary dan terampil dalam menjelaskan penggunaan passive voice baik secara interpersonal dengan guru maupun dengan teman.
D. Materi pembelajaran

1. Theme: Explain This!
2. Text: Explanation text

**Definition of explanation text:**

An explanation text is a non-fiction text that is used to describe how or why things happen. It usually includes a sequence of events (explaining how) and provides reasons for a process or phenomenon (why). For example: rain, the water cycle, earthquakes.

**Types of explanation text:**

Explanation texts are categorized according to the type of process they describe are sequential explanation, and cause and effect explanation. Sequential explanation is explanations that describe natural and on-natural phenomena, for example life cycles. Cause and effect explanation is explanation text that links cause and effect in explaining how and why an event occurred, for example volcanoes.

**Explanation text about Earthquakes:**

Earthquakes – being among the most deadly hazard – strike without any prior warming, leaving catastrophe in their wake with terrible loss of human life as well as economic loss.

Technically, an earthquake (also known as tremor, quake or temblor) is a kind of vibration through the earth’s crust. This vibration occurs as a result of powerful movement of rocks in the earth’s crust. These powerful movements trigger a rapid release of energy that creates seismic waves that travel through the earth. Earthquakes are usually brief, but may repeat over a long period of time. (Earth science 2001).

Earthquakes are classified as large and small. Large earthquakes usually begin with slight tremors but rapidly take form of violent shocks. The vibration from a large earthquake last for a few days known as aftershocks. Small earthquakes are usually slight tremors and do not cause much damage. Large
earthquakes are known to take down buildings and cause death and injury (Richter, 1935). According to some statistics, there may be an average of 500,000 earthquakes every year but only about 100,000 can be felt and about 100 or so can cause damage each year. Earthquake are dreaded by everyone.

**Fungsi sosial**

Menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya.

**Struktur text**

(gagasan utama dan informasi rinci)

a. Judul yang mengidentifikasikan topik yang akan dijelaskan.

b. Sebuah kalimat pembuka yang mengidentifikasi proses yang akan dijelaskan.

c. Urutan yang jelas dari paragraph yang menggambarkan bagaimana dan mengapa sesuatu terjadi.

d. Sebuah paragraph penutup yang menempatkan semua informasi bersama.

e. Visual dari teks (gambar berlabel)

**Unsur kebahasaan**

Berkokus pada kelompok umum daripada kelompok khusus.

Penggunaan *linking words* seperti *in general, rather, for instance*.

Penggunaan kata kerja tindakan seperti *breaks, erupts*.

Penggunaan *present tense* seperti *is, wake, are*.

Tidak menyebutkan pelaku.

Dapat menggunakan *passive voice*.

Penggunaan istilah teknis dan bahasa yang berhubungan dengan subjek.

Kata penghubung seperti *and, but*, harus digunakan untuk membuat hubungan antarkalimat.

Memberikan penjelasan secara rinci untuk menciptakan makna.

**E. Metode Pembelajaran:**

- Ceramah, diskusi, dan tanya-jawab.

**F. Media, Alat, dan Sumber Pembelajaran:**
1. Media : Infographic (lampiran)
2. Alat   : Laptop, dan proyektor.
3. Sumber Belajar : Buku Bahasa Inggris Siswa Kelas XI SMA

G. Langkah-langkah pembelajaran

Pertemuan 1

a. Kegiatan Pendahuluan (5’)
   - Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku Pelajaran;
   - Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran teks eksplanasi.
   - Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti (80’)

Mengamati (30’)
   - Dengan menggunakan infografik, guru menjelaskan tentang summary, langkah-langkah dan tips-tips dalam menulis summary.
   - Peserta didik membaca text berjudul “earthquakes”. Selama membaca, peserta didik diminta mencatat kosakata yang belum dimengerti.
   - Peserta didik mendengarkan penjelasan guru tentang hal-hal yang mereka belum mengerti dan memberikan respons atau berdiskusi tentang pertanyaan-pertanyaan yang berhubungan dengan teks yang mereka baca.
   - Guru menampilkan infografik yang berisi tentang main idea dari “earthquakes” text dan peserta didik mengamati penjelasan guru.

Menanya (15’)
   - Guru memberikan kesempatan kepada peserta didik mempertanyakan hal-hal seputar summary yang belum dipahami.
Dengan bimbingan dan arahan guru, peserta didik mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari *explanation text*.

Peserta didik diberikan kesempatan untuk bertanya tentang hal-hal yang belum dipahami dari “earthquakes” text.

**Mengumpulkan Informasi (35’)**

- Peserta didik menjawab pertanyaan guru seputar “earthquakes” text.
- Guru membagi peserta didik menjadi beberapa kelompok
- Setiap kelompok berdiskusi tentang text yang mereka baca. Peserta didik mengidentifikasi jenis text, fungsi, struktur dan unsur kebahasaan dari “earthquakes” text yang telah dibaca.
- Peserta didik secara berkelompok mengembangkan gagasan-gagasan pokok dari “earthquakes” teks dan membuat summary dari gagasan-gagasan pokok tersebut.

c. **Penutup (5’)**

- Memberikan umpan balik dan mereview proses dan hasil pembelajaran.
- Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

**H. Penilaian hasil pembelajaran**

1. **Kinerja (praktik)**
   
   a. Menulis summary dari “earthquakes” text.
   
   b. Melaksanakan Kegiatan saintifik (5 M)

2. **Rubrik penilaian**
   
   a. Rubrik penilaian summary
   
   b. Rubrik penilaian kegiatan saintifik (5M)
### Rubric for Assessing Writing: Summary

<table>
<thead>
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<th>Score</th>
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Rumus perhitungan nilai siswa:

\[
\text{Rumus} = \frac{\text{Jumlah skor yang diperoleh siswa}}{\text{Skor maksimal (40)}} \times 100
\]
Observasi:

Lembar Pengamatan Sikap Peserta didik

<table>
<thead>
<tr>
<th>No</th>
<th>Nama Peserta didik</th>
<th>Indikator Sikap.</th>
<th>Bertanggung jawab</th>
<th>peduli</th>
<th>Kerjasama</th>
<th>Percaya diri</th>
<th>santun</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
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<td>3</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
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Note: Setiap aspek menggunakan skala 1 s.d. 5
1 = Sangat Kurang  2 = Kurang  3 = Cukup 4 = Baik   5 = Sangat Baik

Leuwiliang,  Februari 2018

Mengetahui,

Guru Mata Pelajaran

Mahasiswa

Hendra Yusuf, M.Pd

Mahdah Ridaillah

NIP.  

NIM 1113014000038
LAMPIRAN

Media Infografik
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama satuan pendidikan : MAN 2 Bogor
Mata Pelajaran : Bahasa Inggris
Kelas/semester : XI/2
Materi pokok : Explain This (Control Class)
Alokasi waktu : 2 x 45 menit

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan
B. Kompetensi dasar dan indicator pencapaian kompetensi:

Kompetensi Dasar (KD):

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.

2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan Passive Voice)

4.5 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

Indikator:

3.5.1 Peserta didik mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan explanation text.

3.5.2 Peserta didik mampu memberikan contoh explanation text.

4.5.1 Peserta didik mampu mengemukakan pendapat mereka tentang isi dari explanation text yang guru berikan.

C. Tujuan pembelajaran:

Peserta didik terampil menganalisis dan mengidentifikasi ciri ciri explanation text, terampil dalam membuat summary dan terampil dalam menjelaskan penggunaan passive voice baik secara interpersonal dengan guru maupun dengan teman.
Definition of explanation text:

An explanation text is a non-fiction text that is used to describe how or why things happen. It usually includes a sequence of events (explaining how) and provides reasons for a process or phenomenon (why). For example: rain, the water cycle, earthquakes.

Types of explanation text:

Explanation texts are categorized according to the type of process they describe are sequential explanation, and cause and effect explanation. Sequential explanation is explanations that describe natural and on-natural phenomena, for example life cycles. Cause and effect explanation is explanation text that links cause and effect in explaining how and why an event occurred, for example volcanoes.

Explanation text about Earthquakes:

Earthquakes – being among the most deadly hazard – strike without any prior warming, leaving catastrophe in their wake with terrible loss of human live as well as economic loss.

Technically, an earthquake (also known as tremor, quake or temblor) is a kind of vibration through the earth’s crust. This vibration occurs as a result of powerful movement of rocks in the earth’s crust. These powerful movements trigger a rapid release of energy that creates seismic waves that travel through the earth. Earthquakes are usually brief, but may repeat over a long period of time. (Earth science 2001).

