

**IMPROVING THE STUDENTS' ABILITY IN READING EXPOSITION TEXT  
BY USING DOUBLE BRAIN POWER METHOD**

**SKRIPSI**

*Submitted In Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

**By**

**AULIA WIDYAWATI**  
**1502050171**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA  
MEDAN  
2019**



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**BERITA ACARA**

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1  
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Sabtu, Tanggal 05 Oktober 2019, pada pukul 08.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Aulia Widyawati  
NPM : 1502050171  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Improving the Students' Ability in Reading Exposition Text by Using Double Brain Power Method


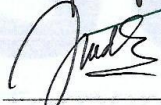
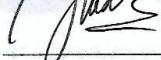
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Ketua  Sekretaris   
**Dr. H. Elfrianto Nasution, S.Pd., M.Pd.** **Dra. Hj. Samsuurnita, M.Pd.**

**ANGGOTA PENGUJI:**

1. Dr. Hj. Dewi Kesuma Nst, SS, M.Hum
2. Dr. T. Winona Emelia, M.Hum
3. Imelda Darmayanti Manurung, SS, M.Hum

1.   
2.   
3. 



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

### LEMBAR PENGESAHAN SKRIPSI



Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Aulia Widyawati  
N.P.M : 1502050171  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Improving the Students' Ability in Reading Exposition Text by Using Double Brain Power Method

sudah layak disidangkan.

Medan, 26 September 2019

Disetujui oleh:

Pembimbing

Imelda Darmayanti Manurung, SS, M.Hum

Diketahui oleh:

Dekan

Ketua Program Studi



Dr. H. Elfrianto Nasution, S.Pd, M.Pd

Mandra Saragih, S.Pd., M.Hum.

## ABSTRACT

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The objectives of this research were to find out the improvement the students’ ability in Reading Exposition Text by using Double Brain Power Method. This research had been conducted by applying classroom action research. the subject of this research was eleventh grade students in SMA Negeri 1 Labuhan Deli academic year 2019/2020 on Jl. Serbaguna Ujung, Helvetia. The sample was taken using purposive sampling technique which consist 35 students. The research was analyzed by using qualitative and quantitative data. In conducting this research, the researcher used two cycles namely cycle I and cycle II. Before giving the test in cycle I, the researcher gave pretest. In the pretest, the mean score was 42,85. In the first cycle test, the mean of the students’ score was 69,71 and the second cycle test, the mean score was 84; the students who got score more than 75 in cycle I was 12 students and percentage was 49%; the students who got score more than 75 I cycle II was 28 students with percentage was 98%. The qualitative data was taken from observation sheet I every cycle of students’ behavior. The students’ activities in cycle I was quite active and the students’ activities in cycle II was very active. Based on the results from qualitative and quantitative data proved that Double Brain Power Method improve the students’ ability in reading exposition text.

**Keywords :** *Improving, Double Brain Power Method, Reading Exposition Text.*



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Aulia Widyawati  
1502050171

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. The Background of The Study**

English like many other languages consist of four skills, listening, speaking, reading, and writing. Among the four skills, reading is one of the most important. Richards and Revandya (2003) said that many foreign language students often have readings as one of their most important goals. Reading in foreign language learning at the present time focuses on the attitude and the aspects of language holistically, it is providing guidance for the students in developing their skill in reading, mainly led them to direct comprehension of the text. It is also important because it enables to comprehend all new information in English printed and written text. Reading comprehension is not easy to be mastered by the students, the teachers need to develop their strategies in teaching reading. Hibbard and Wagner (2013) said that reading is complex behavior including decoding words, developing fluency, and improving comprehension. According to, Khand (2004) states that reading is a receptive language process. It is the process of recognition, interpretation, and perception of written of printed materials.

Therefore, teacher should teach the students to comprehend a reading text in order to enrich their knowledge. The students are able to comprehend a reading

text when they are able to find the main ideas and contents, detailed information. They also make inference and interpretation on what they have already read in their text. In relation to this, however, comprehending a reading text is not an easy activity. Students not only “read” but also do other activities unconsciously such as thinking, interacting, speaking, listening and writing.

Students in SMA Negeri 1 Labuhan Deli at Jl.Serbaguna Ujung Pasar IV Helvetia, Kecamatan Labuhan Deli, Kabupaten Deli Serdang is also taught reading comprehension based on the text especially for the eleventh grade students. There are several types of reading text that must be introduced to eleventh grade students of senior high school. Based on Education Unit Curriculum (K13), they are report, narrative and exposition text. Based on the observation conduct by researcher at SMA Negeri 1 Labuhan Deli, at Jl.Serbaguna Ujung Pasar IV Helvetia, Kecamatan Labuhan Deli, Kabupaten Deli Serdang the research find students difficulties in reading analytical exposition text. The students feel bored when they have to face the text in order language. They have no motivation to add their knowledge or just to read the text. Another factor ,their teacher just focused on the material in the textbook. The teacher cannot use and apply the teaching strategy appropriately that make the students have less opportunities and less activities. Students only read the material without knowing what they have read, with the result they had difficult to determine the kind and topic of the text, and to identify the content of information. The fact there are still many students confuse to understand a text. Otherwise according to Priyana, Riandi and Mumpuni (2008) describe that analytical

exposition text is a text that proposes or suggests a certain topic which may only be pro or contra, not both. Analytical exposition text is learnt by the students as one of materials in English and some of the students get difficulty to read and comprehend the analytical exposition text.

In order to solve the problem, researcher come up with the idea of applying appropriate strategy in teaching reading to make students able to understand the text by using double brain power method. This method can make the students easier to comprehend a text by remember facts, figures, names and dates. Double brain power can make easier when we recall conversation or understand complicated material. This method can increase our memory by using all of our brain . Based on the previous research at SMP Guppi Samata by Muh.Dzikri Darise shown that there are a positive influence and more effective in improving their Reading descriptive text. With that result the researcher interested in conducting a classroom action research under the title “Improving The Students’ ability in Reading exposition text by using Double Brain Power Method” at the Eleventh Grade Students of SMA Negeri 1 Labuhan Deli at Jl.Serbaguna Ujung Pasar IV Helvetia, Kecamatan Labuhan Deli, Kabupaten Deli Serdang

## **B. The Identification of The Problem**

From the background of the study above, there some problems that can be identified as follows :

1. The students get difficulty to read and comprehend the text.



2. The students feel bored when they have to face the text in order language
3. The students did passive reading, so that the students got difficulty to identify the content of information.
4. The students are difficult to determine the kind and topic of the text, and to identify the content of information

### **C. The Scope and Limitation**

The scope of the study is reading comprehension. The limitation is comprehending the analytical exposition text for the eleventh grade students of SMA Negeri1 Labuhan Deli in 2019/2020 academic year at Jl. Serbaguna Ujung Pasar IV Helvetia, Kecamatan Labuhan Deli, Kabupaten Deli Serdang, North Sumatera,

### **D. The Formulation of The Problem**

The problem of the research are formulated as the following : “is there any significance improvement on the students’ reading exposition text taught by using Double Brain Power Method?”

### **E. The Objective of The Study**

Based on the research questions above, the objective of the study is investigate the improvement of the students’ comprehension in reading exposition text taught by using Double Brain Power Method

## **F. The Significance of The Study**

The finding of this research is expected to be useful theoretically and practically :

### **1. Theoretically**

This research can give valuable information, add knowledge in reading exposition text and as reference for other researcher because Double Brain Power Method help students to find the main idea and the content of the text.

### **2. Practically**

It will be useful for :

- a. Students, to help the students in increasing their skill in English, especially in reading exposition text
- b. Teachers, to give input for the teacher to apply Double Brain Power Method as a solution to solve the problem in teaching reading exposition text.
- c. Other researcher can use the result of this study to be reference in reading exposition text.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretically Framework**

In conducting a research, the terms and theories are needed to explain some concepts apply concerning to the research. The theories must be clarified to avoid confusion. The following theories are used in this study.

#### **1. Reading Comprehension**

Reading is really important to be learned by reading because reading, people gain so many advantages like knowledge, information , ideas, friends,etc. it is supported by Macceca (2007), reading is a dialogue between the reader and the author and during this dialogue , the reader should generate the questions to help anticipate meaning, search for information, respond intellectually and infer ideas from and explain further the content of text. Based on explanation above , it can be assumed that reading is one of the most complex skills in English and reading is important in many aspects of life. It means that reading can give us some information for anything.

Reading comprehension is a part of reading skill. There are two importance points of reading comprehensions. First, it can get information from the

written text. Then, it also can be able to comprehend the text. Therefore, reading comprehension is the way to gain more information that will prove their knowledge in understanding any sources. It means the students will spend their much time to read and get understanding or meaning from the sources. The sources of reading will be available in various and different texts. Thereby, the students not only focus on one kind of the text.

The aim of reading activity is for getting good comprehension, if the reader cannot comprehend the text so that they cannot get the information and the knowledge. Reading comprehension is an interactive process. When reading process the reader has interaction with the text and the reader experience or background knowledge help her or him to understand the context of the text.

Hedgcock (2009:210) states that “Reading comprehension is a complex construct that involves the interaction of number of psycholinguistic processes”. It means that in reading the students need interaction between the reader and writer to comprehend about part and concept of reading sources. The readers should comprehend the meaning what the writer means. They also should read the line between the lines and beyond the lines. Reading the lines is to understand meaning in reading source. Whereas, reading beyond the line is to interpret the meaning of reading the lines and between the lines. In other words, it is an active language ability which results of communication between reader and the writer, thereby the readers will be able to understand what the authors’ states on their write.



In addition, Guthrie et al (2004:193) states that, “Reading comprehension consist of the processes constructing conceptual knowledge from a text through cognitive interaction and motivational involvement with the text”. It can be said that in the reading comprehension we do the process of conceptual knowledge. The reader needs to build their cognitive and conceptual knowledge during reading activity.

Based on the definitions above, it is concluded that in reading comprehension the reader’s background knowledge and information decoded from the text should be possessed by the reader and those two aspects procees both interactively and simultaneously. While the definition can be simply stated the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during, and after a person reads a particular piece of writing.

### **1.1 Reading Comprehension Process**

According to Hampton & Resnick (2008:22) that there are two fundamental components of reading comprehension process developing a text base and building a mental model.

#### **a. Developing a text base**

Developing a text base means the readers try to make connections within the text. Understanding the information and ideas that the text presents is the essential undergirding for understanding what it means. The students must understand the

meaning of the word, phrases, sentences and paragraphs and link these ideas coherently. In this process, readers work with the information and ideas presented by the text. When, students are reading well, developing the text base is likely to be automatic, they may not even be aware they are doing it. It is clear that developing the text base is the network of the ideas that connects the meaning drawn from phrases, clauses and sentences into the larger ideas.

#### **b. Building a mental model**

Mental model is representation from the ideas in the text base that is developed by the existing knowledge of the readers. In building a mental model, the readers try to make meaning from the text. In this process, the readers build a word or create an image in their minds based on the situation that is described in the text. They try to relate it into the prior knowledge, experiences and purposes they already have.

The movement between developing a text base and building a mental model is simultaneously done by the readers when they are processing the text. Transfer and adjust their understanding in the act of reading. There is a dynamic interplay in the reader's mind between the text base and the mental model. When reading the text, the reader's check their mental model against their text base to make sure that the mental model accurately reflects what the text says and it is also match with reader's knowledgebase. Shortly, the thinking process of developing a text base and building a mental model interact and depend on each other.

## **1.2 The stages of Reading Comprehension**

According to Gear (2006) there are three stages of teaching reading comprehension.

### **a. Pre-Reading stages**

In this stage help students focus on the text prior to reading. It is considered important in doing this activity based on students' background knowledge. This activity is done before the students read the text. The aim of this activity is to lead students to predict the content of reading text.

### **b. During Reading stages**

To teach students how to think while they are reading. This is the main activity because this stage help the students to understand the researchers' purpose in the text, help the students to understand the text structure, and help the students to clarify the content of the text. Moreover, the teacher should help the students in such a way so that they learn to read efficiently and so develop their reading comprehension. It is necessary for lower level students to listen to their teachers' reading or a tape in order to understand the reading text better.

### **c. Post reading stages**

To enhance students' reading and help them respond to the text in a meaningful way. This stage is generally used to train the students to do a new ability related to ability in comprehending the text.

## 2. Types of Genres

The term “genre” is used to refer to particular text types. It is a type or kind of text defined in terms of its social purposes, also the level of context dealing with social purpose.

Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations.

According to Gerrot and Wignell, there are many kinds of genres (text type).

They are:

a. Spoof

Spoof is a kind of genre that has social function to retell an event a humorous twist.

b. Recount

It is a kind of genre that social function to retell event for the purpose of informing or entertaining.

c. Report

Report is a kind of genre that social function to describe the way things are with reference to range of natural, man-made and social phenomena in our environment.

d. Analytic Exposition

It is a kind of genre that social function to persuade the reader or listener that something is the case.

e. Anecdote

Anecdote is a kind of genre that social function to share with others or listeners an account of an unusual or amusing incident

f. Narrative

Narrative is a kind of genre that social function to amuse, entertain and to deal with actual or vicarious experience in different ways. Narratives deal with problematic events which lead to crisis or turning point of some kinds, which in turn finds a resolution.

g. Description

It is a kind of genre that social function to describe a particular person, place, or thing.

h. Hortatory Exposition

It is a kind of genre that social function to persuade the reader or listener that something should not be the case.

i. Explanation

Explanation is a kind of genre that social function to explain the process involved in the formation or working of natural or socio cultural phenomena.

j. Reviews

It is a kind of genre that social function to critique an art work or event for a public audience.

k. Discussion

It is a kind of genre that social function to present (at least) two points of view about an issue.

l. Procedure

Procedure is a kind of genre that social function to describe how something is accomplished through a sequence of actions or steps

m. News Item

It is a kind of genre that social function to inform reader, listener, viewers about events of the day which are considered newsworthy or important.

## **2.1 Analytical Exposition Text**

Gordon (1990) states that expository text is written to inform the readers about a specific subject. Generally, expository text contains an explicit or implicit topic sentence with the main idea and supporting ideas. Two kinds of exposition/expository text are analytical exposition text and hortatory exposition text. According to Mulya (2008), Analytical exposition is a text which persuades the readers or listeners that something is the case, give a point of view, and confirms what is claimed. Priyana, Riandi and Mumpuni (2008) state that the hortatory exposition text is a text to argue a case for or against a particular position or point of view and it proposes a suggestion at the end of argumentation.

Analytical exposition text is a type of text that belongs to the type of argumentation text where the text contain detailed author's thinking about a

phenomenon that is around. The social function of this text is to convince the reader that the presented topic is an important topic for discussion or attention by way of arguments or the opinions that support the idea or topic. According to Mulya (2008), Analytical exposition is a text which persuades the readers or listeners that something is the case, give a point of view, and confirms what is claimed.

**a. The language features of analytical exposition text**

According to Sudarwati and Grace (2007), the language features of Analytical exposition text :

1. Focus on generic human and non participant
2. The use of mental verbs are used when expressing opinions.
3. The use of words that link to arguments.
4. The use of present tense.
5. The use of compound and complex sentences.
6. The use of modal and adverbs.

**b. Generic structure of Analytical Exposition Text**

The generic structure of analytical exposition text has three components. They are thesis, arguments and reiteration. Mulya (2010) describes:

1. Thesis : introduces a topic, outlines main idea or point view to be presented (thesis statement)
2. Argument : provides the evidence (arguments) to support the thesis statement, each paragraph identifies a particular point, the elaboration may be further

description, analysis, justification, giving examples, comparing and contrasting etc.