Earthquakes are classified as large and small. Large earthquakes usually begin with slight tremors but rapidly take form of violent shocks. The vibration from a large earthquake last for a few days known as aftershocks. Small earthquakes are usually slight tremors and do not cause much damage. Large
earthquakes are known to take down buildings and case death and injury (Richter, 1935). According to some statistics, there may be an average of 500,000 earthquakes every year but only about 100,000 can be felt and about 100 or so can cause damage each year. Earthquake are dreaded by everyone.

**Fungsi sosial**

Menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya.

**Struktur text**

*(gagasan utama dan informasi rinci)*

a. Judul yang mengidentifikasikan topik yang akan dijelaskan.

b. Sebuah kalimat pembuka yang mengidentifikasikan proses yang akan dijelaskan.

c. Urutan yang jelas dari paragraph yang menggambarkan bagaimana dan mengapa sesuatu terjadi.

d. Sebuah paragraph penutup yang menempatkan semua informasi bersama.

e. Visual dari teks (gambar berlabel)

**Unsur kebahasaan**

Berkokus pada kelompok umum daripada kelompok khusus.

Penggunaan *linking words* seperti in general, rather, for instance.

Penggunaan kata kerja tindakan seperti breaks, erupts.

Penggunaan *present tense* seperti is, wake, are.

Tidak menyebutkan pelaku.

Dapat menggunakan *passive voice*.

Penggunaan istilah teknis dan bahasa yang berhubunagn dengan subjek.

Kata penghubung seperti and, but, harus digunakan untuk membuat hubungan antarkalimat.

Memberikan penjelasan secara rinci untuk menciptakan makna.

**E. Metode Pembelajaran:**

- Diskusi, dan tanya-jawab
F. Media, Alat, dan Sumber Pembelajaran:

1. Media : Mind map (lampiran)
2. Alat : Laptop, dan proyektor.
3. Sumber Belajar : Buku Bahasa Inggris Siswa Kelas XI SMA

G. Langkah-langkah pembelajaran

Pertemuan 1

a. Kegiatan Pendahuluan (5’)

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku Pelajaran;
- Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran teks eksplanasi.
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti (80’)

Mengamati (30’)

- Dengan menggunakan mind mapping, guru menjelaskan tentang summary, langkah-langkah dan tips-tips dalam menulis summary
- Peserta didik membaca text berjudul “earthquakes”. Selama membaca, peserta didik diminta mencatat koskata yang belum dimengerti.
- Peserta didik mendengarkan penjelasan guru tentang hal-hal yang mereka belum mengerti dan memberikan respons atau berdiskusi tentang pertanyaan-pertanyaan yang berhubungan dengan teks yang mereka baca.
- Guru menampilkan mind mapping yang berisi tentang main idea dari “earthquakes” text dan peserta didik mengamati penjelasan guru.

Menanya (15’)}
Guru memberikan kesempatan kepada peserta didik mempertanyakan hal-hal seputar summary yang belum dipahami.

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   b. Lembar observasi sikap siswa
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Leuwiliang, Februari 2018

Mengetahui,

Guru Mata Pelajaran Mahasiswa

Hendra Yusuf, M.Pd Mahdah Ridaillah

NIP. NIM 1113014000038
LAMPIRAN

Media mind map

**How to write a summary**

Read the entire text more than once and note down key points. Don't focus on the evidence that the author uses to support those points.

Organize your notes into an outline which includes main ideas and supporting points but no examples or details (dates, numbers, statistics).

**Definition**

Summary is a shortened form of the original text without changing the main idea of the text.

Use your own words by using paraphrasing technique.

Start with the source's information. You should start every summary with the author and the article's title.

---

**Earthquakes**

- Technically, an earthquake is a kind of vibration through the earth’s crust.

**Definition of earthquakes**

**Main idea**

- According to the text,

**Classification of earthquakes**

- Large and small earthquakes
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama satuan pendidikan : MAN 2 Bogor
Mata Pelajaran : Bahasa Inggris
Kelas/semester : XI/2 (Experimental Class)
Materi pokok : Explain This
Alokasi waktu : 2 x 45 menit

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3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
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4.5 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

Indicator:

3.5.1 Siswa mampu mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan dari passive voice.

3.5.2 Siswa mampu membedakan bentuk-bentuk perubahan passive voice.

4.5.1 Siswa mampu menyusun kalimat passive voice.

4.5.2 Siswa mampu menentukan bentuk perubahan passive voice.

C. Tujuan pembelajaran:

Siswa terampil menganalisis dan mengidentifikasi ciri ciri explanation text, terampil dalam membuat summary dan terampil dalam menjelaskan penggunaan passive voice baik secara interpersonal dengan guru maupun dengan teman.
How volcanoes are formed?
Changes of Pronouns from Active Voice to Passive Voice

<table>
<thead>
<tr>
<th>Pronoun in Active Voice</th>
<th>Pronoun in Passive Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Me</td>
</tr>
<tr>
<td>We</td>
<td>Us</td>
</tr>
<tr>
<td>You</td>
<td>You</td>
</tr>
<tr>
<td>He</td>
<td>Him</td>
</tr>
<tr>
<td>She</td>
<td>Her</td>
</tr>
<tr>
<td>It</td>
<td>It</td>
</tr>
<tr>
<td>They</td>
<td>Them</td>
</tr>
</tbody>
</table>

Rules for Changing Active Voice to Passive Voice

- Identify the subject, the verb and the object: SVO.
- Change the object into subject.
- Put the suitable helping verb or auxiliary verb. In case the helping verb is given, use the same verb but note that the helping verb given agrees with the object.
- Change the verb into the past participle form.
- Add the preposition "by".
- Change the subject into object.

Example:

<table>
<thead>
<tr>
<th>Active Voice</th>
<th>Passive Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher is going to explain the lesson.</td>
<td>The lesson is going to be explained by the teacher.</td>
</tr>
<tr>
<td>She closed the door.</td>
<td>The door was closed by her.</td>
</tr>
</tbody>
</table>

Forming Passive Voice

<table>
<thead>
<tr>
<th>Tense</th>
<th>Be + Past Participle</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Simple</td>
<td>am, is, are + made</td>
<td>The painting is made by her.</td>
</tr>
<tr>
<td>Present Progressive</td>
<td>am, is, are + being + sent</td>
<td>The book is being sent right now.</td>
</tr>
<tr>
<td>Present Perfect</td>
<td>has, have + been + sold</td>
<td>The copyrights of the books have been sold.</td>
</tr>
<tr>
<td>Past Simple</td>
<td>was, were + invited</td>
<td>He was invited by Carl.</td>
</tr>
<tr>
<td>Past Progressive</td>
<td>was, were + being + washed</td>
<td>Their bikes were being washed while they were running in the park.</td>
</tr>
<tr>
<td>Past Perfect</td>
<td>had + been + hired</td>
<td>All the employees had been hired before the school started.</td>
</tr>
<tr>
<td>Future (will)</td>
<td>will + be + signed</td>
<td>A contract will be signed by her.</td>
</tr>
<tr>
<td>Future (going to)</td>
<td>am, is, are + going to be + built</td>
<td>A bridge is going to be built by them within the next few years.</td>
</tr>
<tr>
<td>Future Perfect</td>
<td>will + have been + started</td>
<td>The job will have been started by the first of June.</td>
</tr>
</tbody>
</table>
Fungsi sosial
Menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya.

Struktur text
(gagasan utama dan informasi rinci)

a. Judul yang mengidentifikasikan topik yang akan dijelaskan.
b. Sebuah kalimat pembuka yang mengidentifikasi proses yang akan dijelaskan.
c. Urutan yang jelas dari paragraph yang menggambarkan bagaimana dan mengapa sesuatu terjadi.
d. Sebuah paragraph penutup yang menempatkan semua informasi bersama.
e. Visual dari teks (gambar berlabel)
Unsur kebahasaan

Kata kerja be (is/am/are/was/were) dan kata kerja dalam bentuk ketiga.

Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.

E. Metode Pembelajaran:
- Ceramah, diskusi, dan tanya-jawab.

F. Media, Alat, dan Sumber Pembelajaran:
1. Media : Infographic
2. Alat   : Laptop, dan proyektor.
3. Sumber Belajar : Buku Bahasa Inggris Siswa Kelas XI SMA.

G. Langkah-langkah pembelajaran
Pertemuan 2
a. Kegiatan Pendahuluan (10’)
- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku Pelajaran;
- Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran teks eksplanasi.
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti (75’)

Mengamati (25’)
- Dengan menggunakan infografik guru menjelaskan tentang penggunaan passive voice (fungsi social, struktur teks, dan unsur kebahasaan) serta memberikan contoh mengubah kalimat aktif dan kalimat pasif..
- Siswa membaca teks tentang “how volcanoes are formed?” kemudian menandai kalimat-kalimat yang merupakan gagasan pokok dari teks tersebut.

Menanya (15’)
- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan perubahan bentuk-bentuk kalimat aktif menjadi kalimat pasif.
- Siswa diberikan kesempatan untuk bertanya hal-hal yang tidak dimengerti dalam teks “how volcanoes are formed?”

Mengumpulkan Informasi (35’)
- Siswa membuat kalimat-kalimat passive voice sesuai dengan contoh yang diberikan.
- Siswa secara berkelompok menemukan gagasan pokok, informasi tertentu, informasi rinci, fungsi social, struktur teks, dan unsur kebahasaan dari teks “how volcanoes are formed?” yang dibaca.
- Siswa mengembangkan gagasan-gagasan pokok dari teks dan membuat summary dari gagasan-gagasan pokok tersebut.
- Guru dan siswa bersama-sama membahasi tentang summary dari teks “how volcanoes are formed?”

c. Penutup (5’)
- Memberikan umpan balik dan mereview proses dan hasil pembelajaran.
- Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

H. Penilaian hasil pembelajaran

- Jenis/instrumen/rubrik
  1. Kinerja (praktik)
     a. Menulis kalimat-kalimat passive voice.
     b. Menulis summary dari “how volcanoes are formed?” text.
  2. Pedoman penilaian
a. Nilai siswa = \( \frac{\text{Jumlah skor yang diperoleh siswa}}{\text{Skor maksimal (10)}} \times 10 \)

Untuk tiap jawaban benar diberi skor = 2
# Rubric for Assessing Writing: Summary

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus/Organization</strong></td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>The piece fulfills its purpose by retelling the main idea and important details.</td>
<td></td>
</tr>
<tr>
<td>The piece does not include minor details or unrelated information.</td>
<td></td>
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<tr>
<td>The piece is written in writer’s own opinion</td>
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<td></td>
</tr>
<tr>
<td>The writing is free of misspellings, and words are capitalized correctly</td>
<td></td>
</tr>
<tr>
<td>Sentences are punctuated correctly, and the piece is free of fragments and run-ons</td>
<td></td>
</tr>
<tr>
<td>Standard English usage is employed</td>
<td></td>
</tr>
</tbody>
</table>
Lembar observasi:

Lembar Pengamatan Sikap Peserta didik

<table>
<thead>
<tr>
<th>No</th>
<th>Nama Peserta didik</th>
<th>Indikator Sikap</th>
<th>Bertanggungjawab</th>
<th>Peduli</th>
<th>Kerjasama</th>
<th>Percaya diri</th>
<th>Santun</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td>2</td>
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<tr>
<td>4</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Setiap aspek menggunakan skala 1 s.d. 5
1 = Sangat Kurang  2 = Kurang  3 = Cukup  4 = Baik  5 = Amat Baik

Leuwiliang, Februari 2018
Mengetahui,

Guru Mata Pelajaran: Hendra Yusuf, M.Pd
Mahasiswa: Mahdah Ridaillah

NIP: NIM 1113014000038
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama satuan pendidikan : MAN 2 Bogor
Mata Pelajaran : Bahasa Inggris
Kelas/semester : XI/2
Materi pokok : Explain This
Alokasi waktu : 2 x 45 menit

A. Kompetensi Inti (KI)
1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.
B. Kompetensi dasar dan indicator pencapaian kompetensi:

Kompetensi Dasar (KD):

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.

2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan Passive Voice)

4.5 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

Indicator:

3.5.1 Siswa mampu mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan dari passive voice.

3.5.2 Siswa mampu membedakan bentuk-bentuk perubahan passive voice.

4.5.1 Siswa mampu menyusun kalimat passive voice.

4.5.2 Siswa mampu menentukan bentuk perubahan passive voice.

C. Tujuan pembelajaran :

Siswa terampil menganalisis dan mengidentifikasi ciri ciri explanation text, terampil dalam membuat summary dan terampil dalam menjelaskan penggunaan passive voice baik secara interpersonal dengan guru maupun dengan teman.
D. Materi pembelajaran

Theme : Explain this!

Text : Explanation text

Content : Passive voice

Volcanic eruption text

- A letter is written by me.
- America was discovered by Columbus.
- Macbeth was written by Shakespeare.
- The door was opened by his son.
- The new ideas were suggested by Edo.
Changes of Pronouns from Active Voice to Passive Voice

<table>
<thead>
<tr>
<th>Pronoun in Active Voice</th>
<th>Pronoun in Passive Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Me</td>
</tr>
<tr>
<td>We</td>
<td>Us</td>
</tr>
<tr>
<td>You</td>
<td>You</td>
</tr>
<tr>
<td>He</td>
<td>Him</td>
</tr>
<tr>
<td>She</td>
<td>Her</td>
</tr>
<tr>
<td>It</td>
<td>It</td>
</tr>
<tr>
<td>They</td>
<td>Them</td>
</tr>
</tbody>
</table>

Table 9.1 Pronouns in active & passive voice

Rules for Changing Active Voice to Passive Voice

- Identify the subject, the verb and the object: SVO.
- Change the object into subject.
- Put the suitable helping verb or auxiliary verb. In case the helping verb is given, use the same verb but note that the helping verb given agrees with the object.
- Change the verb into the past participle form.
- Add the preposition "by".
- Change the subject into object.

Example

<table>
<thead>
<tr>
<th>Active Voice</th>
<th>Passive Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher is going to explain the lesson.</td>
<td>The lesson is going to be explained by the teacher.</td>
</tr>
<tr>
<td>She closed the door.</td>
<td>The door was closed by her.</td>
</tr>
</tbody>
</table>

Forming Passive Voice

<table>
<thead>
<tr>
<th>Tense</th>
<th>Be: Past Participle</th>
<th>Ex verbal</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Simple</td>
<td>am, is, are + made</td>
<td>-</td>
<td>The painting is made by her.</td>
</tr>
<tr>
<td>Present Progressive</td>
<td>am, is, are + being done</td>
<td>-</td>
<td>The book is being sent right now.</td>
</tr>
<tr>
<td>Present Perfect</td>
<td>has, have, been + told</td>
<td>-</td>
<td>The report of the books have been sold.</td>
</tr>
<tr>
<td>Past Simple</td>
<td>was, were + done</td>
<td>-</td>
<td>He was invited by Carl.</td>
</tr>
<tr>
<td>Past Progressive</td>
<td>was, were + being done</td>
<td>-</td>
<td>Their bikes were being washed while they were running in the park.</td>
</tr>
<tr>
<td>Past Perfect</td>
<td>had, have been + done</td>
<td>-</td>
<td>All the employees had been hired before the school started.</td>
</tr>
<tr>
<td>Future (will)</td>
<td>will be + done</td>
<td>-</td>
<td>A contract will be signed by her.</td>
</tr>
<tr>
<td>Future (going to)</td>
<td>am, is, are + going to be + done</td>
<td>-</td>
<td>A bridge is going to be built by them within the next few years.</td>
</tr>
<tr>
<td>Future Perfect</td>
<td>will have been + done</td>
<td>-</td>
<td>The job will have been started by the first of June.</td>
</tr>
</tbody>
</table>

Table 9.2 Forming of passive voice
Volcanic Eruption

(259 words)

A volcanic eruption is a natural phenomenon that occurs due to deposition of magma in the earth and flushed out by gas that has strong power. A volcanic eruption is one of the very powerful disasters. Almost all of the volcanic activity related to the zone of active seismicity because it is directly connected to the boundary of the earth’s plate.

The volcanic eruption begins with the activity at plate boundary of the earth that sustains a significant change in pressure and temperature. So, it can make the rock material around it melted which we usually called as incandescent liquid or magma. Magma formed through extreme hot temperature in the earth bowels. At a relative depth, a very high temperature can make the entire material in the earth bowels melted.

When these materials melted, it produces gas that will mix with the magma. Magma that will be released by volcanic eruption formed at a depth of approximately 60 to 160 KM below the earth’s surface. Then the magma that contains gas will be under the pressure of solid rocks that are around the crater. This pressure causes the magma erupted and move out towards the earth’s surface.

The magma and the gas burst at the same time and create a hole which is called the main hole. Most of the magma and other volcanic materials spurted through this main hole. After the bursts stopped, the crater that resembles a bowl usually formed at the top of the volcano. Meanwhile, the main hole is in the bottom of the crater.