3. Reiteration : restates the position, perhaps with some emphasis.

**c. Example of Analytical Exposition Text**

Before we are going to smoke, it is better to look at the fact. About 50 thousands people die very year in Britain as direct result of smoking. This is seven times as many as die in road accidents. Nearly a quarter of smokers die because of diseases caused by smoking.

THESIS

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

ARGUMENT

Additionally, children of smoker are more likely to develop bronchitis and pneumonia. In one hour in smoky room, non smoker breathes as much as substance causing cancer as if he had smoked fifteen cigarettes.

Smoking is really good for tobacco companies because they do make much money from smoking habit. Smoking however is not good for everybody else.

REITERATION



### **3. Double Brain Power Method Materials**

Asimov, Isaac (1963) states double brain is an expectation to become more intelligent, able to think faster, remember better, read faster, understand new things quickly. By applying the findings and views a new scientific view in students' mind. This methods can help you to identify hidden meanings in people's conversation absorb facts, evaluate information and comprehend a book or text as fast as possible into your memory .

A step by step to do that and literally double the brain power. Only with a little more use of mental capacities that students usually regard as trivial, will be able to develop skill for mastering skills that the new job immediately, become an expert in any field, collect all they want to know from the overlap stacks of documents in just a few minutes to read more intelligent ,given the word by word all the important statements contained in an article, read the report elaborate report in jus a few minutes, finding false an information and hidden error that premises immediately, evaluate the an information and apply it in practice immediately.

#### **3.1 Techniques and Strategies of Double Brain Power Method**

According to Jean (2004) states that there are three techniques and six strategies in Double Brain Power Method. The three techniques are (1) drives issued a natural mind of the body; (2) scientific techniques that improve mental ability and (3) Hidden Brain of Power. The six strategies are (1) Mental acuity; (2) Problem

solving and inspiration; (3) Exercise overall mental function; (4) Short term memory; (5) Long term memory; (6) Recalling the facts and figures significant.

### **1. Drives Issued A Natural Mind Of The Body**

To test the students' brain power multiplier will feel the amazing potential of this brain multipliers. Here are sixth strategy is to maximize the ability of the brain by using the invention recent scientific discoveries regarding the body and mental efficiency:

#### **1. Mental acuity :**

The demanding challenges of their time to work with the best mental power, learn to focus and take advantage of every hour from the existing one and a half hour when your conscious mind works at an optimum level ( usually they will feel when their minds are based decline and loss )

#### **2. Problem solving and inspiration:**

When they are challenged to provide solutions or are looking for creative inspiration, tries to do it within half an hour from each one half an hour, before declining the conscious mind and subconscious mind to move toward the surface (usually they will feel the emergence of this state; they feel sleeping and conscious mind began to drift and decline).

#### **3. Exercise overall mental function:**

to get emotional support from a durable, do the exercises for 12 minutes every day ( those who did so have increased the ability of the brain by 30 % ).

#### 4. Short term memory:

If there is something that we want to store it in memory of short term do in the morning ( part of the brain that stores short term memory, more efficient in the morning around 15 % ).

#### 5. Long term memory:

If there is something that we want to save in the long term memory, did during the day (part of your memory bank reaches its peak at noon).

#### 6. Recalling the facts and figures significant:

If we have to remember key information for meeting or exam, please review the information first and then go to sleep (those who do so specifically to increase the power to recall)

## **2. Scientific Techniques that Improve Mental Ability**

Scientific investigation of the brain has provided astonishing results. New ways to issue and focusing ability of the out brain have been created. This is actually not to attract attention in every field of biology and psychology research. For the average person, the implication of this finding is not counted, if the terms of the utilization of new scientific mind applied correctly, this can help them multiply their brain is ability even to three-fold. By applying these break through discoveries, it for us to massively multiply ability to learn, ability to memory, ability to read, ability to listen, ability to think.

But science has methods that have not been revealed who will make all of them. for

example, research shows that within one hour, 60% of everything learned will be forgotten, and in a month that we forget to reach 80% of formula that will they learn to use a natural learning cycle that allows unfortunately, still can mountain all everything they need to remember up to 90% for years! Another example most of us have been taught the habit of reading is not good, but the premises using a double approach of brain power can double their reading speed by reading more intelligent, read well, think well and carefully reading text without using any speed techniques, if the speed reading methods they have learned would be reading speed.

#### **4. The Advantages of Double Brain Power Method**

According to Jean (2004) Double Brain Power Method have several advantages which:

- a. Help the reader can read a text smarter and increase idea a text per minute not words per minute. It can take in all reader's ideas without reading all the words. The heading for the section, for instance, or almost any one of the sentences in it can give a sense of the key points. The reader focus on the text and remember what you have read.
- b. Take time – saving shortcuts with the reading map. It will help to locate the precise information you want up quickly. The reading map is based on the simple premise that most factual material is constructed according to well-known. This can conclude everything from facts, figures to clarifications, case history , photographs, illustration, diagrams, tables, graphs or charts.

## **5. The Application of Double Brain Power Method**

### **a. Drive How to Double your Brain Power**

#### **1. Keep Learning**

It's best to think of the brain like any other muscle. If you don't use it, it becomes weak. For this reason, you should always be learning new things. Whether you learn from reading the newspaper every day or by visiting new museums, the important thing is that your brain is always working to store new information.

#### **2. Exercise Regularly**

Physical exercise plays a significant role in your mental health. It increases the formation of new brain cells, and strengthens the portions of the brain responsible for memory and learning. In short, a fit body is a fit mind.

#### **3. Challenge Your Mind**

Experts recommend challenging your mind regularly with puzzles, brain teasers, music, arts and crafts, mathematics, and other stimulating activities. Brain fitness exercises work out your brain, and keep you in top mental health.

#### **4. Reduce Stress**

Stress management is crucial to helping you sharpen your mind. If you let your stress run your life, your mind will become weak and overloaded with the stress. Reduce stress as much as possible to sharpen your mind.

## **5. Do Something New**

If you get stuck following the same routine every day, your brain won't ever be challenged. Do something different for a change. Maybe you can take a different route to work. Or, you could do something minor like change the music you listen to. Just do something to switch things up, and your brain will remain fit.

## **6. Sharpen Senses**

This is an interesting workout for your brain. Try to sharpen your senses by removing one of them from an activity. For instance, try to eat with your eyes closed. Or, try to brush your teeth with the opposite hand. Little things like this will make you concentrate, sharpening your brain.

## **7. Take Supplements**

Brain support supplements can help your brain stay in its peak condition. Products like Constant Focus give your brain the nutrients it needs to remain strong. They also help ward off forgetfulness and other mental conditions.

### **b. Devide in some small groups**

Regular social interaction with others can help you keep your brain sharp. In addition to learning new things from other people, just the simple act of dealing with people can keep your brain functioning at a high level. Interacting with others is the same as exercising your brain.

**c. Whisper-read**

Whisper-reading helps auditory learners understand what they are reading. It also requires all students to slow down and focus on each word, instead of just skimming the passage.

**d. Creating mental images (Visualizing)**

This strategy involves the ability of readers to make mental images of a text as a way to understand processes or events they encounter during reading. This ability can be an indication that a reader understands the text. Some research suggests that readers who visualize as they read are better able to recall what they have read than those who do not visualize.

**e. Scan the Passage**

Require students to first scan the passage and the questions that follow, then read the passage and answer the questions. This gives them with an understanding of what they should get out of the passage.

**f. Decipher the Question**

To identify each question as a "brain" or "passage" question. This requires students to think about what the question is asking them. Is it a question in which they can go back and find the answer (passage), or will they need to do some critical thinking about what they have read (brain)? Requiring them to write a "B" or "P" beside each question ensures they've identified it

## **B. Relevant Studies**

The relevant of the study based on the similarities in variables of the study even in dependent variables even though independent variables. Some of relevant of the study with the study that will be done as follows:

First Elita, Yusnah (2017) based on the research at SMA Negeri 11 Palembang on eleventh grade with the research title is teaching reading analytical exposition text by using Questioning the Author (QtA) strategy to the eleventh grade of SMA Negeri 1 Palembang. The researcher finds a significant improvement from the students pretest to posttest score in experimental group that using using Questioning the Author (QtA) strategy. This can be seen from the p-output is 0,004 lower than 0,005. It can be concluded that the null ( $H_0$ ) is rejected and ( $H_a$ ) is accepted.

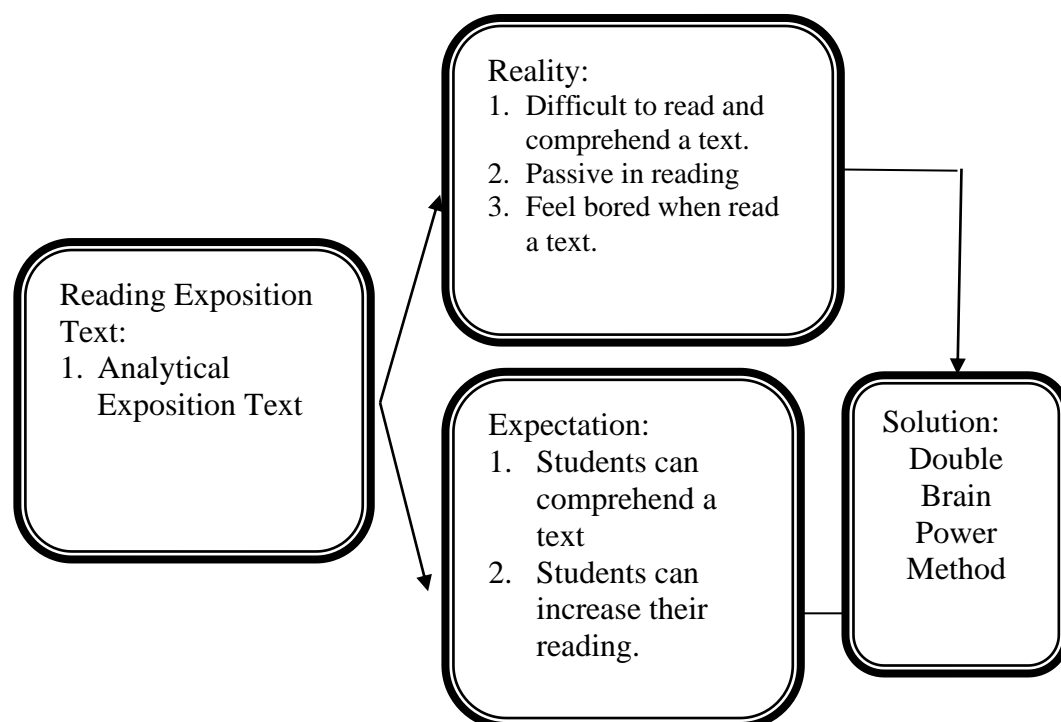
Second Muh.Dzikri Driseh (2013), based on the information from the researcher find the Seventh Grade students of SMP Guppi Samata Gowa, the students' reading comprehension is generally still low stated that the mean score of the students' achievement in reading English is very low. It is about 5,0 mean score but the standard of curriculum 6,6 and the target score is minimally like the standard of curriculum must be achieved. One of the problems that students face is the lack of motivation. Because of that, the researcher is determined to conduct a research By Applying Double Brain Power Method to develop students' reading ability in reading comprehension in descriptive text. The result The application of Double Brain Power Method in teaching reading comprehension at the VII A class of SMP



Guppi Samata Gowa can improve the students' achievement and their ability to understand the material of reading comprehension in cycle I and cycle II inside the learning process and KKM in SMP Guppi Samata Gowa specially English subject is 6,6. The mean score of the students' reading comprehension in diagnostic test was 4,89, in cycle I was 6,08, and in cycle II was 7,67. The students' improvement was from diagnostic test to cycle I was 24,22 and cycle I to cycle II was 26,23. It means that the students' reading comprehension improved significantly through Double Brain Power Method.

### C. Conceptual Framework

Reading is very important skill that the students should master on it. If the students are able read well and have a good comprehension they can succeed understand the whole passage or paragraph given, without comprehension a reader doesn't really read. It is that reading comprehension is very important in reading learning process. The conceptual framework underlying in this research given below



In teaching reading, Question Double Brain Power Method is able method to make a good progress and it can increase the students' achievement in reading exposition text Double Brain Power Method that allows the reader to start their reading by difference the kind of the exposition text. That is an analytical or hortatory exposition text. Next , the students allow to find the main idea and the contents of the text that they have already read . After that, the reader can see and find the answer form their question in the text.

#### **D. Hypothesis**

According to Arikunto (2010), hypothesis is temporary answer to the problem in the research, until proven by the data collected. The researcher proposes two hypothesis in this study; they are null hypothesis (Ho) and alternative hypothesis (Ha).

Ho : there is no significant improvement before and after treatments on the students' comprehension in reading analytical exposition text taught by using Double Brain.

Ha : there is a significant improvement before and after treatments on the students' comprehension in reading analytical exposition text taught by using Double Brain.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Subject of the research**

The subject of this research was conducted in the XIth MIA students of SMA Negeri 1 Labuhan Deli on Jl.Serbaguna Ujung Pasar IV Helvetia, Deli Serdang at 2019/2020 academic year. The reason for choosing this class for the research because the researcher find the problem and difficulties about the students' ability to comprehend the reading exposition text .

#### **B. Research Design**

This research was conducted by classroom action research. Classroom action research was a method of finding out what works best in any own classroom so that it can improve students' learning. According to Kemmis and Taggart , It was contained of four stages, they are: planning, implementation of action, observation, and reflection. This research hold around two cycles. They were cycle I and cycle II and each cycle was the series of activity which had close relation. Where, the realization of the second cycle was continuing and re-correcting from the cycle I.

### **C. Instrument of the research**

There were two instruments that use in this research namely observation sheet and test.

#### **1. Observation Sheet**

Observation sheet was aimed to find out the students' data about their activities and the observation sheet used to observe all activities happen during in teaching learning process.