**Fungsi sosial**

Menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya.
Struktur text
(gagasan utama dan informasi rinci)

a. Judul yang mengidentifikasi topik yang akan dijelaskan.
b. Sebuah kalimat pembuka yang mengidentifikasi proses yang akan dijelaskan.
c. Urutan yang jelas dari paragraph yang menggambarkan bagaimana dan mengapa sesuatu terjadi.
d. Sebuah paragraph penutup yang menempatkan semua informasi bersama.
e. Visual dari teks (gambar berlabel)

Unsur kebahasaan

Kata kerja be (is/ am/ are/ was/ were) dan kata kerja dalam bentuk ketiga.
Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan
dan cetak yang jelas dan rapi.

E. Metode Pembelajaran:

- Ceramah, diskusi, dan tanya-jawab.

F. Media, Alat, dan Sumber Pembelajaran:

1. Media : Mind map (lampiran)
2. Alat : Laptop, dan proyektor.
3. Sumber Belajar : Buku Bahasa Inggris Siswa Kelas XI SMA.

G. Langkah-langkah pembelajaran

Pertemuan 2

a. Kegiatan Pendahuluan (10’)

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku Pelajaran;
- Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran teks eksplanasi.
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.
b. **Kegiatan Inti (75’)**

**Mengamati (25’)**

- Dengan menggunakan mind map, guru menjelaskan tentang penggunaan *passive voice* (fungsi social, struktur teks, dan unsur kebahasaan), dan memberikan contoh mengubah kalimat aktif dan kalimat pasif.
- Siswa membaca teks tentang “Volcanic Eruption?” kemudian menandai kalimat-kalimat yang merupakan gagasan pokok dari teks tersebut.

**Menanya (15’)**

- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan perubahan bentuk-bentuk kalimat aktif menjadi kalimat pasif.
- Siswa diberikan kesempatan untuk bertanya hal-hal yang tidak dimengerti dalam teks “Volcanic Eruption?”

**MengumpulkanInformasi (35’)**

- Siswa membuat kalimat-kalimat passive voice sesuai dengan contoh yang diberikan.
- Siswa secara berkelompok menemukan gagasan pokok, informasi tertentu, informasi rinci, fungsi social, struktur teks, dan unsur kebahasaan dari teks “Volcanic Eruption?” yang dibaca.
- Siswa mengembangkan gagasan-gagasan pokok dari teks dan membuat summary dari gagasan-gagasan pokok tersebut.
- Guru dan siswa bersama-sama membahas tentang summary dari teks “Volcanic Eruption...”
c. **Penutup (5’)**
   - Memberikan umpan balik dan mereview proses dan hasil pembelajaran.
   - Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

H. **Penilaian hasil pembelajaran**

- **Jenis/instrumen/rubrik**
  1. **Kinerja (praktik)**
     a. Menulis kalimat-kalimat *passive voice*.

2. **Pedoman penilaian**
   a. Nilai siswa = \( \frac{\text{Jumlah skor yang diperoleh siswa}}{\text{Skor maksimal} (10)} \times 10 \)

   Untuk tiap jawaban benar diberi skor = 2
### Rubric for Assessing Writing: Summary

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<th>Score</th>
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<tr>
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<tr>
<td>The piece fulfills its purpose by retelling the main idea and important details.</td>
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</tr>
<tr>
<td>Sentences are punctuated correctly, and the piece is free of fragments and run-ons</td>
<td></td>
</tr>
</tbody>
</table>

Rumus perhitungan nilai siswa:

\[
\text{Jumlah skor yang diperoleh siswa} = \left(\frac{\text{Skor maksimal (40)}}{x}\right) \times 100
\]
Observasi:
Lembar Pengamatan Sikap Peserta didik

<table>
<thead>
<tr>
<th>No</th>
<th>Nama Peserta didik</th>
<th>Indikator Sikap.</th>
<th>Bertanggung jawab</th>
<th>peduli</th>
<th>Kerjasama</th>
<th>Percaya diri</th>
<th>santun</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<td>4</td>
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</tbody>
</table>

Note: Setiap aspek menggunakanskala 1 s.d. 5
1 = Sangat Kurang  2 = Kurang  3 = Cukup  4 = Baik  5 = Amat Baik

Leuwiliang, Februari 2018

Mengetahui,

Guru Mata Pelajaran

Mahasiswa

Hendra Yusuf, M.Pd
Mahdah Ridaillah

NIP.
NIM 1113014000038
LAMPIRAN

Media Mind Map

PASSIVE VOICE

- Tells what is done to someone or something.
- The subject receives the action and typically comes after the action (verb).
- The object is who or what receives the action and typically comes before the action (verb).

SIMPLE PRESENT
- SUBJECT + V1 + DIRECT OBJECT
- ZOMBIES CHASE MY FRIEND

PRESENT PROGRESSIVE
- SUBJECT + WAS / WERE + BEING + V3
- ZOMBIES CHASING MY FRIEND

PRESENT PERFECT
- SUBJECT + WAS / WERE + HAVE / HAVE BEEN + V3
- ZOMBIES HAVE CHASED MY FRIEND

FUTURE TENSES
- SUBJECT + WILL + V3 + DIRECT OBJECT
- ZOMBIES WILL CHASE MY FRIEND

MIND IDEAS

1. A volcanic eruption is a natural phenomenon caused by the motion of magma in the earth and by the release of gases.
2. This volcanic eruption begins with the activity of the boundary of the earth’s plate which undergoes significant pressure and temperature change.
3. At these materials reach the surface, they create melts of rock that form a hole called the main hole.
4. The magma and gas burst at the same time, creating a hole called the main hole.
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama satuan pendidikan : MAN 2 Bogor
Mata Pelajaran : Bahasa Inggris
Kelas/semester : XI/2
Materi pokok : Explain This
Alokasi waktu : 2 x 45 menit

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahuni tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar dan menyajikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.
B. Kompetensi dasar dan indicator pencapaian kompetensi:

Kompetensi Dasar (KD):

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.

2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

3.8. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa explanation text lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau social yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya.

4.8. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan explanation text lisan dan tulis, terkait gejala alam atau social yang tercakup dalam mata pelajaran lain di kelas XI.

Indicator:

3.5.1 Siswa mampu membedakan fungsi social, struktur teks, dan unsur kebahasaan dari beberapa explanation text.

3.5.2 Siswa mampu mengaitkan informasi terkait gejala alam atau sosial yang mereka ketahui dengan materi explanation text.

4.5.1 Siswa mampu menganalisis makna yang terdapat di explanation text.

4.5.2 Siswa mampu menuliskan summary dari explanation text.

C. Tujuan pembelajaran:

Siswa terampil menganalisis dan mengidentifikasi ciri ciri explanation text, terampil dalam membuat summary dan terampil dalam menjelaskan penggunaan passive voice baik secara interpersonal dengan guru maupun dengan teman.
D. Materi pembelajaran

Water Cycle

(507 words)

Water is essential for life. It is present throughout the solar system, and was part of the Earth from its formation. The source of the water was the same as the source of the Earth's rock: the cloud of particles which condensed in the origin of the solar system. There is the same amount of water on the Earth now as there was when the Earth began. Water cycle, or also known as the hydrologic cycle, describes the process by which the various forms of water move about the planet in a fairly constant balance. Like all circular items, the water cycle has no true beginning and no end, though the water changes state from liquid to solid — as ice and snow, for example — and as vapor. The cycle is the process by which the water, in whatever form, goes from place to place, ocean to cloud to rainwater to river and back again through a cycle of rising air currents, precipitation, runoff and a few other processes.

There are four basic processes in the water cycle. First is called as evaporation. Evaporation occurs when water transforms from liquid to gas, usually as a result of the sun's warming rays. Evaporation often technically includes transpiration from plants (the vapor the "breathe" out as they grow), though together they are specifically referred to as evapotranspiration. The next steps is known as condensation. Cooler temperatures in the atmosphere cause it to condense into clouds, which float around until the fall from the sky as precipitation. The third process is precipitation. Precipitation occurs when the vapor that condensed comes back out of the sky as rain, snow, sleet, hail. Most of it comes back to the ground or body of water, but some of it is intercepted by plant foliage and evaporates back to the atmosphere instead of making it to the ground, in a process called "canopy interception". In warmer climates, snow melts during the warmer spring and summer months, and that water flows into streams and rivers, which eventually return it to the ocean, or into the groundwater, which eventually reaches underground aquifers. The process which
water moves across land is known as runoff step. Over time, the water continues flowing, some to reenter the ocean, where the water cycle renews itself.