#### **2. The Test**

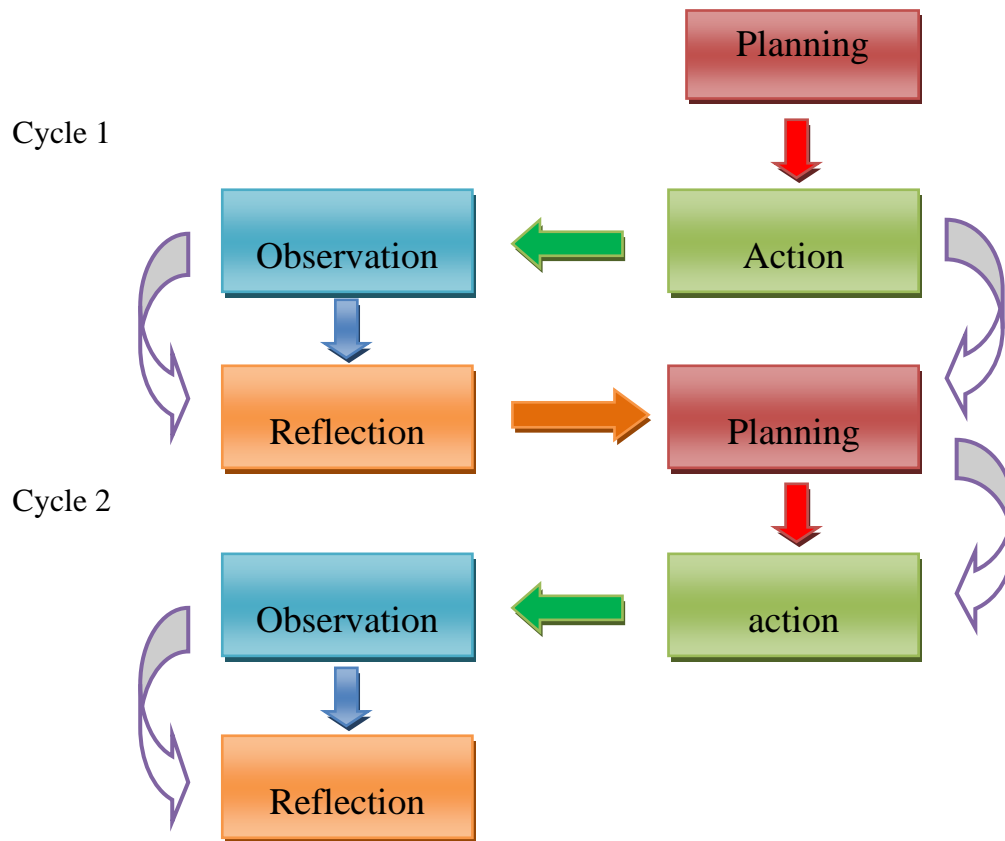
The test was aimed to get information about students' improvement after teaching and learning process by using Double Brain Power Method. The kind of the tests are pre test and post test. The source was taken from English Handbook and the other sources. There were 10 items for each cycle. The questions are in multiple choices. The test was implemented at the end of each cycle to get the cycle's result and the test used to measure the students' reading comprehension.

### **D. Procedure of the Research**

In this research procedure will be divided into two cycles were:

In this Classroom Action Research (CAR), the researcher was used the CAR principle to collect the data. The research was consisted of two cycles with each cycle consisted of four elements. The writer described the cycles through the scheme of action research steps and each of the phases can be explained briefly as follows:

**Chart 3.1**  
**Cycles in Classroom Action Research**



The cycle classroom action research by Kemmis and Taggart ( Arikunto, 2002)

### **Cycle I**

The first cycle in this classroom action research was consistd of planning, action, observation and reflection as follows:

#### ***1. Planning***

- a. Researcher team analyze syllabus to know basic competency to be conveyed to student by using DBP.

- b. Made lesson planning of DBP Make Instrument evaluation will be used in classroom action research cycles
- c. Arrange instruction evaluation instrument
- d. Prepared observation forms for observer

## 2. **Action**

In this section the research conduct two cycles, where each cycle consists of three meetings and cycle 2 consists of two meeting . Each meeting the teacher gave the reading material by using double brain power method in action. The action each meeting would be describing as follow :

### **a. The first meeting**

1. The teacher explained about double barin power method that is used in learning process.
2. The teacher asked the students to making small groups and distributes the text of material.
3. The teacher introduced the topic.
4. The teacher asked the students about the topic to activate students an acquiring knowledge.
5. The students practiced their answer the question.
6. Students read with norm speed as according to ability
7. stop to read and write what you remember as brainchild

**b. The second meeting**

1. Students read the text with as few stop as possible
2. The teacher asked the students to made summarizing the writer's ideas about the text.
3. Students identified and discussed with other students about meaningful interpratation in the texts relating to their own experiences

**c. The third meeting**

1. Students determined the meaning of unfamiliar words.
2. The teacher gave opportunity to the students reread the text independently and answering the task
3. The teacher monitored the students' activity
4. The teacher cheeked the students' answer

**3. *Observation***

- a. Situation of teaching learning activity
- b. Student's liveliness
- c. Student's ability in read more fluently

**4. *Reflection***

Reflection was done to see the whole first cycle action process. Reflection was meant as analyzing, understanding, and making conclusion activity, the researcher would analyzed first action cycle as consideration matter whether cycle has reached success criteria bases on test result of first action.

## **Cycle 2**

The second cycle in this classroom action research consists of planning, action, observation and reflection as follows:

### ***1. Planning***

- a. Because researcher has known the problem and student's ability after doing reflection so the researcher was changed the material is easier than before but still in DBP technique .
- b. The researcher had been inserted more interesting activity in DBP.
- c. Made lesson planning of DBP method.
- d. Made Instrument evaluation was used in classroom action research cycles.

### ***2. Action***

The second cycle was conducted after finishing the first cycle and the target of improving students' reading skills through double brain power method has not been achieved or succes yet. It was also conducted after getting reflection of the first cycle. By considering finding fact in the first cycle, a new plan would be applied in the second cycle:

#### **a) The first meeting**

1. The teacher explaind about double brain power method that was used in learning process.
2. Each the students is focused and full consentration in distributers the text of material.
3. The teacher introduced the topic



4. The teacher asked the students about the topic to activate students acquiring knowledge.
5. The students practiced their answer the question.
6. Time you find, slow, then read matter at vicinity
7. Attention focused correctly in matter that make you interested to read.
8. Was look for one up to six keys words big possibility appear under consideration

**b) The second meeting**

1. The Teacher monitored the students' activity
2. The teacher gave evaluation to the students
3. The teacher made general correction.

**3. Observation**

- a. Situation of teaching learning activity
- b. Students' liveliness
- c. Students' ability in reading more fluently

**4. Reflection**

Reflection was done to see the whole first cycle action process. Reflection was meant as analyzing, understanding, and making conclusion activity, the researcher will analyze first action cycle as consideration matter whether cycle has reached success criteria bases on test result of first action.

**E. Technique of Collecting Data**

The researcher was used some techniques in collecting the data which consisted of qualitative data and quantitative data as the following explanation:

### 1. Qualitative data

The qualitative data used to describe the situation during the teaching process and by apply these data was expected to get the satisfying result. In the qualitative data, the researcher was used the observation sheet, in order to measure students' interest, attitude, participation and presentatio during teaching and learning process. This are the following process:

#### a. Students' observation

This observation about students' activity was observed during teaching learning process based on the criteria of excellent, good, fair, and less.

### 2. Quantitative data

The quantitative data was collected from the reading comprehension test .The reading comprehension test was constructed based on the syllabus of the school. The type of the test was multiple choices. There were 10 questions for each cycle. In scoring the test of the text, it was determined that ranging from 0-10 by accounting the correct answer. The correct answer was given 1 points while the wrong answer was given 0 point.. The test was implemented at the end of each cycle to get the cycle's results.

## **F. Technique of Analyzing Data**

The technique of data analysis was taken from qualitative and quantitative data. Qualitative data used in this study an quantitative data used to analyze the student's score.. The quantitative data was analyzed by using formula as follows:

a. Qualitative data

The value of students' motivation in learning was analyzed by applying a formula as follows:

$$P = \frac{R}{SM} \times 100\%$$

Where :

P : The percentage

R : The number of activity indicators performed by the students

SM : The total number of activity indicator.

(Arikunto ,2007:299).

After getting the percentage of each individual activity. The criteria level of students' activities in learning process according to Arikunto (2007) as the following table.

**Table 3.1**  
**The criteria of students' activities in learning process**

Value Range	Categories
81-100%	Very Active
61-80%	Active
41-60%	Quite Active
21-40%	Less Active
0-20%	Passive

b. Quantitative data.

$$\tilde{x} = \frac{\sum x}{N}$$

Where:

$$\begin{array}{ll} \bar{X} & = \text{Mean score} \\ \sum X & = \text{The sum of all score} \\ N & = \text{Total Number of students} \end{array}$$

(Gay, 1981: 332)

Next, to categories the number of the students who passed the test.

The teacher apply the formula :

$$P = \frac{R}{T} \times 100 \%$$

(Arikunto,2007)

Where :

P : The percentage of those who getting score

R : The number of students' getting score

T : Total number of students

**Table 3.2**  
**The criteria of students' activities in learning process**

Value Range	Categories
81-100%	Very High
61-80%	High
41-60%	Moderate
21-40%	Low
0-20%	Very Low

(Arikunto,2007)

**G. Success Indicator**

This classroom action research was said to be successful if there was an enhancement in the percentage of the students' activities and the teacher's performance in each cycle, then if  $\geq 75\%$  of the total students reach the minimum score.

## **CHAPTER IV**

### **DATA AND DATA ANALYSIS**

#### **A. Data Collection**

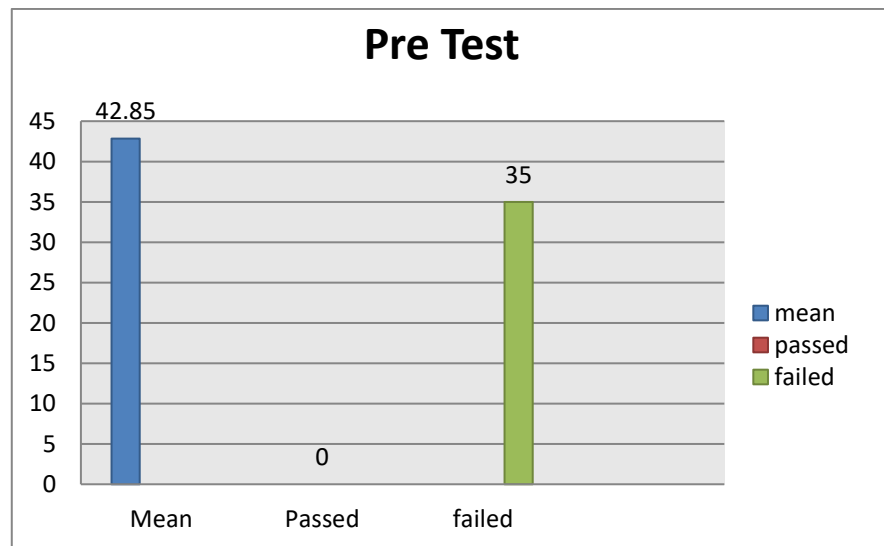
The research took place at SMA Negeri 1 Labuhan Deli, Jl.Serbaguna Ujung Pasar 4 Helvetia. The data of this research consisted of two kinds. They were qualitative data and quantitative data. The qualitative data was obtained from the observation sheet. Quantitative data was got from the students' score in a reading comprehension test of Analytical Exposition Text. The quantitative data were taken from the students' score in a reading comprehension test in pre-test, cycle 1 and cycle . This research was conducted in one class exactly. It consisted of 35 students. It was divided in two cycles which have four stages, namely: planning, action, observation, and reflection. The researcher was conducted two cycles. Cycle I was conducted three meetings and cycle II was conducted two meeting.

#### **B. Data Analysis**

This research was accomplished in two cycle. Every cycle was conducted in two meeting but before doing the cycle I. the researcher did the pre-test to measure the students' ability in reading comprehension. The researcher gives

multiple choice which consists of 10 questions. The result of the test as following bellow :

**Chart 4.1**  
**The Students' Score in Pre-Test**



This research was accomplished in two cycles and cycle I was conducted in three meeting and in cycle II was conducted in two meeting. Before doing the cycle I, the researcher gives the pre-test to measure the students' ability in reading comprehension especially in analytical exposition text. The teacher give multiple choice questions which consists of 10 questions with the mean of the students' score is 42,85 and the students who get score more than 75 is 0% or 0 students can passed the test. It concludes that the students' ability in reading exposition text is was classified in very low category and it should be improve and to improve the students' ability in reading exposition text the cycle I was continued.

In the cycle I, the researcher gave a method and the researcher as an observer. After applied the method the researcher gave them a test. The first meeting in cycle I, the researcher explained analytical exposition text without giving a test but only gave them a picture to make the students easier in understand the subject. In the second meeting I cycle I, the researcher explained analytical exposition text again and gave a reading text to make the students more understand by applied Double Brain Power Method and the last, the students was given a text and test.

## **1. CYCLE I**

### **a. Planning**

The plan was arranged before doing the research. The research prepared lesson plan, which apply double brain power method and preparing the researcher instruments which was used in teaching. They were observation sheet and multiple choice tests. Then, the researcher prepared herself to observe the situation in the classroom while teaching and learning process was happened.

### **b. Action**

The implementation of the first cycle was done in three meeting. Learning activity in this cycle were implemented in accordance with a plan designed at the planning action. First, the researcher stood in front of the students and started at attract the students' attention, asked their or give the apperception about analytical exposition text. The researcher explained about how to apply double brain power method to improve students' ability in reading exposition text.



The researcher explained the subject or the material of analytical exposition texts. In the second meeting before the researcher start the lesson, the researcher divided the students into five groups in which group there were consisted of seven students. Next, the researcher was explained about analytical text again and then the teacher gave them a text to should be read. After that, the students should lists any difficult words they might find in the text and asked them to remember the words. Then, the teacher will mentioned the students' name random. The students should came in front of the class to remember the difficult words by using acronyms. After that, the teacher asked them to underlined or analyzed the data that includes or focus on the figures, dates, name of people, name of place, number, percentage of something, charts, recall entire conversations and found the main idea of a text and also make a list difficult words.

At the last, the students of each group should presentation the result in front of the class. Then, if all of the students of the group have done the teacher was given the a test which consist of multiple choice that should be answer.

### **c. Observing and Evaluating**

#### **1. Observation**

The observation of students' activities in learning process. Students' activities were observed after the each cycle based on the criteria of very active, active, quite active, less active and Passive. Students' Activities in cycle 1 was presented in the following table:

**Table 4.1**  
**Score of Students' Activity in the Learning Process of Cycle I**

<b>No</b>	<b>Aspect of Observation</b>	<b>Percentage</b>
1	Interest	39 %
2	Attention	44%
3	Participation	45%
4	Presentation	42%
<b>Mean</b>		<b>43%</b>

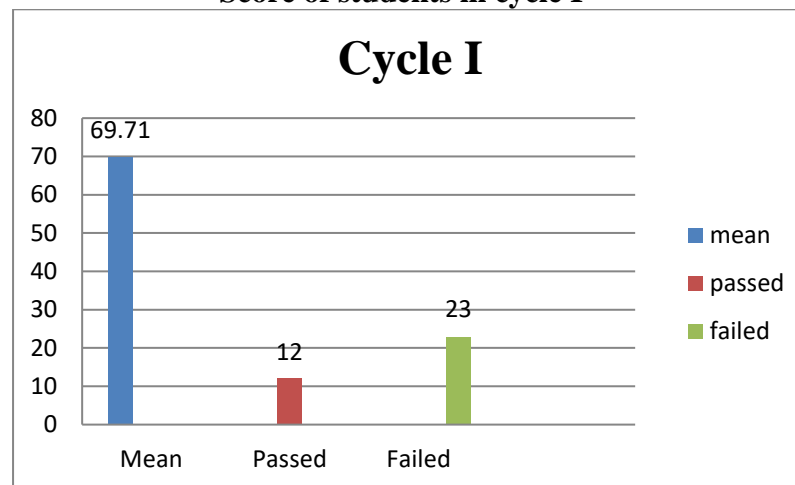
Based on the table, it shows that the students' activities in learning process with Double Brain Power Brain Method was still low at 39% of interest, 44% of attention, 45% of participation, and 42% of presentation. The data showed that the highest percentage of students' activities in learning on the participation aspect at 45%, and the lowest was on interest aspect at 39 %. The total means level of students' activities in the first cycle was 43%. Based on the mean percentage, it was concluded that the students' activities in cycle 1 was classified in quite active category.

## **2. Students' Score**

The quantitative data was taken from the student' score in a reading comprehension test of Analytical Exposition Text. That consisted of 10 questions of multiple choices in each part of Analytical Exposition Text. With the ideal score of 100, The mean score in was 69,71, with details of values as follows: a score was 80 was 12 people, 70 was 13 people, 60 was 7 people, 50 was 3 people. The students who got score more than 75 was 12 students, and the percentage of the students who got score more than 75 in cycle 1 was 49%. Based on the explanation, there was any improvement from pre-test to cycle 1 test. The

improvement can be seen from the students mean and the number of students' who were competent in reading comprehension test. it was concluded that the students' ability in exposition text was still classified as moderate category and still has not reached the ideal value of success. Therefore, the next action was continued on cycle 2. Students score in cycle I shown on chart below:

**Chart 4.2**  
**Score of students in cycle I**



## **2. CYCLE II**

### **a. Planning**

The plan was arranged before doing the research. The researcher prepared lesson plan, which apply double brain power method and preparing the researcher instruments which used in teaching English through the implementation double brain power method which was used in teaching. They were observation sheet and multiple choice tests. Then, the researcher prepared

herself to observe the situation in the classroom while teaching and learning process was happened. Implementation of the second cycle were substantial similar to the execution of the first cycle.

#### **b. Action**

In action session in second cycle, firstly the teacher had given reinforcement to the students to be focus to answer correctly. Then, the teacher gave a text with the title and asked the students to analyze the generic structure that happened in the text. The last, the teacher asked them to found the generic structure and analyzed what was being the main topic of the text that given. The teacher always had been the facilitator to help them if they need the teacher's help. Finally, the students were given the multiple choice test to be answered. In this cycle the students did not get many difficulties and the students did the test well. It can be seen from the result and the scoring of testing on appendix.

#### **c. Observing and Evaluating**

##### **1. Observation**

The observation of students' activities in learning process. Students' activities were observed after the each cycle based on the criteria of very active, active, quite active, less active and Passive. Students' Activities in cycle II was presented in the following table:

**Table 4.2**  
**Score of Students' Activity in the Learning Process of Cycle II**

<b>No</b>	<b>Aspect of Observation</b>	<b>Percentage</b>
1	Interest	88%
2	Attention	86%
3	Partisipation	81%
4	Presentation	74%
<b>Mean</b>		<b>82%</b>

The data above shows that the students' learning activities Double Brain Power Method in reading analytical exposition reached at 88% of interest, 86% of attention, 81% of participation, and 74% of presentation. The means score was 82%, it means that the students had an very active category. The table above also showed that the students' learning activities in the second cycle got significant improvement. This means there were increased of the students' learning activities between the first and second cycle, either individually or in group ability.

This was evident from the means score of student'

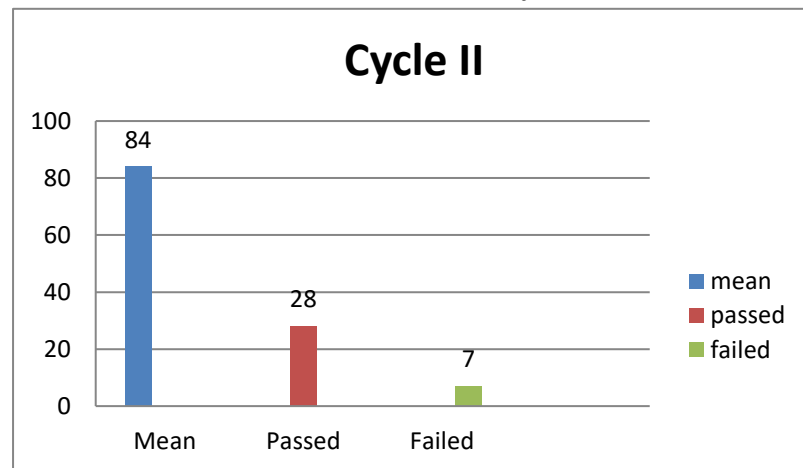
activity between the first cycle was 54% and 82% of second cycle. The figure suggests that students' learning activities got significant improvement from the previous cycle.

## **2. Students' score**

Students' score of learning materials in the second cycle was getting better with the means score was 84. A detailed of the activity value as follows: 9

people earn a score of 100, 3 people with a score of 90, 16 people with a score of 80 and 7 people with a score of 70 . Then, the percentage of the students who got score more than 75 was 95%. Thus, based on the means score of this percentage could be concluded that students' score learning material on the second cycle got significant improvement. Students score in cycle II shown on chart below:

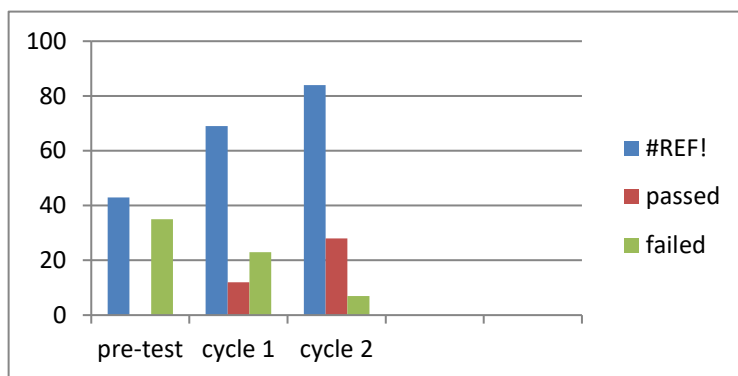
**Chart 4.3**  
**Score of students in cycle II**



#### **d. Reflection**

The reflection was conducted based on the data take from observation and evaluation. The successes and failures in cycle II as follows:

**Chart 4.3**  
**The Improvement of Students' Score in Pre-Test, Cycle 1 and**  
**Cycle 2**



In the process of teaching and learning students' activities already tended to be better towards Double Brain Power Method in reading analytical exposition text. This was evident from the ability of students already participate more actively. The means score of student' activity between the first cycle, 69,71% and second cycle, 98%, it could be explained that in the process of teaching and learning activities of students had showed a good development.

The different students' score in learning material looked significantly based on the data of the means value of the results in the pretest was 42,85 with the students who got score more than 75 was 0% which is no people can passed the test , second cycle evaluation was 69,85 in the first cycle, with the students who got score more than 75 was 49% and 12 people passed the test, in the second cycle was 84 with the students who got score more than 75 was 95% success and 28 people can passed the test.

## **B. Research Finding**

Based on the data analysis, it showed that the students' ability in reading analytical exposition text that had been improved by applying Double Brain Power Method. It could be seen from the quantitative data and qualitative data. The qualitative data, mean score in cycle 1 was 69,71, the mean score in cycle 2 was 98; the students who got score more than 75 in cycle 1 was 12 students, the students who got score more than 75 in cycle 2 was 28 students; and the percentage of the students who got score more than 75 in cycle 1 was 49%, the percentage of the students who got score more than 75 in cycle 2 was 98%.

It also could be seen from qualitative data that was observation sheet. The means score of student' activity between the first cycle was 43% with at 39% of interest, 44% of attention, 45% of participation, and 42% of presentation and second cycle was 82% with at 88%of interest, 86%of attention, 81%of participation, and 74% of presentation. It could be explained that in the process of teaching and learning activities of students had showed a good development. It could be concluded that Double Brain Power Method could improve the students' ability in reading exposition text.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the analysis data , there were some conclusions ca be drawn. there was significant improvement from students' pretest to post test in cycle I and in cycle II by using Double Brain Power Method in reading exposition text. It could be shown from quantitative data and qualitative data. For the qualitative data, the data was taken from observation sheet. From observation sheet every cycle showed the improvement of the students' behavior. Level of students' activities in the first cycle was 43%. Based on the mean percentage, it was concluded that the students' activities in cycle 1 was classified in quite active category and level students' activities in the second cycle was 82%. Based on the mean percentage, it was concluded that the students' activities in cycle II was classified in very active. And for the quantitative data , the mean score in cycle I was 69,71; the mean score in cycle II was 84. The students who got score more than 75 in cycle 1 was 12 students and the students who got score more than 75 in cycle 2 was 28 students. The percentage of the students who got score more than 75 in cycle I was 49%and the students who got score more than 75 in the cycle II was 98%.

**B. Suggestion**

Suggestion was stage as followed:

1. For English teacher, it was better to use Double Brain Power Method to improve students' ability in reading exposition text because it could make the students could comprehend the text in reading analytical exposition text.
2. For students, to use Double Brain Power Method to improve students' ability in reading exposition text in learning English because it could improve their ability in reading exposition text ,especially in analytical exposition text.
3. The other researchers, this research could be used as the reference to teach other subject, because use Double Brain Power was easy to apply.

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## **APPENDIX 1**

### **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Mata Pelajaran	:	Bahasa Inggris
Kelas/Program	:	XI / MIA 1
Semester / Tahun	:	Genap/ 2019-2020
Materi Pokok	:	Teks Eksposisi Analitis
Pertemuan ke-	:	1-3
Alokasi Waktu	:	5 x 45 menit

#### **I. KOMPETENSI INTI**

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, 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.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya 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.
- KI 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.

## II. KOMPETENSI DASAR DAN INDIKATOR

NO	KOMPETENSI DASAR	INDIKATOR
1	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	
2	<p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi fungsional</p>	<p>1. Menunjukkan sikap santun dan peduli dalam mengerjakan tugas dari pembelajaran Bahasa Inggris.</p> <p>2. Menunjukkan sikap jujur, disiplin, dan bertanggung jawab dalam mengerjakan tugas-tugas dari pembelajaran Bahasa Inggris.</p> <p>3. Menunjukkan sikap aktif bertanya dan berargumen dalam diskusi dan presentasi.</p>

3	3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks eksposisi analitis tentang topic yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.	<ol style="list-style-type: none"> <li>1. Mengidentifikasi karakteristik dari teks eksposisi analitis.</li> <li>2. Menjelaskan format teks eksposisi analitis.</li> <li>3. Menjelaskan fungsi teks eksposisi analitis.</li> <li>4. Menjelaskan unsur kebahasaan pada teks eksposisi analitis.</li> </ol>
4	4.14 Menangkap makna dalam teks eksposisi analitis tentang topic yang hangat dibicarakan umum.	<ol style="list-style-type: none"> <li>1. Menjawab pertanyaan berdasarkan teks yang mereka baca.</li> <li>2. Mempresentasikan informasi yang didapat dalam teks eksposisi analitis.</li> <li>3. Menyusun sebuah teks eksposisi analitis.</li> </ol>

### III. Tujuan Pembelajaran

1. siswa dapat menunjukkan sikap kerjasama, gotong-royong, tanggung jawab dan jujur
2. Melalui pengamatan, siswa dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum..
3. siswa dapat menyusun teks tulis eksposisi analitis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### IV. Bahan Ajar

#### A. Materi Fakta :

#### Teaching Material Analytical Exposition Text

Analytical Exposition is a kind of text type that presents one side of an issue in a form of arguments. In other word, it can be said that an analytical exposition is used to argue point of view or to persuade the audience to do something, to persuade the reader or listener that something is the case.

## **Text Structure**

### **a. Thesis**

Thesis is part of analytical exposition text that introduce the topic and indicate the writer's position. It consists of the author's point of view or writer's position and preview that outlines the main argument to be presented.

### **b. Arguments**

Arguments are part of analytical exposition text that explain some arguments to support the writer's position. It consists of point that restates main arguments outlined in preview and elaboration that develops each point of arguments.

### **c. Reiteration**

Reiteration is part of analytical exposition text that restates the writer's position. In this part, the author is restating the author's point of view and a conclusion summing up the arguments.

## **Language Features**

### **a. Use of Simple Present Tense**

Tense that use in analytical exposition text is present tense. It is to show an original opinion from the writer at that time. When the author argues about something in the case, the present tense is predominantly used.

### **b. Use of Modality**

The use of modality is to show an explicitness opinion from the writer, it used to persuade the reader based on the writer's point of view.

### **c. Use of Material Processes**

In the analytical exposition text used material processes or action verb. It means that there is a clear action do by the subject.

### **d. Use of Relational Processes**

Relational processes that used in analytical exposition also called as linking verb that connected to the subject of complement.



e. Use of Mental Processes

Mental processes also called as thinking verb is verb that has close relation with someone's perception, sensing and thinking.

f. Focus on Generic Human and Non-Human Participant

In analytical exposition, when the writer compose the text, the writer will make it in general, so that there is no gap between one and the others. It means that the writer focus on generic human and non-human participant.

g. Reasoning Expressed as Verb and Noun

In analytical exposition text, the argument from the writer should has a reason minimally. The reason that delivered by the writer expressed as a verb and noun.

### **Example of the text**

#### **Why is it important to choose the accredited school?**

Most of teenagers need to go to school and there are a lot of schools over there. Nowadays, schools grow to offer plenty of choice; private and state ones. However it is a hard choice since there are many factors which need to be considered before making the selection. Some will be influenced by friends; because some friend got to certain school then we go to there too. Some prefer to choose certain school because of the closer distance. In fact, the primary decisive matter for selecting school is whether the school has been accredited or not.

Why is important to choose an accredited school? Well, accredited schools have an edge over the unaccredited schools. The label of Accredited School has a good impact for getting a job. As result, if there are two or more students with similar qualifications, the student who comes from the accredited school will have more opportunities then the other candidate.

Many students select certain school depending more on short term factors like friend influence and short distance from home. Choosing school which is closer to home will save time, energy and money. However if that school is not accredited, the time and

money spent along studying seems to be waste in the long term because it could become a limiting factor in gaining future opportunities.

Besides, Personality and characterization of the students are very important . Most of students with good personality come from an accredited school are better than the others because they have good qualification and education from the teacher.

### **The Dangerous of Using Drugs**

Everybody must pay attention of drugs. Drugs are very dangerous for us. Why it is very dangerous for us? Because it can make negative effects for our health and mental.

In terms of health, many organs in our body can be harm because using drug. In general, the impact of using drug are making unconscious, hallucinate, harm our nerve, and cause addictive effects. Beside that, using drugs can make the users depressed, liver disease, schizophrenia, blockage of blood vessels, dehydration, optic nerve damage, brain damage, and finally the tip is DEATH!

When viewed in terms of Islamic law, drugs are forbidden. Because it is cause badness, self harm, debilitate. And Islam proscribes all that can cause badness, self harm because it is included „zhalim“. Also if we use drugs, it means we already do the forbidden things in Islam, it means we make a sin. So, in terms of Islamic law, using drugs also dangerous.

Furthermore, if the users of drugs are teenagers, it can endanger their future, and endanger their homeland, also their country. From the data, 32 percent of drugs users in Indonesia are teenagers, so, if many teenagers –in this case Indonesia- use drugs, it can be endanger this country, harm youth generation, whereas youths are nation expectation. If the youth using drugs, our nation can be destroyed!

So, we must pay attention of drugs, because it's very dangerous, both in terms of health, religion (Islam), nationality and state.

### **Use of Formalin and Other Additives in Foods**

The use of formalin and other dangerous preservatives in food has been serious problem for three reasons. Firstly, formalin is not for human beings, but it is for biological specimens and experiments. Formalin in Biology is a 10% solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservatives. Of course when it is used for food preservative, it will be very dangerous to human's body.

The second reason is that there is no tight control from the government. This condition makes the people's health is really in a threat. When the control is weak and the use formalin was spread wide all over the Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products which contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses?