Many people think water will always be there for them when people want it. In fact, it is not a perfectly linear cycle; the same water molecules don't go through the four cycles at the same speed or spend the same amount of time in each one. Because of global warming, the water cycle will continue to intensify during the 21st century. But, this doesn't mean increased precipitation across the board. In places where it's already dry, it is going to get drier, increasing the probability of drought. Without water, living things would die. People will die if they go without water for more than a week. Plants will die without water and that would kill all of the animals that eat the plants.

**Fungsi sosial**
Menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya.

**Struktur text**
(gagasan utama dan informasi rinci)

a. Judul yang mengidentifikasikan topik yang akan dijelaskan.
b. Sebuah kalimat pembuka yang mengidentifikasi proses yang akan dijelaskan.
c. Urutan yang jelas dari paragraph yang menggambarkan bagaimana dan mengapa sesuatu terjadi.
d. Sebuah paragraph penutup yang menempatkan semua informasi bersama.
e. Visual dari teks (gambar berlabel)

**Unsur kebahasaan**

Kata kerja be (is/ am/ are/ was/ were) dan kata kerja dalam bentuk ketiga. Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.

**Metode Pembelajaran:**

- Cerama, diskusi dan tanya-jawab
Media, Alat, dan Sumber Pembelajaran:

1. Media : Infographic (lampiran)
2. Alat : Laptop, dan proyektor.
3. Sumber Belajar : Buku Bahasa Inggris Siswa Kelas XI SMA.

Langkah-langkah pembelajaran

Pertemuan 3

a. Kegiatan Pendahuluan (10’)
   - Menyiapkan siswa untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku Pelajaran;
   - Memotivasi siswa secara kontekstual sesuai dengan manfaat pembelajaran teks eksplanasi.
   - Mengulas kembali sedikit tentang passive voice.

b. Kegiatan Inti (75’)

   Mengamati (25’)
   - Siswa membaca teks tentang “water cycle” kemudian menandai kalimat-kalimat yang merupakan gagasan pokok dari teks tersebut.
   - Siswa mendengarkan penjelasan guru tentang materi dari teks yang tidak dimengerti.

   Menanya (15’)
   - Siswa diberikan kesempatan untuk bertanya hal-hal yang tidak dimengerti dalam teks “water cycle”

   Mengumpulkan Informasi (35’)
   - Dengan menggunakan infografik, guru dan siswa membahas bersama-sama tentang ide-ide pokok dari teks “water cycle”. Kemudian menyusunnya menjadi sebuah summary.
C. Penutup (5’)
- Memberikan umpan balik dan mereview proses dan hasil pembelajaran.
- Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

Penilaian hasil pembelajaran

- Jenis/instrumen/rubrik
  1. Kinerja (praktik)
     a. Menulis summary dari “water cycle” text.
     b. Melaksanakan kegiatan saintifik (5 M).
  2. Pedoman penilaian
     a. Rubrik penilaian summary
**Rubric for Assessing Writing: Summary**

<table>
<thead>
<tr>
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</tr>
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<td>2</td>
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<tr>
<td>The piece is arranged in an appropriate and clear order.</td>
<td>1</td>
</tr>
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**Lembar Observasi:**

Lembar Pengamatan Sikap Siswa

<table>
<thead>
<tr>
<th>No</th>
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**Note:** Setiap aspek menggunakan skala 1 s.d. 5

1 = Sangat Kurang  2 = Kurang  3 = Cukup  4 = Baik  5 = Amat Baik

Leuwiliang, Februari 2018

Mengetahui,

Guru Mata Pelajaran Mahasiswa

Hendra Yusuf, M.Pd Mahdah Ridaillah

NIP. NIM 1113014000038
Lampiran

Water cycle, or also known as the hydrologic cycle, describes the process by which the various forms of water move about the planet in a fairly constant balance.

In fact, it is not a perfectly linear cycle, but some water molecules end up through the same spending the same amount of time in each stage of the cycle.
RENCA SAN PELAKSANAAN PEMBELAJARAN
(RPP)

Nama satuan pendidikan : MAN 2 Bogor
Mata Pelajaran : Bahasa Inggris
Kelas/semester : XI/2
Materi pokok : Explain This (Control Class)
Alokasi waktu : 2 x 45 menit

A. Kompetensi Inti (KI)
1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis pengetahuan fakultual, konseptual, prosedural berdasarkan rasa ingin tahuinya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan
B. Kompetensi dasar dan indicator pencapaian kompetensi:

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2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

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4.8. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan explanation text lisan dan tulis, terkait gejala alam atau social yang tecakup dalam mata pelajaran lain di kelas XI.

Indicator:

3.5.1 Siswa mampu membedakan fungsi social, struktur teks, dan unsur kebahasaan dari beberapa explanation text.

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C. Tujuan pembelajaran:

Siswa terampil menganalisis dan mengidentifikasi ciri ciri explanation text, terampil dalam membuat summary dan terampil dalam menjelaskan penggunaan passive voice baik secara interpersonal dengan guru maupun dengan teman.
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Fungsi sosial
Menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu
menyebutkan pelakunya.

Struktur text
(gagasan utama dan informasi rinci)
a. Judul yang mengidentifikasikan topik yang akan dijelaskan.
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Metode Pembelajaran:
- Ceramah, diskusi dan tanya-jawab
Media, Alat, dan Sumber Pembelajaran:

1. Media : Mindmap
2. Alat : Laptop, dan proyektor.
3. Sumber Belajar : Buku Bahasa Inggris Siswa Kelas XI SMA.

Langkah-langkah pembelajaran

Pertemuan 3

a. Kegiatan Pendahuluan (10’)
   - Menyiapkan siswa untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;
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   Mengamati (25’)
   - Siswa membaca teks tentang “water cycle” kemudian menandai kalimat-kalimat yang merupakan gagasan pokok dari teks tersebut.
   - Siswa mendengarkan penjelasan guru tentang materi dari teks yang tidak dimengerti.

   Menanya (15’)
   - Siswa diberikan kesempatan untuk bertanya hal-hal yang tidak dimengerti dalam teks “water cycle”

   Mengumpulkan Informasi (35’)
   - Dengan menggunakan mindmap, guru dan siswa membahas bersama-sama tentang ide-ide pokok dari teks “water cycle”. Kemudian menyusunnya menjadi sebuah summary.
C. Penutup (5’)
- Memberikan umpan balik dan mereview proses dan hasil pembelajaran.
- Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

Penilaian hasil pembelajaran

- Jenis/instrumen/rubrik
  1. Kinerja (praktik)
     a. Menulis summary dari “water cycle” text.
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Leuwiliang, Februari 2018

Mengetahui,

Guru Mata Pelajaran  Mahasiswa

Hendra Yusuf, M.Pd  Mahdah Ridaillah

NIP.  NIM 1113014000038
THE WATER CYCLE

WATER CYCLE, OR ALSO KNOWN AS THE HYDROLOGIC CYCLE, DESCRIBES THE PROCESS BY WHICH THE VARIOUS FORMS OF WATER MOVE ABOUT THE PLANET IN A FAIRLY CONSTANT BALANCE.

IN FACT, IT IS NOT A PERFECTLY LINEAR CYCLE; THE SAME WATER MOLECULES DON'T GO THROUGH THE FOUR CYCLES AT THE SAME SPEED OR SPEND THE SAME AMOUNT OF TIME IN EACH ONE.

MAIN IDEAS

FOUR BASIC PROCESSES IN THE WATER CYCLE

EVAPORATION
CONDENSATION
PRECIPITATION
RUNOFF

SUMMARY
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama satuan pendidikan : MAN 2 Bogor
Mata Pelajaran : Bahasa Inggris
Kelas/semester : XI/2
Materi pokok : Explain This (Experimental Class)
Alokasi waktu : 2 x 45 menit

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.
B. Kompetensi dasar dan indicator pencapaian kompetensi:

Kompetensi Dasar (KD):

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.

2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan Passsive Voice)

4.5 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

Indicator:

3.5.1 Siswa mampu membedakan fungsi social, struktur teks, dan unsur kebahasaan dari beberapa explanation text.

3.5.2 Siswa mampu mengaitkan informasi terkait gejala alam atau sosial yang mereka ketahui dengan materi explanation text.

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4.5.2 Siswa mampu menuliskan summary dari explanation text.

C. Tujuan pembelajaran :

Siswa terampil menganalisis dan mengidentifikasi ciri ciri explanation text, terampil dalam membuat summary dan terampil dalam menjelaskan penggunaan passive voice baik secara interpersonal dengan guru maupun dengan teman.
Sound recording and reproduction

(360 words)

Sound recordings and reproduction are two separate processes used to record, store, and playback sounds. Sound recording use microphones to pick up sound waves in the air. The pressure changes associated with the waves are converted into electrical signals, which can be coded and stored for future access. Sound reproduction, or playback, uses additional devices to retrieve the stored information and convert it back into electrical signals. The signals are then sent to a loudspeaker, which converts them back into sound.

To record sound, a microphone changes the acoustic energy of sound waves in the air into electrical signals. Inside a microphone is a thin, flat, metallic surface, called a diaphragm that is suspended in a magnetic field. When a sound wave reaches the microphone, the air pressure changes around the diaphragm, causing the diaphragm to move. This movement within a magnetic field creates an electrical signal. The signal is transferred to a storage medium, such as cassette tape, a compact disc (CD), or a phonograph record. To produce sound, a playing device – such as a CD player, cassette deck, or phonograph accesses the stored data. The playing device reads the data and converts the information back into electric energy. The electric signal is sent to a loudspeaker, which has a diaphragm housed in a magnetic field in much the same way as a microphone’s diaphragm is housed. The electrical signal creates a disturbance in the magnetic field. These resultants variations in the magnetic field cause the diaphragm to move. As the diaphragm moves, it pushes out and pulls in, creating in the air pressure to recreate the sound that was originally recorded.

Sound recordings and reproduction from the foundation of many industries, including entertainment, communication, and multimedia businesses. Recording and reproduction of sound allow people to play their favorite music, whether it
was recorded yesterday or many years ago. Radio networks rely on sound recording and reproduction for storing news and other types of programming. Television and motion pictures combine images with music, speech, and sound effects to provide the viewer with an enriched experience. Computer programs, multimedia software, and video games also use sound to make programs more engaging.

**Fungsi sosial**

Menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya.

**Struktur text**

(gagasan utama dan informasi rinci)

a. Judul yang mengidentifikasikan topik yang akan dijelaskan.

b. Sebuah kalimat pembuka yang mengidentifikasikan proses yang akan dijelaskan.

c. Urutan yang jelas dari paragraph yang menggambarkan bagaimana dan mengapa sesuatu terjadi.

d. Sebuah paragraph penutup yang menempatkan semua informasi bersama.

e. Visual dari teks (gambar berlabel)

**Unsur kebahasaan**

Kata kerja be (is/ am/ are/ was/ were) dan kata kerja dalam bentuk ketiga. Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.

**E. Metode Pembelajaran:**

- Ceramah, diskusi, dan tanya-jawab.

**F. Media, Alat, dan Sumber Pembelajaran:**

1. Media : Infographic (terlampir)

2. Alat : Laptop, dan proyektor.

3. Sumber Belajar : Buku Bahasa Inggris Siswa Kelas XI SMA.
G. Langkah-langkah pembelajaran

Pertemuan 4

a. Kegiatan Pendahuluan (10’)

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku Pelajaran;
- Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran teks eksplanasi.
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti (75’)

Mengamati (25’)

- Siswa membaca teks tentang “sound recording and reproduction” kemudian menandai kalimat-kalimat yang merupakan gagasan pokok dari teks tersebut.
- Siswa mendengarkan penjelasan guru tentang materi dari teks yang tidak dimengerti.
- Siswa saling bertukar hasil summarynya, kemudian mengoreksi dengan memberikan komentar atau saran dari hasil summary temannya.

Menanya (10’)

- Siswa diberikan kesempatan untuk bertanya hal-hal yang tidak dimengerti dalam teks “sound recording and reproduction”

Mengumpulkan Informasi (35’)

- Dengan menggunakan infografik, guru dan siswa membahas bersama-sama tentang ide-ide pokok dari teks “sound recording and reproduction”.
• Siswa secara individu mengembangkan ide-ide pokok dari teks menjadi sebuah summary.

c. **Penutup (10’)**
• Memberikan umpan balik dan mereview proses dan hasil pembelajaran.

H. **Penilaian hasil pembelajaran**
• Jenis/instrumen/rubrik
  1. **Kinerja (praktik)**
     a. Menulis summary dari “sound recording and reproduction” text.
  2. **Pedoman penilaian**
     a. Rubrik penilaian summary
     b. Lembar observasi siswa
### Rubric for Assessing Writing: Summary

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus/ Organization</td>
<td>4</td>
</tr>
<tr>
<td>The piece fulfills its purpose by retelling the main idea and important details.</td>
<td></td>
</tr>
<tr>
<td>The piece does not include minor details or unrelated information.</td>
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<tr>
<td>The piece is written in writer’s own opinion</td>
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<td>The piece is arranged in an appropriate and clear order.</td>
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<tr>
<td>Elaboration/ Support/ Style</td>
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<tr>
<td>The opening or closing sentence clearly</td>
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<tr>
<td>All of the important details that support the main idea are included</td>
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<tr>
<td>Transition words are used effectively</td>
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<tr>
<td>Grammar, Usage, and Mechanics</td>
<td></td>
</tr>
<tr>
<td>The writing is free of misspellings, and words are capitalized correctly</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>Standard English usage is employed</td>
<td></td>
</tr>
</tbody>
</table>
Observasi:

Lembar Pengamatan Sikap Siswa

<table>
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<tr>
<th>No</th>
<th>Nama Siswa</th>
<th>Indikator Sikap.</th>
<th>Bertanggungjawab</th>
<th>peduli</th>
<th>Kerjasama</th>
<th>Percaya diri</th>
<th>santun</th>
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</tbody>
</table>

Note: Setiap aspek menggunakan skala 1 s.d. 5
1 = Sangat Kurang  2 = Kurang  3 = Cukup  4 = Baik  5 = Amat Baik

Leuwiliang, Februari 2018

Mengetahui,

Guru Mata Pelajaran Mahasiswa

Hendra Yusuf, M.Pd Mahdah Ridaillah

NIP. NIM 1113014000038
Lampiran

Sound Recording and Reproduction

Main ideas

To record sound, a microphone changes the acoustic energy of sound waves in the air into electrical signals.

Summary

sound recordings and reproduction are two separates processes.
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama satuan pendidikan : MAN 2 Bogor
Mata Pelajaran : Bahasa Inggris
Kelas/semester : XI/2
Materi pokok : Explain This
Alokasi waktu : 2 x 45 menit

A. Kompetensi Inti (KI)
1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan
B. Kompetensi dasar dan indicator pencapaian kompetensi:

Kompetensi Dasar (KD):

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.

2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan Passsive Voice)

4.5 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

Indicator:

3.5.1 Siswa mampu membedakan fungsi social, struktur teks, dan unsur kebahasaan dari beberapa explanation text.

3.5.2 Siswa mampu mengaitkan informasi terkait gejala alam atau sosial yang mereka ketahui dengan materi explanation text.

4.5.1 Siswa mampu menganalisis makna yang terdapat di explanation text.

4.5.2 Siswa mampu menuliskan summary dari explanation text.

C. Tujuan pembelajaran:

Siswa terampil menganalisis dan mengidentifikasi ciri ciri explanation text, terampil dalam membuat summary dan terampil dalam menjelaskan penggunaan passive voice baik secara interpersonal dengan guru maupun dengan teman.
Sound recording and reproduction

Sound recordings and reproduction are two separate processes used to record, store, and playback sounds. Sound recording uses microphones to pick up sound waves in the air. The pressure changes associated with the waves are converted into electrical signals, which can be coded and stored for future access. Sound reproduction, or playback, uses additional devices to retrieve the stored information and convert it back into electrical signals. The signals are then sent to a loudspeaker, which converts them back into sound.

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MengumpulkanInformasi (35’)

- Guru dan siswa membahas bersama-sama tentang ide-ide pokok dari teks “sound recording and reproduction”.
- Siswa secara individu mengembangkan ide-ide pokok dari teks menjadi sebuah summary.

c. Penutup (10’)

- Memberikan umpan balik dan mereview proses dan hasil pembelajaran.
Rubric for Assessing Writing: Summary

- Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

H. Penilaian hasil pembelajaran

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Leuwiliang, Februari 2018
Mengetahui,

Guru Mata Pelajaran Mahasiswa
Hendra Yusuf, M.Pd Mahdah Ridaillah
NIP. NIM 1113014000038
SOUND RECORDING AND REPRODUCTION

Sound recordings and reproduction are two separate processes.

To record sound, a microphone changes the acoustic energy of sound waves in the air into electrical signals.