Considering the reasons, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

#### **A. Learning Method/Strategy**

##### **C.Materi Prosedur**

- ✓ Kegiatan Tanya jawab
- ✓ Diskusi
- ✓ Presentasi

<b>V. Pendekatan</b>	<b>: Pendekatan Saintifik</b>
<b>Metode Pembelajaran</b>	<b>: Double Brain Power Method</b>
<b>Model pembelajaran</b>	<b>: Problem Based Learning</b>

## VI. Kegiatan Pembelajaran

No	Kegiatan Pembelajaran		Alokasi Waktu
	Kegiatan Guru	Kegiatan Siswa	
1	<p><b>Pendahuluan</b></p> <p><b>a. Orientasi</b></p> <ul style="list-style-type: none"> <li>- Guru mengawali pembelajaran dengan memberikan salam berdoa dan mengecek kehadiran siswa.</li> <li>- Guru memusatkan perhatian siswa pada materi yang akan dibelajarkan, dengan cara menunjukkan sebuah gambar tentang bumi yang menangis.</li> </ul> <p><b>b. Apersepsi</b></p> <ul style="list-style-type: none"> <li>➤ Guru memberikan persepsi awal kepada peserta didik tentang materi yang akan diajarkan</li> </ul> <p><b>c. Motivasi</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan gambaran manfaat mempelajari materi yang akan diajarkan</li> <li>• Guru memberikan dorongan atau motivasi yang dapat membangkitkan minat belajar peserta didik.</li> </ul> <p><b>d. Pemberian Acuan</b></p>	<ul style="list-style-type: none"> <li>- Siswa merespon salam guru dan berdoa</li> <li>- Siswa memfokuskan perhatiannya kepada materi yang akan diajarkan.</li> <li>➤ Siswa mendengarkan dan memperhatikan persepsi materi guru yang akan diajarkan.</li> <li>• Siswa mendengar dan mempersiapkan materi yg akan diajarkan.</li> <li>• Siswa memiliki semangat dan motivasi untuk belajar terhadap materi yang akan diajarkan.</li> </ul>	10 Menit

No	Kegiatan Pembelajaran		Alokasi Waktu
	Kegiatan Guru	Kegiatan Siswa	
	<ul style="list-style-type: none"> <li>▪ Guru memberikan kajian ilmu yang akan dipelajari.</li> <li>▪ Guru menjelaskan materi pokok dan uraian materi pelajaran secara garis besar</li> <li>▪ Guru menjelaskan metode pembelajaran</li> <li>▪ Guru menjelaskan mekanisme pelaksanaan pengalaman belajar (sesuai dengan rencana langkah-langkah pembelajaran)</li> <li>▪ Guru menyampaikan KD dan tujuan pembelajaran</li> </ul>	<ul style="list-style-type: none"> <li>▪ Siswa mencatat kajian ilmu yg akan diajarkan.</li> <li>▪ Siswa mendengarkan dan mencatat penjelasan guru.</li> <li>▪ Siswa mendiskusikan metoda yang akan digunakan.</li> <li>▪ Siswa mengikuti petunjuk guru.</li> <li>▪ Siswa mencatatnya dan memahaminya</li> </ul>	

No	Kegiatan Pembelajaran		Alokasi Waktu
	Kegiatan Guru	Kegiatan Siswa	
2.	<b>Kegiatan Inti</b>		
	<b>Fase 1</b> (Orientasi peserta didik kepada masalah) <ul style="list-style-type: none"> <li>Memberikan soal pre test</li> </ul>	<ul style="list-style-type: none"> <li>Siswa mengerjakan soal pre test yang di berikan oleh guru .</li> </ul>	10 menit
	<ul style="list-style-type: none"> <li>Guru menunjukkan sebuah gambar tentang analytical text</li> </ul>	<ul style="list-style-type: none"> <li>Siswa memperhatikan dan <b>mengamati serta</b> mencatat kosakata yang sulit yang diberikan dan menjawab pertanyaan guru</li> </ul>	5 Menit
	<b>Fase 2</b> (Mengorganisasikan peserta didik) <ul style="list-style-type: none"> <li>Guru mengelompokkan siswa secara heterogen, dan memberikan masing-masing kelompok lembar kegiatan berkenaan dengan analytical text</li> </ul>	<ul style="list-style-type: none"> <li>Siswa membentuk kelompok diskusi dan mendiskusikan analytical text.</li> </ul>	10 menit
	<b>Fase 3</b> (Membimbing penyelidikan individu dan kelompok) <ul style="list-style-type: none"> <li>Guru mengarahkan siswa untuk mengamati hasil diskusi mereka.</li> </ul>	<ul style="list-style-type: none"> <li>Siswa mengidentifikasi jawaban dari pertanyaan yang diberikan oleh guru</li> </ul>	15 menit

No	Kegiatan Pembelajaran		Alokasi Waktu
	Kegiatan Guru	Kegiatan Siswa	
	<p><b>Fase 4</b> (Mengembangkan dan menyajikan hasil karya)</p> <ul style="list-style-type: none"> <li>Guru meminta siswa mempresentasikan hasil diskusi kelompok mereka.</li> </ul> <p><b>Fase 5</b> (Menganalisa dan mengevaluasi proses pemecahan masalah)</p> <ul style="list-style-type: none"> <li>Guru memfasilitasi diskusi kelas untuk menganalisis hasil pemecahan masalah dan menyamakan persepsi tentang analytical text</li> </ul>	<p>mata pelajaran.</p> <ul style="list-style-type: none"> <li>Siswa mempresentasikan hasil diskusinya.</li> <li>Siswa menyamakan persepsi yang berkaitan dengan soal teks yang diberikan oleh guru mata pelajaran</li> </ul>	<p>20 menit</p> <p>10 menit</p>
3.	<p><b>Penutup</b></p> <ul style="list-style-type: none"> <li>Guru melakukan Tanya jawab dengan siswa untuk membuat suatu rangkuman materi yang telah dibahas.</li> <li>Guru memberikan tugas atau soal post test kepada peserta didik</li> <li>Guru menyampaikan materi pelajaran yang akan diberikan pada pertemuan berikutnya</li> </ul>	<ul style="list-style-type: none"> <li>Siswa menyimpulkan materi yang telah dibahas.</li> <li>Siswa mengerjakan soal post test yang diberikan oleh guru</li> </ul>	10 Menit





8.																			
35.																			

Known by,  
English teacher

Medan, September 2019

Researcher

Junita, S.Pd  
NIP 19700506 199801 2 003

Aulia Widyawati  
NIM 1502050171

## APPENDIX 1

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran	:	Bahasa Inggris
Kelas/Program	:	XI / MIA 1
Semester / Tahun	:	Genap/ 2019-2020
Materi Pokok	:	Teks Eksposisi Analitis
Pertemuan ke-	:	4 & 5
Alokasi Waktu	:	3 x 45 menit

### III. KOMPETENSI INTI

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, 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.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya 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.
- KI 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.

#### IV. KOMPETENSI DASAR DAN INDIKATOR

NO	KOMPETENSI DASAR	INDIKATOR
1	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	
2	<p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi fungsional</p>	<p>4. Menunjukkan sikap santun dan peduli dalam mengerjakan tugas dari pembelajaran Bahasa Inggris.</p> <p>5. Menunjukkan sikap jujur, disiplin, dan bertanggung jawab dalam mengerjakan tugas-tugas dari pembelajaran Bahasa Inggris.</p> <p>6. Menunjukkan sikap aktif bertanya dan berargumen dalam diskusi dan presentasi.</p>

3	3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks eksposisi analitis tentang topic yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.	5. Mengidentifikasi karakteristik dari teks eksposisi analitis. 6. Menjelaskan format teks eksposisi analitis. 7. Menjelaskan fungsi teks eksposisi analitis. 8. Menjelaskan unsur kebahasaan pada teks eksposisi analitis.
4	4.14 Menangkap makna dalam teks eksposisi analitis tentang topic yang hangat dibicarakan umum.	4. Menjawab pertanyaan berdasarkan teks yang mereka baca. 5. Mempresentasikan informasi yang didapat dalam teks eksposisi analitis. 6. Menyusun sebuah teks eksposisi analitis.

### III. Tujuan Pembelajaran

- siswa dapat menunjukkan sikap kerjasama, gotong-royong, tanggung jawab dan jujur
- Melalui pengamatan, siswa dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum..
- siswa dapat menyusun teks tulis eksposisi analitis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### IV. Bahan Ajar

#### B. Materi Fakta :

#### Teaching Material Analytical Exposition Text

Analytical Exposition is a kind of text type that presents one side of an issue in a form of arguments. In other word, it can be said that an analytical exposition is used to argue point of view or to persuade the audience to do something, to persuade the reader or listener that something is the case.

## **Text Structure**

### **a. Thesis**

Thesis is part of analytical exposition text that introduce the topic and indicate the writer's position. It consists of the author's point of view or writer's position and preview that outlines the main argument to be presented.

### **b. Arguments**

Arguments are part of analytical exposition text that explain some arguments to support the writer's position. It consists of point that restates main arguments outlined in preview and elaboration that develops each point of arguments.

### **c. Reiteration**

Reiteration is part of analytical exposition text that restates the writer's position. In this part, the author is restating the author's point of view and a conclusion summing up the arguments.

## **Language Features**

### **b. Use of Simple Present Tense**

Tense that use in analytical exposition text is present tense. It is to show an original opinion from the writer at that time. When the author argues about something in the case, the present tense is predominantly used.

### **b. Use of Modality**

The use of modality is to show an explicitness opinion from the writer, it used to persuade the reader based on the writer's point of view.

### **d. Use of Material Processes**

In the analytical exposition text used material processes or action verb. It means that there is a clear action do by the subject.

### **e. Use of Relational Processes**

Relational processes that used in analytical exposition also called as linking verb that connected to the subject of complement.

f. Use of Mental Processes

Mental processes also called as thinking verb is verb that has close relation with someone's perception, sensing and thinking.

g. Focus on Generic Human and Non-Human Participant

In analytical exposition, when the writer compose the text, the writer will make it in general, so that there is no gap between one and the others. It means that the writer focus on generic human and non-human participant.

h. Reasoning Expressed as Verb and Noun

In analytical exposition text, the argument from the writer should has a reason minimally. The reason that delivered by the writer expressed as a verb and noun.

### **Example of the text**

#### **The Dangerous of Using Drugs**

Everybody must pay attention of drugs. Drugs are very dangerous for us. Why it is very dangerous for us? Because it can make negative effects for our health and mental.

In terms of health, many organs in our body can be harm because using drug. In general, the impact of using drug are making unconscious, hallucinate, harm our nerve, and cause addictive effects. Beside that, using drugs can make the users depressed, liver disease, schizophrenia, blockage of blood vessels, dehydration, optic nerve damage, brain damage, and finally the tip is DEATH!

When viewed in terms of Islamic law, drugs are forbidden. Because it is cause badness, self harm, debilitate. And Islam proscribes all that can cause badness, self harm because it is included „zhalim“. Also if we use drugs, it means we already do the forbidden things in Islam, it means we make a sin. So, in terms of Islamic law, using drugs also dangerous.

Furthermore, if the users of drugs are teenagers, it can endanger their future, and endanger their homeland, also their country. From the data, 32 percent of drugs users in Indonesia are teenagers, so, if many teenagers –in this case Indonesia- use drugs, it can be

endanger this country, harm youth generation, whereas youths are nation expectation. If the youth using drugs, our nation can be destroyed!

So, we must pay attention of drugs, because it's very dangerous, both in terms of health, religion (Islam), nationality and state.

### **Use of Formalin and Other Additives in Foods**

The use of formalin and other dangerous preservatives in food has been serious problem for three reasons. Firstly, formalin is not for human beings, but it is for biological specimens and experiments. Formalin in Biology is a 10% solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservatives. Of course when it is used for food preservative, it will be very dangerous to human's body.

The second reason is that there is no tight control from the government. This condition makes the people's health is really in a threat. When the control is weak and the use formalin was spread wide all over the Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products which contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses?

Considering the reasons, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

### **B. Learning Method/Strategy**

#### **C.Materi Prosedur**

- ✓ Kegiatan Tanya jawab
- ✓ Diskusi
- ✓ Presentasi

<b>V. Pendekatan</b>	<b>: Pendekatan Saintifik</b>
<b>Metode Pembelajaran</b>	<b>: Double Brain Power Method</b>
<b>Model pembelajaran</b>	<b>: Problem Based Learning</b>

## VI. Kegiatan Pembelajaran

No	Kegiatan Pembelajaran		Alokasi Waktu
	Kegiatan Guru	Kegiatan Siswa	
1	<p><b>Pendahuluan</b></p> <p><b>e. Orientasi</b></p> <ul style="list-style-type: none"> <li>- Guru mengawali pembelajaran dengan memberikan salam berdoa dan mengecek kehadiran siswa.</li> <li>- Guru memusatkan perhatian siswa pada materi yang akan dibelajarkan, dengan cara menunjukkan sebuah gambar tentang bumi yang menangis.</li> </ul> <p><b>f. Apersepsi</b></p> <p>➤ Guru memberikan persepsi awal kepada peserta didik tentang materi yang akan diajarkan</p> <p><b>g. Motivasi</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan gambaran manfaat mempelajari materi yang akan diajarkan</li> <li>• Guru memberikan dorongan atau motivasi yang dapat membangkitkan minat belajar peserta didik.</li> </ul> <p><b>h. Pemberian Acuan</b></p>	<ul style="list-style-type: none"> <li>- Siswa merespon salam guru dan berdoa</li> <li>- Siswa memfokuskan perhatiannya kepada materi yang akan diajarkan.</li> </ul> <p>➤ Siswa mendengarkan dan memperhatikan persepsi materi guru yang akan diajarkan.</p> <ul style="list-style-type: none"> <li>• Siswa mendengar dan mempersiapkan materi yg akan diajarkan.</li> <li>• Siswa memiliki semangat dan motivasi untuk belajar terhadap materi yang akan diajarkan.</li> </ul>	10 Menit



No	Kegiatan Pembelajaran		Alokasi Waktu
	Kegiatan Guru	Kegiatan Siswa	
	<ul style="list-style-type: none"> <li>▪ Guru memberikan kajian ilmu yang akan dipelajari.</li> <li>▪ Guru menjelaskan materi pokok dan uraian materi pelajaran secara garis besar</li> <li>▪ Guru menjelaskan metode pembelajaran</li> <li>▪ Guru menjelaskan mekanisme pelaksanaan pengalaman belajar (sesuai dengan rencana langkah-langkah pembelajaran)</li> <li>▪ Guru menyampaikan KD dan tujuan pembelajaran</li> </ul>	<ul style="list-style-type: none"> <li>▪ Siswa mencatat kajian ilmu yg akan diajarkan.</li> <li>▪ Siswa mendengarkan dan mencatat penjelasan guru.</li> <li>▪ Siswa mendiskusikan metoda yang akan digunakan.</li> <li>▪ Siswa mengikuti petunjuk guru.</li> <li>▪ Siswa mencatatnya dan memahami</li> </ul>	