The use of sound recording and reproduction.

Summary.
Appendix 5
The Complete Score of Pre-test, Post-test, and Gained Score of Experimental Class

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-test</th>
<th>Post-test</th>
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Appendix 6

The Complete Score of Pre-test, Post-test, and Gained Score of Control Class

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-test</th>
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<th>Gained</th>
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<td>Post-test</td>
<td>Gained Score</td>
</tr>
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Appendix 7

KEMENTERIAN AGAMA
UIN JAKARTA
FORM (FR)
FITK

SURAT BIMBINGAN SKRIPSI

Nomor : Un.01/F.1/KM.01/3/225/2017
Lemp. : 1 bungel proposal skripsi
Hal. : Bimbingan Skripsi

Ke Pada Yth.

Drs. Syawak, M.Pd.
Zakaria Amin, M.Hum.
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarief Hidayatullah
Jakarta.

Dengan ini disampaikan kesediaan Saudara untuk menjadi pembimbing I (matematika) penulisan skripsi mahasiswa:

Nama : Muhd. Rizal
d
NIM : 111301400634
Jurusan : Pendidikan Bahasa Inggris
Semester : VIII (Despala)

Judul Skripsi : The Effect of Infographic on Students’ Writing Summary Skill (A Quasi-experimental Study at Eleventh Grade Students of MAN 2 Bogor)


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat dipaparkan dalam 6 (enam) bulan berikutnya sampai saat persyaratan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamualaikum wr.wb.

s.n. Dekan

Kepala Pendidikan Bahasa Inggris

Dr. Alek, M.Pd.
NIP. 19699912 200901 1 008

Tembusan:
1. Dekan FITK
2. Mahasiswa yht.
Appendix 8

SURAT PERMOHONAN IZIN PENELITIAN

Kepada Yth,

Kepala MAN 2 Bogor
Hj. N. Nani Ruhaymi, M. Pd

di

Tempat

Assalamu’alaikum wr.wb.

Dengan hormat kami sampaikan bahwa,

Nama : Mahdah Ridaillah
NIM : 1113014000038
Jurusan : Pendidikan Bahasa Inggris
Semester : X (Sepuluh)
Judul Skripsi : The Effect of Infographic on Students’ Writing Summary Skill (A Quasi Experimental Research in MAN 2 Bogor)

adalah benar mahasiswi Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyelesaikan Skripsi, dan akan mengadakan penelitian (riset) di instansi sekolah/madrasah yang Saudara pimpin.

Untuk itu kami mohon Saudara dapat mengizinkan mahasiswa tersebut melaksanakan penelitian dimaksud.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Assalamu’alaikum wr.wb.

Salam,

[Signature]

[Stamp]

Jakarta, 1 Februari 2018

Tembusan:
1. Dekan FIKH
2. Pembantu Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan
Appendix 9

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KAB. BOGOR
MADRASAH ALIYAH NEGERI 2 BOGOR
Jl. Raya Leuwiliang, Sibunngun Km. 4 Kecamatan Leuwiliang Telp. (0251) 8640911
Website: www.maaleuwiliang.sch.id e-mail: maan_leuwiliang@yahoo.co.id

SURAT KETERANGAN
B. 065 /Ma.10.02/PP.00.6/03/2018

Yang bertanda tangan di bawah Kepala Madrasah Aliyah Negeri 2 Bogor:

Nama: Dra. Hj. N. Nani Ruhyani, M.Pd.
NIP: 19640416 199103 2 903
Jabatan: Kepala Madrasah

Dengan ini menerangkan bahwa:

Nama: Mahdah Ridaullah
NIM: 11301400038
Jurusan / Universitas: Pendidikan Bahasa Inggris/
UII Syarif Hidayatullah Jakarta

Mulai Observasi: Februari a/d Maret

Judul Penelitian: The Effect Of Infographic on Students’ Writing Summary Skill (A Quasi Experimental Research in MAN 2 Bogor)

Demikian Surat keterangan ini dibuat dan telah selesai melaksanakan penelitian di Madrasah Aliyah Negeri 2 Bogor, untuk diperagakan sebagaimana mestinya.

Bogor, 28 Maret 2018

[Signature]

N. Nani Ruhyani
Appendix 10

The Cycle is the process by which the water, in whatever form, goes from place to place. Ocean to cloud to rainwater to river back again through a cycle of rising air currents, precipitation, runoff, and a few other processes.

There are four basic processes in the water cycle. The first is called as evaporation. Evaporation occurs when water changes from liquid to gas usually as a result of the sun’s warming rays. The next step is known as condensation. Cooler temperatures in the sky as precipitation. The third process is precipitation. Precipitation occurs when the vapor that condensed comes back out of the sky as rain, snow, sleet, hail, or ice. If it comes back to the atmosphere instead of making it to the ground, the water cycle repeats itself.

Without water, living things would die. People will die if they go without water for more than a week. Plants will die without water and that would kill all of the animals that eat the plants."

Water is essential for life. It is present throughout the earth system, and we are a part of the cycle from the formation of the earth. It is the same amount of water on the earth now as there was when the earth began. Water cycle, despite the processes by which various forms of water move about the planet, is a fairly common balance.

There are four basic processes in the water cycle. First is called evaporation. Evaporation occurs when water changes from liquid to gas usually as a result of the sun’s warming rays. The next step is called condensation. Cooler temperatures in the sky as precipitation. The third process is called precipitation. Precipitation occurs when the water that condensed comes back out of the sky as rain, snow, sleet, or ice. If it comes back to the atmosphere instead of making it to the ground, the cycle repeats itself.

Many people think water is only present in rivers, streams, and oceans. But water is also present in the air, in clouds, and in the ground. Water cycle, despite the processes by which various forms of water move about the planet, is a fairly common balance.
Water Cycle

There are four basic processes in the water cycle. First is called evaporation occurs when water transforms from liquid to gas, usually as a result of the sun’s warming rays. Most of it comes back to the ground or body of water, but some of it is intercepted by plant foliage and evaporates back to the atmosphere instead of making it to the ground in a process which water moves across and is known as runoff slip. Over time, the water collects, flowing down to reach the ocean. While the water cycle is self-sustaining, because of global warming, the water cycle will continue to intensify during the 21st Century but the Earth will experience increased precipitation across the board. In places where it is going to get drier, increasing the probability of drought. Without water living things would die. People will die if they go without water for more than a week. Plants will die without water and fish would die of lack animals that eat the plants.
Water is essential for life, it is present throughout the solar system, and was found on the earth from its formation. Water cycle or also known as the hydrologic cycle, describes the processes by which the various forms of water move about the planet in a fairly constant balance.

Diagram:

Water Cycle

Water is present for life, it is present throughout the solar system, and was found on the earth from its formation. Water cycle is also known as the hydrologic cycle. The cycle is the process in which the water in one form moves from place to place.

Water on Earth is distributed over land and oceans through a cycle of evaporation, condensation, and precipitation. There are four basic processes in the water cycle: evaporation, condensation, precipitation, and collection of water. Evaporation occurs when water changes from liquid to gas, and this process is known as the hydrologic cycle. Condensation occurs when the vapor is condensed to liquid, and this process is known as the hydrologic cycle. Precipitation occurs when the liquid water collects on Earth, and this process is known as the hydrologic cycle. Collection of water occurs when the liquid water collects on Earth, and this process is known as the hydrologic cycle.

Many people have asked whether there is life elsewhere in the solar system. Some believe there is life on Mars, while others believe there is life on other planets. However, there is no evidence to support the existence of life on other planets. The search for life on other planets continues, and scientists are constantly searching for signs of life in the universe.
Water cycle.

Water is essential for life. It is present throughout the solar system and was part of the Earth from its formation. It is also known as the hydrologic cycle. Amongst the processes by which the Earth maintains water presence, the principle is to maintain a fairly constant balance. The cycle of the processes by which the water, in whatever form, goes from place to place, ocean to cloud or snowmelt to river and back again through a cycle of evaporation, condensation, precipitation, runoff and a few other processes.

There are four basic processes in the water cycle. One is called as evaporation. The next is known as condensation. The third process is precipitation. The process which stores water is called as runoff. One more the water transports through plant’s root to river to ocean to cloud to atmosphere to river and back again through a cycle of evaporation, condensation, precipitation, runoff and a few other processes.

In fact, it is not a perfectly linear cycle. The same water molecules don’t go through the four cycles at the same speed or spend the same amount of time in each one. Because of global warming, the water cycle will become more intense during the 21st century. This will lead to more extreme weather, which will change the balance of water and will affect all of the animals that can change its flows.

Summary

Water cycle

Water is essential for life. It is present throughout the solar system and was part of the Earth from its formation. It is also known as the hydrologic cycle, which describes the process by which the various forms of water move about the planets to keep a fairly constant balance. The cycle of the processes by which the water, in whatever form, goes from place to place, ocean to cloud to atmosphere to river and back again through a cycle of evaporation, condensation, precipitation, runoff and a few other processes.
WATER CYCLE

Water cycle, also known as the hydrologic cycle, describes the process by which water moves through the Earth's atmosphere. The cycle is the process by which the water in the atmosphere moves from liquid to solid and back again through a cycle of evaporation, condensation, precipitation, runoff, and a few other processes.

There are four basic processes in the water cycle: evaporation, condensation, precipitation, and runoff. The fourth process is known as run-off. The process which water flows out of land is known as run-off.

In fact, it is not a perfectly linear cycle; there must be some water movement in each step, in order to take place at all. Because of global warming, water cycle can continue to increase during the 21st century. Due to this increased water movement, the atmosphere will become more active and the Earth's climate will be affected. This will result in increased temperature across the board, in areas where it's already dry, in areas where it's wet, in areas where it's hot, and in areas where it's cold. This will lead to increased precipitation across the board, in areas where it's already wet, in areas where it's dry, in areas where it's hot, and in areas where it's cold. This will lead to increased temperature across the board, in areas where it's already dry, in areas where it's wet, in areas where it's hot, and in areas where it's cold.

Water is essential to life. It is present throughout the entire universe, and was part of the Earth from its formation. It is all around us. The water cycle has no true beginning or end, as the water changes from liquid to solid and back to liquid, as well as to gas. There are four basic processes in the water cycle: evaporation, condensation, precipitation, and runoff. Evaporation occurs when water transforms from liquid to gas. Condensation occurs when water transforms from gas to liquid. Precipitation occurs when water transforms from liquid to solid. Runoff occurs when water transforms from solid to liquid. Water cycle is technically called water vapor flow or as it grows, through the oceans, across the land, and back to the oceans. This process is known as the hydrologic cycle, and it is necessary for life on Earth.
Auroras

An aurora is a natural light display that shimmer in the sky. Colorful blue, red, yellow, green, and orange lights shift gently and change shape. Like safety blowing curtains, auroras are only visible at night, and usually only appear in lower polar regions.

The activity that creates auroras begins on the sun. The zone, which continuously stream from the sun's surface, are called the solar wind. Most of the solar wind is blocked by the magnetosphere, and the zones forced around the planet, continue to travel further into the solar system.

Thus, areas in a region of the atmosphere called the ionosphere, are centered on the earth's geomagnetic poles. The geomagnetic poles are the Earth's poles of the Earth's magnetic field. They are about 1,000 kilometers (600 miles) from the geographic poles, but are slowly moving.

The energy released during these collisions causes the air to ionize, hence, auroras happen about 50-1,000 kilometers (30-600 miles) above the Earth's surface.

Summary

Aurora

From the ionosphere, these colored lights are a natural light display. In the north, the sky becomes a colorful blue, red, green, and orange. In the south, it is called solar aurora or Southern Lights.

The sun is a large ball of super hot gas made up of hydrogen and helium. When those charged particles collide with the atoms, which is traveling through the Earth's atmosphere, and the ions, it causes the F-region, which contains the aurora.

The sun's surface is heated by the magnetic field, some of the ions become ionized. As they become electrically charged, they can be seen as auroras that are observed from the Earth's surface. They fly from about 1,000 kilometers (600 miles) from the geographic poles, where the aurora is more visible.

The energy released during this collision causes a colorful glowing band around the poles. These auroras happen over 50-1,000 kilometers (30-600 miles) above the Earth's surface.

The most active auroras happen when the solar wind is the strongest.

Solar flares and coronal mass ejections are associated with Sun spots. Solar flares and coronal mass ejections are sudden, extra bursts of energy from the solar wind.

The color of the aurora varies, depending on altitude and the kind of plasma involved.
An aura is a natural light display that appears in the sky. Colors include red, yellow, orange, and purple. It is called "aurora" because it resembles the Northern Lights or "aurora borealis." The activity that causes auroras is known as solar wind. The solar wind is a stream of charged particles from the Sun that interacts with Earth's magnetic field. When these particles collide with the Earth's atmosphere, they can produce auroras. The colors of the aurora vary depending on altitude and the type of charged particles involved. Auroras are most visible during the Northern Lights season, which is typically from September to March.

Aurora

The solar wind is the stream of charged particles from the Sun. When these particles interact with Earth's magnetic field, they can produce auroras. The colors of the aurora vary depending on altitude and the type of charged particles involved. Auroras are most visible during the Northern Lights season, which is typically from September to March.
Aurora

From the text we know that auroras is a natural light display when shimmerers in the sky. Auroras are caused and can be seen only at night. In order for the auroras to occur, the sun must be active, and the earth must be charged. The auroras occur because the charged particles from the sun collide with the Earth's atmosphere. The colors of the auroras are determined by the altitude and the kind of atoms present. A red light is produced if the atoms are excited. A green-yellow light occurs if the hydrogen and helium atoms can collide and produce.
SUMMARY

Aurora

An aurora is a natural light display that appears in the sky. Colored blue, red, yellow, green, and orange lights form arcs and change shape like softly blowing clouds. In the north, the display is called the Aurora Borealis, or northern lights, and in the south, it is called the Aurora Australis, or southern lights.

The activity on Earth's sun produces auroras. The sun is a ball of superhot gas made up of electrically charged particles called solar wind. These particles, called protons, can escape the sun's atmosphere and enter Earth's magnetic field. Earth's magnetic field blocks most of these particles, but some pass through and interact with the Earth's atmosphere.

These areas are called magnetic poles, and they are located on the Earth's surface.

In the aurora, the ions of the solar wind collide with atoms of oxygen and nitrogen from the Earth's atmosphere.

The most active regions happen when the solar wind is strong. The solar wind is usually fairly constant, but when the sun is active, the solar wind can become stronger and produce auroras more frequently.

At lower altitudes, red light is produced by ionized oxygen atoms. Striking these atoms with cosmic rays can produce blue and purple auroras.
Aurora
(Copy 3 words)

An aurora is a natural light display that shines in the sky. Corona bears red, yellow, green, and orange lights that gently change shape like spring blooming curtains.

The activity that creates auroras begins on the sun. The sun is a ball of superhot gases made up electrically charged particles called ions. These ions, which continuously stream from the sun’s surface, are called the solar wind.

These areas in a region of the atmosphere called the thermosphere, are centered on the Earth’s geomagnetic poles. The geomagnetic poles mark the fixed axis of the Earth’s magnetic field. They lie about 1,500 kilometers (932 miles) from the geographic poles but are slowly moving.

The energy released during these collisions causes a corona (glow) about a aurora. Most auroras happen about 97-1,000 kilometers (60-620 miles) above the Earth’s surface.

Energy in the solar wind. Sunspot activity is tracked over an 11-year cycle. Bright, stunning auroras are most visible during the height of sunspot activity.

This is an unusual aurora - the most colorful display. A green-yellow hue occurs at higher latitudes at lower altitudes.

To find out more about the mysterious light displays, scientists have launched satellites specially designed to study auroras. Apart from, NASA's THEMIS (Time History of Events and Macroscale Interactions during Substorms) satellite used ultraviolet and radio waves to study auroras and how they are formed.
An **aurora** is a natural light display that occurs in the Earth’s 

capital region. It is visible in green and orange, like the winter 
seasons, and can be seen at night. When the auroras are 
brighter, they can create stunning displays of light and color 
around the Earth’s surface.

- **The energy released during these collisions causes a 
  **collision zone** that extends from the planet to the sun. 
  These collisions happen about 37,000 kilometers above the 
  Earth’s surface.

- **The most active auroras happen when the solar wind** 
  is the strongest. The solar wind is usually fairly constant, 
  but solar weather, the heating and cooling of different 
  parts of the sun can change daily. Solar weather is often 
  measured by scientists.

- **The colors of the aurora vary depending on altitude and 
  the type of gases involved. In the lower atmosphere, the oxygen 
  is high, and the atmosphere is less dense. At lower altitudes, 
  this is an aurora can appear as a red or orange color. At lower altitudes, 
  this can appear as a green or blue color. At lower altitudes, 
  this can appear as an orange or yellow color. At lower altitudes, 
  this can appear as a yellow or green color. At lower altitudes, 
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