No	Kegiatan Pembelajaran		Alokasi Waktu
	Kegiatan Guru	Kegiatan Siswa	
2.	<p><b>Kegiatan Inti</b></p> <p><b>Fase 1</b> (Orientasi peserta didik kepada masalah)</p> <ul style="list-style-type: none"> <li>• Memberikan soal pre test</li> <li>• Guru menunjukkan sebuah gambar tentang analytical text</li> </ul> <p><b>Fase 2</b> (Mengorganisasikan peserta didik)</p> <ul style="list-style-type: none"> <li>• Guru mengelompokkan siswa secara heterogen, dan memberikan masing-masing kelompok lembar kegiatan berkenaan dengan analytical text</li> </ul> <p><b>Fase 3</b> (Membimbing penyelidikan individu dan kelompok)</p> <ul style="list-style-type: none"> <li>• Guru mengarahkan siswa untuk mengamati hasil diskusi mereka.</li> </ul> <p><b>Fase 4</b> (Mengembangkan dan menyajikan hasil karya)</p>	<ul style="list-style-type: none"> <li>- Siswa mengerjakan soal pre test yang di berikan oleh guru .</li> <li>- Siswa memperhatikan dan <b>mengamati serta</b> mencatat kosakata yang sulit yang diberikan dan menjawab pertanyaan guru</li> <li>- Siswa membentuk kelompok diskusi dan mendiskusikan analytical text.</li> <li>- Siswa mengidentifikasi jawaban dari pertanyaan yang diberikan oleh guru mata pelajaran.</li> </ul>	<p>10 menit</p> <p>5 Menit</p> <p>10 menit</p> <p>15 menit</p>

No	Kegiatan Pembelajaran		Alokasi Waktu
	Kegiatan Guru	Kegiatan Siswa	
	<ul style="list-style-type: none"> <li>Guru meminta siswa mempresentasikan hasil diskusi kelompok mereka.</li> </ul>	<ul style="list-style-type: none"> <li>Siswa mempresentasikan hasil diskusinya.</li> </ul>	20 menit
	<p><b>Fase 5</b> (Menganalisa dan mengevaluasi proses pemecahan masalah)</p> <ul style="list-style-type: none"> <li>Guru memfasilitasi diskusi kelas untuk menganalisis hasil pemecahan masalah dan menyamakan persepsi tentang analytical text</li> </ul>	<ul style="list-style-type: none"> <li>Siswa menyamakan persepsi yang berkaitan dengan soal teks yang diberikan oleh guru mata pelajaran</li> </ul>	10 menit
3.	<p><b>Penutup</b></p> <ul style="list-style-type: none"> <li>Guru melakukan Tanya jawab dengan siswa untuk membuat suatu rangkuman materi yang telah dibahas.</li> <li>Guru memberikan tugas atau soal post test kepada peserta didik</li> <li>Guru menyampaikan materi pelajaran yang akan diberikan pada pertemuan berikutnya</li> <li>Guru bersama-sama peserta didik melakukan doa</li> </ul>	<ul style="list-style-type: none"> <li>Siswa menyimpulkan materi yang telah dibahas.</li> <li>Siswa mengerjakan soal post test yang diberikan oleh guru</li> <li>Siswa melakukan doa bersama-sama</li> </ul>	10 Menit



Known by,  
English teacher

Junita, S.Pd  
NIP 19700506 199801 2 003

Medan, September 2019

Researcher

Aulia Widyawati  
NIM 1502050171

## APPENDIX 2

### PRE-TEST

Name :  
Class :  
Subject :

**Read the Text below carefully. Then, choose the best answer by crossing A, B, C, D, or E!**

#### **Dust Bin**

To improve comfort and cleanliness at our school, a number of dust bins should be increased. When we look at classrooms, school corridors and school yard, there are paper mineral water cups, straws, and napkins here and there. The condition of uncleanliness and discomfort really hinders learning and teaching environment. Litters thrown carelessly cause disease, especially empty plastic cup or glasses. They can be filled out with water coming from the rain. This can be placed for dengue mosquitoes to spread out. Besides, these rubbish can deteriorate the scene. Well painted wall and green school yard do not mean anything litters are scattered everywhere.

Anyway I notice that most of the students in our school have responsibilities for the school environment. They put their litters on the proper places. But some are not diligent enough to find the dust bins. The numbers of dust binds in our schools are not enough. Ore dust bins should be put beside each of steps, outside of the classrooms, and some more also the corridors. Probably one dust bin should be in every ten meters. So when students want to throw away their litters, they can find the dust bins easily.

When school is equipped with sufficient dust bins, we do not have problems of freak and discomfort any more. Our school will be very clean and become a nice place to study.

1. What is the writer's intention? To ..... readers to do something good.
  - A. Inform
  - B. Explain
  - C. Describe
  - D. Entertain
  - E. Persuade
  
2. According to the writer, more dust bins..... in every ten meters.
  - A. Should be decorated
  - B. Should be painted
  - C. Should be placed
  - D. Are unnecessary
  - E. Are not required

3. What is the writer's argument on a sufficient number of dust bins?
- A. They can prevent litters
  - B. They can save janitor's energy
  - C. Students are asked to clean them
  - D. They make school environment neat
  - E. Students can throw garbage away easily
4. What is the writer's suggestion?
- A. To buy more dustbins
  - B. To hire more gardeners
  - C. To use dustbins efficiently
  - D. To ask parents to give more dustbins
  - E. To ask students to clean the school yard
5. Since we can find a thesis, arguments and reiteration in the text, so we can conclude that this text belongs to.....
- A. Description
  - B. Narration
  - C. Anecdote
  - D. Procedure
  - E. Analytical Exposition

**Read the Analytical Exposition Text below carefully. Then, choose the best answer by crossing A, B, C, D, or E!**

Most of teenagers need to go to school and there are a lot of schools over there. Nowadays, schools grow to offer plenty of choice; private and state ones. However it is a hard choice since there are many factors which need to be considered before making the selection. Some will be influenced by friends; because some friend got to certain school then we go to there too. Some prefer to choose certain school because of the closer distance. In fact, the primary decisive matter for selecting school is whether the school has been accredited or not.

Why is important to choose an accredited school? Well, accredited schools have an edge over the unaccredited schools. The label of Accredited School has a good impact for getting a job. As result, if there are two or more students with similar qualifications, the student who comes from the accredited school will have more opportunities then the other candidate.

Many students select certain school depending more on short term factors like friend influence and short distance from home. Choosing school which is closer to home will save time, energy and money. However if that school is not accredited, the time and

money spent along studying seems to be waste in the long term because it could become a limiting factor in gaining future opportunities.

Besides, Personality and characterization of the students are very important . Most of students with good personality come from an accredited school are better than the others because they have good qualification and education from the teacher.

*\*adapted from Detik-detik ujian nasional bahasa inggris untuk SMA/ MA tahun 2011*

6. What is the suitable title for the text above?
  - A. What is the important thing to choose the accredited school?
  - B. What is accredited school?
  - C. Why is it important to choose the accredited school?
  - D. What do you think about accredited school?
  - E. How is accredited school in your mind?
7. The author's purpose in this text is to. . . .
  - A. Persuade the reader to enter the accredited school only
  - B. Explain the advantages and disadvantages when enter the accredited school
  - C. Present the data about the accredited school
  - D. Explain the harm of the accredited school
  - E. Explain the luck of the accredited school from the author's point of view
8. However a student with good personality who comes from an accredited school is better than the others.  
What is the closest the meaning of the underlined word?
  - A. Individualist
  - B. Good Manner
  - C. Good Critic
  - D. Arrogant
  - E. Vandal
9. The following statements are false, except. . . .
  - A. There is an advantage only when enter the accredited school
  - B. Entering the accredited school is wasting time because it will spent much time,energy and money
  - C. The unaccredited school give more advantages
  - D. Choosing the accredited school is frugality because it doesn't spend much time, energy and money
  - E. You will have good opportunities when enter the unaccredited school
10. Which one of the following statements is not true about the text?



- A. The accredited school has good qualification than unaccredited
- B. Choosing the accredited school is frugality
- C. You will save more time, energy and money for selecting the accredited school
- D. You will get some opportunities when enter the accredited school than unaccredited school
- E. Students from the uncredited school will open the door more to get a job

Answer Key :

- 1. E
- 2. C
- 3. E
- 4. A
- 5. E
- 6. C
- 7. A
- 8. B
- 9. A
- 10. B

## APPENDIX 2

### POST-TEST CYCLE 1

Name :  
Class :  
Subject :

**Read the Text below carefully. Then, choose the best answer by crossing A, B, C, D, or E!**

#### **Dust Bin**

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When school is equipped with sufficient dust bins, we do not have problems of freak and discomfort any more. Our school will be very clean and become a nice place to study.

1. What is the writer's intention? To ..... readers to do something good.
  - A. Inform
  - B. Explain
  - C. Describe
  - D. Entertain
  - E. Persuade
  
2. According to the writer, more dust bins..... in every ten meters.
  - A. Should be decorated
  - B. Should be painted
  - C. Should be placed
  - D. Are unnecessary

- E. Are not required
3. What is the writer's argument on a sufficient number of dust bins?
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  - B. They can save janitor's energy
  - C. Students are asked to clean them
  - D. They make school environment neat
  - E. Students can throw garbage away easily
4. What is the writer's suggestion?
- A. To buy more dustbins
  - B. To hire more gardeners
  - C. To use dustbins efficiently
  - D. To ask parents to give more dustbins
  - E. To ask students to clean the school yard
5. Since we can find a thesis, arguments and reiteration in the text, so we can conclude that this text belongs to.....
- A. Description
  - B. Narration
  - C. Anecdote
  - D. Procedure
  - E. Analytical Exposition

**Read the Analytical Exposition Text below carefully. Then, choose the best answer by crossing A, B, C, D, or E!**

Most of teenagers need to go to school and there are a lot of schools over there. Nowadays, schools grow to offer plenty of choice; private and state ones. However it is a hard choice since there are many factors which need to be considered before making the selection. Some will be influenced by friends; because some friend got to certain school then we go to there too. Some prefer to choose certain school because of the closer distance. In fact, the primary decisive matter for selecting school is whether the school has been accredited or not.

Why is important to choose an accredited school? Well, accredited schools have an edge over the unaccredited schools. The label of Accredited School has a good impact for getting a job. As result, if there are two or more students with similar qualifications, the student who comes from the accredited school will have more opportunities then the other candidate.

Many students select certain school depending more on short term factors like friend influence and short distance from home. Choosing school which is closer to home will

save time, energy and money. However if that school is not accredited, the time and money spent along studying seems to be waste in the long term because it could become a limiting factor in gaining future opportunities.

Besides, Personality and characterization of the students are very important . Most of students with good personality come from an accredited school are better than the others because they have good qualification and education from the teacher.

*\*adapted from Detik-detik ujian nasional bahasa inggris untuk SMA/ MA tahun 2011*

9. What is the suitable title for the text above?
- A. What is the important thing to choose the accredited school?
  - B. What is accredited school?
  - C. Why is it important to choose the accredited school?
  - D. What do you think about accredited school?
  - E. How is accredited school in your mind?
10. The author's purpose in this text is to. . . .
- A. Persuade the reader to enter the accredited school only
  - B. Explain the advantages and disadvantages when enter the accredited school
  - C. Present the data about the accredited school
  - D. Explain the harm of the accredited school
  - E. Explain the luck of the accredited school from the author's point of view
11. However a student with good personality who comes from an accredited school is better than the others.  
What is the coset the meaning of the underlined word?
- F. Individualist
  - G. Good Manner
  - H. Good Critic
  - I. Arrogant
  - J. Vandal
10. The following statements are false, except. . . .
- A. There is an advantage only when enter the accredited school
  - B. Entering the accredited school is wasting time because it will spent much time,energy and money
  - C. The unaccredited school give more advantages
  - D. Choosing the accredited school is frugality because it doesn't spend much time, energy and money
  - E. You will have good opportunities when enter the unaccredited school

11. Which one of the following statements is not true about the text?
- A. The accredited school has good qualification than unaccredited
  - B. Choosing the accredited school is frugality
  - C. You will save more time, energy and money for selecting the accredited school
  - D. You will get some opportunities when enter the accredited school than unaccredited school
  - E. Students from the uncredited school will open the door more to get a job

Answer Key :

- 11. E
- 12. C
- 13. E
- 14. A
- 15. E
- 16. C
- 17. A
- 18. B
- 19. A
- 20. B

## APPENDIX 2

### CYCLE II POST-TEST

Name :  
Class :  
Subject :

#### I. School Life

a. Read the text below and answer the question.

Many parents wonder if extracurricular activities offer positive effects on students who participate. They always think that academics is number one and encourage their children to play less but study more. Most parents never think that extracurricular activities such as, sports and art can actually give impact on their children success in the future. There are many benefits that the children can get through extracurricular activities.

Firstly, the children can have great chances to socialize with their friends. It will build their confidence to work together with people in a team. They will know how to deal with people with different characters.

Secondly, extracurricular activities give impact on the children's time and stress management skill. Dealing with stressful school work and need to focus on the competition at the same time will train them to organize their time well. They will also know how to manage their emotion so that it won't affect their neither performance nor academics record.

Last, it gives the children a lot of fun. Playing together with their friends, competing in competitions, meeting new friends, are things they never forget.

To conclude, extracurricular activities can actually give impact on their children success in the future since it offers many benefit.

1. The second paragraph of the text above is called the ...
  - a. Climax
  - b. Thesis
  - c. Argument
  - d. Reiteration
  - e. Introduction
2. The following statements are true based on the text above, *except* ...
  - a. Sports can help the students to develop their time management skill.
  - b. Play sports help the students to manage their anger.
  - c. Extracurricular activities will give bad effect on students' academic records.
  - d. Joining art club gives so much fun for the students.
  - e. Joining a sport club gives the students chance to know how to work together in a team.
3. The suitable title for the text above is ...
  - a. How to develop our children social skill.
  - b. The importance of extracurricular activities.
  - c. How to help the children to succeed.
  - d. Children joining sports and art clubs.
  - e. The negative impacts of extracurricular activities.

4. Parents always encourage their children to play less and study more.
- Dissuade
  - Stimulate
  - Facilitate
  - Support
  - Help
5. Extracurricular activities are good for the children because of the following reasons, *except ...*
- It has so much fun.
  - It allows them to join many competitions.
  - It guarantee the children will succeed in the future.
  - It trains them to manage time and emotion.
  - It develops their social skill.
6. First, the school committees argue that wearing uniform will remove the social gap between the rich and the poor students.  
The synonym of the underlined word is ...
- Pause
  - Space
  - Intermission
  - Slot
  - Hole

*II. Read the text below and answer the question.*

Nowadays, the police have been applying the new regulation concerning the use of seat belts. In European countries, this regulation has been applied for a long time. However, this new regulation has become controversial and is an interesting topic to discuss. Here are some of the arguments.

The use of seat belts has been proven to reduce the risk of injury or death in an accident. Seat belt has become a standard component in cars. The research shows that most car accident will cause an injury to the head. Frequently, drivers or the passengers driving without seat belts die because of this. By wearing the seat belts, the injury will not happen since belts restrain our body on the car seat when the accident happens.

Unfortunately, many cars, especially the old ones, don't have seat belts. This is because the traffic conditions in the past were unlike the recent traffic conditions. The designer of old cars didn't consider a seat belt as an important part. Besides, the drivers wearing the seat belt will think that they are completely safe, so they may drive carelessly. They are safe, indeed, but how about safety of others?

The seat belt is only one of the ways to reduce the risk of car accidents. It doesn't mean that we are completely safe. In short, our safety depends on ourselves.

7. Which one is true according to paragraph 3?
- a. old cars do not use seat belts
  - b. the old cars have seat belts for their safety
  - c. the drivers wearing seat belts may drive carefully
  - d. the traffic conditions in the past were similar to the recent
  - e. the old cars' designer considered a seat belt as an important part
8. What is the function of seat belts?
- a. to reduce the traffic conditions
  - b. to become a standard component in cars
  - c. to reduce the risk of injury or death in an accident
  - d. to prevent the drivers driving cars carefully
  - e. to increase the risk of injury in car accidents
9. Who considered a seat belt as an unimportant part?
- a. Police
  - b. People
  - c. Drivers
  - d. Passengers
  - e. Old cars designer
10. "... that they are completely safe." (Paragraph 3)  
What does the word „they“ refer to?
- a. Cars
  - b. seat belts
  - c. drivers
  - d. designers
  - e. others

Answer Key :

- 1. C
- 2. C
- 3. C
- 4. A
- 5. C
- 6. B
- 7. A
- 8. C
- 9. E
- 10. C



## APPENDIX 3

## Students' Observation Sheet in Teaching Learning Activity by Applying Double Brain Power Method

School : SMA Negeri1 Labuhan Deli

School Year : 2019/2020

Class : XI MIA 1

Cycle I

[illegible]

23.																		
24.																		
25.																		
26.																		
27.																		
28.																		
29.																		
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31.																		
32.																		
33.																		
34.																		
35.																		

Keterangan Skor:

4 = Sangat Baik

3 = Baik

2 = Cukup

1 = Kurang

## APPENDIX 3

## Students' Observation Sheet in Teaching Learning Activity by Applying Double Brain Power Method

School : SMA Negeri1 Labuhan Deli

School Year : 2019/2020

Class : XI MIA 1

Cycle II

[illegible]

25.																		
26.																		
27.																		
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35.																		

Keterangan Skor:

- 4 = Sangat Baik
- 3 = Baik
- 2 = Cukup
- 1 = Kurang

### APPENDIX 3

#### Students' Observation Sheet in Teaching Learning Activity by Applying Double Brain Power Method

School : SMA Negeri1 Labuhan Deli

School Year : 2019/2020

Class : XI MIA 1

Cycle :I

No	Students' Name	Aspect			
		Interest	Attention	Participation	Presentation
1.	AYO	1	2	2	1
2.	AP	2	2	1	1
3.	AW	2	1	2	1
4.	AS	2	2	2	2
5.	CIS	2	2	1	1
6.	DM	1	1	2	1
7.	DA	3	2	2	3
8.	DS	2	1	1	1
9.	DHG	2	2	2	1
10.	DR	1	2	1	1
11.	EJS	1	1	2	1
12.	GAMS	2	2	2	2
13.	IRP	2	2	2	1
14.	KNS	2	1	1	1
15.	KDS	1	2	1	1
16.	KTO	2	2	2	1
17.	MBP	2	2	2	1
18.	MU	2	3	2	1
19.	MRF	1	1	2	1
20.	NP	2	2	2	1
21.	N	2	2	2	1
22.	NIG	2	2	2	1
23.	NJH	3	2	2	2
24.	NC	1	1	2	1
25.	NF	1	3	2	1
26.	NK	1	1	2	1

27.	NR	2	2	1	1
28.	PD	2	2	2	1
29.	R	2	1	2	1
30.	RPS	2	1	2	1
31.	SS	3	2	2	2
32.	TR	2	2	2	1
33.	W	3	2	2	2
34.	YP	1	2	3	1
35.	ZA	2	2	1	1
Total score		56	62	63	59
percentage		39%	44%	45%	42%
Mean		55%			
Criteria		Quite Active			

The criteria of students' activities in learning process

Value Range	Categories
81-100	Very Active
61-80	Active
41-60	Quite Active
21-40	Less Active
0-20	Passive

### APPENDIX 3

#### Students' Observation Sheet in Teaching Learning Activity by Applying Double Brain Power Method

School : SMA Negeri1 Labuhan Deli

School Year : 2019/2020

Class : XI MIA 1

Cycle II

No	Students' Name	Aspect			
		Interest	Attention	Participation	Presentation
1.	AYO	4	4	3	4
2.	AP	4	4	4	3
3.	AW	3	3	2	3
4.	AS	3	4	2	3
5.	CIS	3	3	4	3
6.	DM	4	3	3	3
7.	DA	4	4	4	3
8.	DS	3	3	3	2
9.	DHG	3	4	4	3
10.	DR	3	3	4	3
11.	EJS	3	3	2	3
12.	GAMS	4	4	4	3
13.	IRP	3	4	3	3
14.	KNS	4	4	4	2
15.	KDS	3	3	2	2
16.	KTO	4	4	4	3
17.	MBP	3	4	3	3
18.	MU	3	4	3	3
19.	MRF	3	3	3	3
20.	NP	4	4	3	3
21.	N	4	4	3	3
22.	NIG	4	3	4	3
23.	NJH	4	4	3	4
24.	NC	3	3	3	2
25.	NF	4	3	3	2

26.	NK	3	2	3	3
27.	NR	3	3	2	3
28.	PD	4	3	4	3
29.	R	4	3	3	3
30.	RPS	4	4	3	3
31.	SS	3	4	4	4
32.	TR	4	3	3	2
33.	W	4	4	4	4
34.	YP	3	3	4	3
35.	ZA	4	3	3	3
Total score		123	121	113	103
percentage		88%	86%	81%	74%
Mean		82%			
Criteria		Very Active			

The criteria of students' activities in learning process

Value Range	Categories
81-100	Very Active
61-80	Active
41-60	Quite Active
21-40	Less Active
0-20	Passive



## APPENDIX 4

## STUDENTS' ATTENDANCE LIST

Name of School : SMA Negeri 1 Labuhan Deli

Class : XI MIA 1

Meeting : 11 September 2019

NO	NAME	SIGNATURE
1	ADIA YASRI OVITA	1. <i>Adia</i>
2	ADITYA PARHIMPUNAN	2. <i>Adi</i>
3	ALWAN WICAHYA	3. <i>Alwan</i>
4	ANANDA SALSABILA S.	4. <i>Ananda</i>
5	CHAIRUL IHSAN S.	5. <i>Chairul</i>
6	DENIANTO MADUWU	6. <i>Denianto</i>
7	DEVINA ADELIA	7. <i>Devina</i>
8	DIKI SAPUTRA	8. <i>Diki</i>
9	DIMAS HAPPY GULO	9. <i>Dimas</i>
10	DONY RIKSON	10. <i>Dony</i>
11	ERIKSON JAYA S.	11. <i>Erikson</i>
12	GRACIA AMANDA M.S.	12. <i>Gracia</i>
13	IGO RIANITA P.	13. <i>Igo</i>
14	KALVIN NUGRAHA N.	14. <i>Kalvin</i>
15	KEVIN DIARDO S.	15. <i>Kevin</i>
16	KRISTANIA TRI OKTAVIANA	16. <i>Kristania</i>
17	MARTIANI BR.PASARIBU	17. <i>Martiani</i>
18	MEYDINA UTAMI	18. <i>Meydina</i>
19	M.RUSDY FARHANSYAH	19. <i>M.Rusdy</i>
20	NADIA PUTRI	20. <i>Nadia</i>
21	NADIA	21. <i>Nadia</i>
22	NAOMI IRANE GRACIA	22. <i>Naomi</i>
23	NENSY JESIKA HAREFA	23. <i>Nensy</i>

24	NIA CHAIRUNNISA	24. <i>A. Chairunnisa</i>
25	NOVA FEBRIANTI	25. <i>Nov</i>
26	NUR KHALIFAH	26. <i>NK</i>
27	NURULRAMADHAN	27. <i>Nur</i>
28	PUTRI DULANI	28. <i>Putri</i>
29	RAMADHAN	29. <i>Ramadhan</i>
30	RIVALDOPUTRA SIANTURI	30. <i>Rivaldo</i>
31	SEPTERINA SARAGIH	31. <i>Septerina</i>
32	TIARA RAMADHANI	32. <i>Tiara</i>
33	WAHYUDI	33. <i>Wahyudi</i>
34	YOGA PRATAMA S.	34. <i>Yoga</i>
35	ZULFA AMELIA	35. <i>Zulfa</i>

Labuhan Deli, September 2019

Guru Mata Pelajaran

Peneliti

Junita, S.Pd  
NIP :

Aulia Widyawati  
NPM : 1502050171

## APPENDIX 4







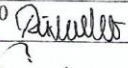




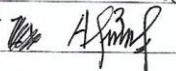
## STUDENTS' ATTENDANCE LIST

Name of School : SMA Hegeri 1 Labuhan Deli

Class : XI MIA 1

Meeting : 12 September 2019

NO	NAME	SIGNATURE
1. ①	ADIA YASRI OVITA	1. Adia
2. ②	ADITYA PARHIMPUNAN	2. Aditya
3.	ALWAN WICAHYA	3. Alwan
4.	ANANDA SALSABILA S.	4. Ananda
5.	CHAIRUL IHSAN S.	5. Chairul
6.	DENIANTO MADUWU	6. Denianto
7.	DEVINA ADELIA	7. Devina
8. ①	DIKI SAPUTRA	8. Diki
9.	DIMAS HAPPY GULO	9. Dimas
10.	DONY RIKSON	10. Dony
11.	ERIKSON JAYA S.	11. Erikson
12.	GRACIA AMANDA M.S.	12. Gracia
13.	IGO RIANITA P.	13. Igo
14.	KALVIN NUGRAHA N.	14. Calvin
15.	KEVIN DIARDO S.	15. Kevin
16. ①	KRISTANIA TRI OKTAVIANA	16. Kristania
17.	MARTIANI BR.PASARIBU	17. Martiani
18.	MEYDINA UTAMI	18. Meydina
19.	M.RUSDY FARHANSYAH	19. M.Rusdy
20.	NADIA PUTRI	20. Nadia
21.	NADIA	21. Nadia
22.	NAOMI IRANE GRACIA	22. Naomi
23.	NENSY JESIKA HAREFA	23. Nensy

24	NIA CHAIRUNNISA	24.	
25	NOVA FEBRIANTI	25.	
26	NUR KHALIFAH	26.	
27	NURULRAMADHAN	27.	
28	PUTRI DULANI	28.	
29	RAMADHAN	29.	
30	RIVALDOPUTRA SIANTURI	30.	
31	SEPTERINA SARAGIH	31.	
32	TIARA RAMADHANI	32.	
33	WAHYUDI	33.	
34	YOGA PRATAMA S.	34.	
35	ZULFA AMELIA	35.	

Labuhan Deli, September 2019

Guru Mata Pelajaran

Peneliti

Junita,S.Pd

Aulia Widyawati

NIP :

NPM : 1502050171

# APPENDIX 4







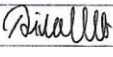
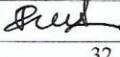




## STUDENTS' ATTENDANCE LIST POST-TEST

Name of School : SMA Negeri 1 Labuhan Deli

Class : XI MIA 1

Meeting : 16<sup>th</sup> September 2019

NO	NAME	SIGNATURE
1	ADIA YASRI OVITA	1. Adia
2	ADITYA PARHIMPUNAN	2. Aditya
3	ALWAN WICAHYA	3. Alwan
4	ANANDA SALSABILA S.	4. Ananda
5	CHAIRUL IHSAN S.	5. Chairul
6	DENIANTO MADUWU	6. Denianto
7	DEVINA ADELIA	7. Devina
8	DIKI SAPUTRA	8. Diki
9	DIMAS HAPPY GULO	9. Dimas
10	DONY RIKSON	10. Dony
11	ERIKSON JAYA S.	11. Erikson
12	GRACIA AMANDA M.S.	12. Gracia
13	IGO RIANITA P.	13. Igo
14	KALVIN NUGRAHA N.	14. Calvin
15	KEVIN DIARDO S.	15. Kevin
16	KRISTANIA TRI OKTAVIANA	16. Kristania
17	MARTIANI BR.PASARIBU	17. Martiani
18	MEYDINA UTAMI	18. Meydina
19	M.RUSDY FARHANSYAH	19. Rusdy
20	NADIA PUTRI	20. Nadia
21	NADIA	21. Nadia
22	NAOMI IRANE GRACIA	22. Naomi
23	NENSY JESIKA HAREFA	23. Nensy

24	NIA CHAIRUNNISA	24. 
25	NOVA FEBRIANTI	25. 
26	NUR KHALIFAH	26. 
27	NURULRAMADHAN	27. 
28	PUTRI DULANI	28. 
29	RAMADHAN	29. 
30	RIVALDOPUTRA SIANTURI	30. 
31	SEPTERINA SARAGIH	31. 
32	TIARA RAMADHANI	32. 
33	WAHYUDI	33. 
34	YOGA PRATAMA S.	34. 
35	ZULFA AMELIA	35. 

Labuhan Deli, September 2019

Guru Mata Pelajaran

Peneliti

Junita, S.Pd  
NIP :

Aulia Widyawati  
NPM : 1502050171



18 September '19.

APPENDIX 5








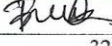




STUDENTS' ATTENDANCE LIST

Name of School : SMA Negeri 1 Labuhan Deli

Class : XI MIA 1

Meeting : 18<sup>th</sup> September 2019

NO	NAME	SIGNATURE
1	ADIA YASRI OVITA	1. Adia
2	ADITYA PARHIMPUNAN	2. Aditya
3	ALWAN WICAHYA	3. Alwan
4	ANANDA SALSABILA S.	4. Ananda
5	CHAIRUL IHAN S.	5. Chairul
6	DENIANTO MADUWU	6. Denianto
7	DEVINA ADELIA	7. Devina
8	DIKI SAPUTRA	8. Diki
9	DIMAS HAPPY GULO	9. Dimas
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17	MARTIANI BR.PASARIBU	17. Martiani
18	MEYDINA UTAMI	18. Meydina
19	M.RUSDY FARHANSYAH	19. Rusdy
20	NADIA PUTRI	20. Nadia
21	NADIA	21. Nadia
22	NAOMI IRANE GRACIA	22. Naomi
23	NENSY JESIKA HAREFA	23. Nensy

24	NIA CHAIRUNNISA	24.	
25	NOVA FEBRIANTI	25.	
26	NUR KHALIFAH	26.	
27	NURULRAMADHAN	27.	
28	PUTRI DULANI	28.	
29	RAMADHAN	29.	
30	RIVALDOPUTRA SIANTURI	30.	
31	SEPTERINA SARAGIH	31.	
32	TIARA RAMADHANI	32.	
33	WAHYUDI	33.	
34	YOGA PRATAMA S.	34.	
35	ZULFA AMELIA	35.	

Labuhan Deli, September 2019

Guru Mata Pelajaran

Peneliti

Junita,S.Pd

Aulia Widyawati

NIP :

NPM : 1502050171








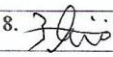



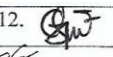

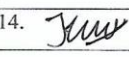
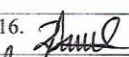




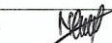
APPENDIX 5








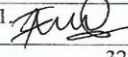




STUDENTS' ATTENDANCE LIST POST-TEST

Name of School : SMA Negeri 1 Labuhan Deli

Class : XI MIA 1

Meeting : 19<sup>th</sup> September 2019

NO	NAME	SIGNATURE
1	ADIA YASRI OVITA	1.
2	ADITYA PARHIMPUNAN	2. 
3	ALWAN WICAHYA	3.
4	ANANDA SALSABILA S.	4. 
5	CHAIRUL IHSAN S.	5. 
6	DENIANTO MADUWU	6. 
7	DEVINA ADELIA	7. 
8	DIKI SAPUTRA	8. 
9	DIMAS HAPPY GULO	9. 
10	DONY RIKSON	10. 
11	ERIKSON JAYA S.	11. 
12	GRACIA AMANDA M.S.	12. 
13	IGO RIANITA P.	13. 
14	KALVIN NUGRAHA N.	14. 
15	KEVIN DIARDO S.	15.
16	KRISTANIA TRI OKTAVIANA	16. 
17	MARTIANI BR.PASARIBU	17. 
18	MEYDINA UTAMI	18.
19	M.RUSDY FARHANSYAH	19.
20	NADIA PUTRI	20. 
21	NADIA	21. 
22	NAOMI IRANE GRACIA	22. 
23	NENSY JESIKA HAREFA	23. 

24	NIA CHAIRUNNISA	24. 
25	NOVA FEBRIANTI	25. 
26	NUR KHALIFAH	26. 
27	NURULRAMADHAN	27. 
28	PUTRI DULANI	28. 
29	RAMADHAN	29. 
30	RIVALDOPUTRA SIANTURI	30. 
31	SEPTERINA SARAGIH	31. 
32	TIARA RAMADHANI	32. 
33	WAHYUDI	33. 
34	YOGA PRATAMA S.	34. 
35	ZULFA AMELIA	35. 

Labuhan Deli, September 2019

Guru Mata Pelajaran

Peneliti

Junita, S.Pd

Aulia Widyawati

NIP :

NPM : 1502050171

## APPENDIX 6

### List of Students' Initial Name

School : SMA Negeri 1 Labuhan Deli

School Year : 2019/2020

Class : XI MIA 1

No.	Students' Name	Students' Initial Name
1.	ADIA YASRI OVITA	AYO
2.	ADITYA PARHIMPUNAN	AP
3.	ALWAN WICAHYA	AW
4.	ANANDA SALSABILA	AS
5.	CHAIRUL IHSAN S.	CIS
6.	DENIANTO MADUWU	DM
7.	DEVINA ADELIA	DA
8.	DIKI SAPUTRA	DS
9.	DIMAS HAPPY GULO	DHG
10.	DONY RIKSON	DR
11.	ERIKSON JAYA S.	EJS
12.	GRACIA AMANDA M.S.	GAMS
13.	IGO RIAN TA P.	IRP
14.	KALVIN NUGRAHA S.	KNS
15.	KEVIN DIARDO S.	KDS
16.	KRISATANIA TRI OKTAVIANA	KTO
17.	MARTIANI BR.PASARIBU	MBP

18.	MEYDINA UTAMI	MU
19.	M.RUSDY FARHANSYAH	MRF
20.	NADIA PUTRI	NP
21.	NADIA	N
22.	NAOMI IRENE GRACIA	NIG
23.	NENSY JESIKA HAREFA	NJH
24.	NIA CHAIRUNNISA	NC
25.	NOVA FEBIANTI	NF
26.	NUR KHALIFAH	NK
27.	NURUL RAMADHAN	NR
28.	PUTRI DULANI	PD
29.	RAMADHAN	R
30.	RIVALDO PUTRA SIANTURI	RPS
31.	SEPTERINA SARAGIH	SS
32.	TIARA RAMADHANI	TR
33.	WAHYUDI	W
34.	YOGA PRATAMA	YP
35.	ZULFA AMELIA	ZA

## APPENDIX 7

### The Students' Score in Pre-Test, Cycle I and Cycle II

No.	The Students' Initial	The Students' score in Pre-test	The Students' score in Cycle I	The Students' score in Cycle II
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				

20				
21.				
22.				
23.				
24.				
25.				
26.				
27				
28.				
29.				
30.				
31.				
32.				
33.				
34.				
35.				

From the table above, it could be seen from the mean of the students score during the research, the researcher applied the following formula:

$$X = \frac{\sum x}{N} 100$$

Where:

X : The mean of the students

$\sum x$  : The total score

N : The total number of students

The criteria of students' activities in learning process

Value Range	Categories
81-100%	Very High
61-80%	High
41-60%	Moderate
21-40%	Low
0-20%	Very Low

## APPENDIX 7

### The Students' Score in Pre-Test, Cycle I and Cycle II

No.	The Students' Initial	The Students' score in Pre-test	The Students' score in Cycle I	The Students' score in Cycle II
1.	AYO	40	60	90
2.	AP	40	80	90
3.	AW	40	60	80
4.	AS	30	70	100
5.	CIS	30	60	70
6.	DM	30	70	80
7.	DA	60	80	100
8.	DS	50	70	70
9.	DHG	40	70	80
10	DR	60	60	80
11	EJS	60	80	70
12	GAMS	60	80	100
13	IRP	40	70	80
14	KNS	50	70	80
15	KDS	30	60	70
16	KTO	30	80	100
17	MBP	50	80	90
18	MU	40	60	80
19	MRF	30	50	70
20	NP	30	60	80
21	N	30	50	70
22	NIG	50	70	80
23	NJH	40	80	100
24	NC	40	70	70
25	NF	50	80	80



26	NK	50	70	80
27	NR	50	70	80
28	PD	50	80	100
29	R	30	50	80
30	RPS	30	70	80
31	SS	50	80	100
32	TR	40	70	80
33	W	60	80	100
34	YP	60	80	80
35	ZA	30	70	100
Total ( $\sum X$ )		1500	2440	2940
Mean (X)		42,85714	69,71429	84
Percentage		0%	49%	95%
Criteria		Very low	Moderate	Very High

The criteria of students' activities in learning process

Value Range	Categories
81-100%	Very High
61-80%	High
41-60%	Moderate

21-40%	Low
0-20%	Very Low

From the table above, it could be seen from the mean of the students score during the research, the researcher applied the following formula:

$$X = \frac{\sum x}{N} \times 100$$

Where:

X : The mean of the students

$\sum x$  : The total score

N : The total number of students

From the table score above, it could be concluded that there was improvement students" reading achievement in pre-test, cycle 1 and cycle 2.

In pre-test, the total score of the students was 1500 and the number of the students was 35, so the mean was:

$$X = \frac{1500}{35} \times 100\% = 42,85$$

In cycle 1, the total score of the students was 2440 and the number of the students was 35, so the mean was:

$$X = \frac{2440}{35} \times 100\% = 69,71$$

In cycle 2, the total score was 2940 and the number of the students was 35, so the mean was:

$$X = \frac{2940}{35} \times 100\% = 84$$

## APPENDIX 8

### STUDENTS' ANSWER SHEET PRE-TEST

NAME :  
CLASS :  
SCHOOL :

1. Choosing the right answer by crossing (x) A,B,C,D or E!

NO	OPTIONS				
1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E

## APPENDIX 8

### STUDENTS' ANSWER SHEET POST-TEST

NAME :  
CLASS :  
SCHOOL :

1. Choosing the right answer by crossing (x) A,B,C,D or E!

NO	OPTIONS				
1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E

# Appendix 8

## STUDENTS' ANSWER SHEET PRE-TEST

NAME : DEVINA ADELIA.  
CLASS : XI MIA<sup>4</sup>  
SCHOOL : SMA NEGRI 1 LABUHAN DELI .

1. Choosing the right answer by crossing (x) A,B,C,D or E!

NO	OPTIONS				
1.	A	B	C	D	<del>E</del>
2.	A	B	<del>C</del>	D	E
3.	<del>A</del>	B	C	D	E
4.	A	B	<del>C</del>	D	E
5.	A	B	C	D	<del>E</del>
6.	A	B	<del>C</del>	D	E
7.	A	<del>B</del>	C	D	E
8.	A	<del>B</del>	C	D	E
9.	<del>A</del>	B	C	D	E
10.	A	B	C	<del>D</del>	E

✓  
✓  
X  
X  
✓  
✓  
X  
✓  
✓  
X

50

STUDENTS' ANSWER SHEET  
CYCLE-1

NAME : DEVINJA ADELIA .  
CLASS : XI MIA 1  
SCHOOL : SMA NEGERI 1 LABUHAN DELI .

1. Choosing the right answer by crossing (x) A,B,C,D or E!

NO	OPTIONS				
1.	A	B	C	D	<del>X</del>
2.	A	B	<del>X</del>	D	E
3.	A	B	C	D	<del>X</del>
4.	<del>X</del>	B	C	D	E
5.	A	B	C	D	<del>X</del>
6.	A	B	<del>X</del>	D	E
7.	A	B	C	<del>X</del>	E
8.	A	<del>X</del>	C	D	E
9.	<del>X</del>	B	C	D	E
10.	A	B	C	<del>X</del>	E

✓  
✓  
✓  
✓  
✓  
✓  
X  
✓  
✓  
X

STUDENTS' ANSWER SHEET  
CYCLE-2

NAME : DEVINA ADELIA .  
CLASS : XI MIA <sup>4</sup> .  
SCHOOL : SMA NEGERI 1 LABUHAN DELI .

1. Choosing the right answer by crossing (x) A,B,C,D or E!

NO	OPTIONS				
1.	A	B	C	D	<del>E</del>
2.	A	B	<del>C</del>	D	E
3.	A	B	C	D	<del>E</del>
4.	<del>A</del>	B	C	D	E
5.	A	B	C	D	<del>E</del>
6.	A	B	<del>C</del>	D	E
7.	<del>A</del>	B	C	D	E
8.	A	<del>B</del>	C	D	E
9.	<del>A</del>	B	C	<del>D</del>	E
10.	A	<del>B</del>	C	D	E

✓  
✓  
✓  
✓  
✓  
✓  
✓  
✓  
✓  
✓

100

## APPENDIX 9

### DOCUMENTATION OF RESEARCH

#### Learning Process in cycle 1



The teacher explained about the double brain power method and the material that was used in learning process.



The teacher guided the students to did their assignment in group.





The students found out the difficult words in the text.



The students remembered the difficult words by using double brain power method.

## Learning process cycle in 2



The teacher asked them to analyze the text by using double brain power method.



The students did the post test cycle 2

Member of XI MIA 1 SMA NEGERI 1 LABUHAN DELI





**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
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Website: <http://www.fkip.unsu.ac.id> E-mail: [fkip@unsu.ac.id](mailto:fkip@unsu.ac.id)

Form : K – 1


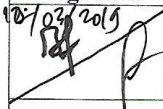
Kepada Yth: Bapak Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Aulia Widyawati  
NPM : 1502050171  
Prog. Studi : Pendidikan Bahasa Inggris  
Kredit Kumulatif : 156 SKS

IPK = 3,70

Disahkan oleh Dekan Fakultas	Judul yang Diajukan	Peretujuan Ket./Sekret. Prog. Studi
	Improving The Students' Ability in Reading Exposition Text by Using Double Brain Power Method	
	The Effect of Visual Auditory Kinesthetic (VAK) Technique in Improving Students' Writing Ability	
	Using Dictogloss Technique to Improve Students' Writing Ability	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, Maret 2019  
Hormat Pemohon,

  
Aulia Widyawati

Keterangan:

Dibuat rangkap 3 : - Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Program Studi  
- Untuk Mahasiswa yang bersangkutan





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Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

*Assalamu'alaikum Wr, Wb*

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Aulia Widyawati  
NPM : 1502050171  
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

Improving The Students' Ability in Reading Exposition Text by Using  
Double Brain Power Method

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Imelda Darmayanti Manurung, SS, M.Hum

Acc 30/04-2019

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, Maret 2019  
Hormat Pemohon,

Aulia Widyawati

Keterangan

Dibuat rangkap 3 :  
- Untuk Dekan / Fakultas  
- Untuk Ketua / Sekretaris Prog. Studi  
- Untuk Mahasiswa yang Bersangkutan



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Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

### PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Aulia Widyawati  
NPM : 1502050171  
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Improving The Students' Ability in Reading Exposition Text by Using Double Brain Power Method	17/3/19 [Signature]

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh  
Dosen Pembimbing

Imelda Darmayanti Manurung, SS, M.Hum

Medan, Maret 2019  
Hormat Pemohon,

Aulia Widyawati



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 201 /IL.3/UMSU-02/F/2019  
Lamp : ---  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Aulia Widyawati  
N P M : 1502050171  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : Improving The Students' Ability in Reading Exposition Text by Using Double Brain Power Method.

Pembimbing : Imelda Darmayanti Manurung, SS, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 30 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 15 Dzulhijjah 1440 H  
2019 M



**Dr. H. Effianto Nst, S.Pd, M.Pd.**  
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :  
*WAJIB MENGIKUTI SEMINAR*



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

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Webside : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**LEMBAR PENGESAHAN PROPOSAL**

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Aulia Widyawati

N.P.M : 1502050171

Program Studi : Pendidikan Bahasa Inggris

Judul Proposal : Improving Students' Ability in Reading Exposition Text by  
Using Double Brain Power Method

sudah layak diseminarkan.

Medan, 18 Mei 2019

Dosen Pembimbing,

**Imelda Darmayanti Manurung, S.S., M.Hum**





MAJELIS PENDIDIKAN TINGGI  
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Unggul | Cerdas | Terpercaya

**BERITA ACARA BIMBINGAN PROPOSAL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Nama Lengkap : Aulia Widyawati  
N.P.M : 1502050171  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Improving Students' Ability in Reading Exposition Text by Using Double Brain Power Method

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
30/5 19	Background of study, identify problem	
9/5 19	problem, Review of literature	
11/5 19	Conceptual framework	
12/5 19	Method of research, CAR	
15/5 19	Tech. of collect & analysis data	
16/5 19	References, Instrument	
18/5 19	acc	

Medan, 18 Mei 2019

Diketahui Oleh :  
Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum.

Dosen Pembimbing

Imelda Darmayanti Manurung, S.S, M.Hum

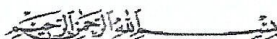




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Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL**

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Aulia Widyawati

N.P.M : 1502050171

Program Studi : Pendidikan Bahasa Inggris

Judul Proposal : Improving the Students' Ability in Reading Exposition Text by Using  
Double Brain Power Method

Pada hari Rabu tanggal 22 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan, September 2019

Disetujui oleh:

Dosen Pembahas

Dosen Pembimbing

**Dr. T. Winona Emelia, M.Hum**

**Imelda Darmayanti Manurung, SS, M.Hum**

Diketahui oleh  
Ketua Program Studi,

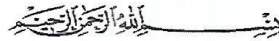
**Mandra Saragih, S.Pd., M.Hum.**



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
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Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext. 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**SURAT KETERANGAN**

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan,  
Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Aulia Widyawati  
N.P.M : 1502050171  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Improving the Students' Ability in Reading Exposition Text by Using  
Double Brain Power Method

benar telah melakukan seminar proposal skripsi pada hari Rabu, tanggal 22, Bulan Mei,  
Tahun 2019.

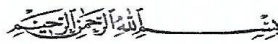
Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan  
Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, September 2019

Ketua,

**Mandra Saragih, S.Pd. M.Hum**

## SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Aulia Widyawati  
N.P.M : 1502050171  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Improving the Students' Ability in Reading Exposition Text by Using  
Double Brain Power Method

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, September 2019

Hormat saya

Yang membuat pernyataan,

  
  
Aulia Widyawati

Diketahui oleh Ketua Program Studi  
Pendidikan Bahasa Inggris

  
Mandra Saragih, S.Pd, M.Hum



**UMSU**  
Unggul | Cerdas | Terpercaya  
Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400  
Website: <http://fkip.umsu.ac.id> E-mail: [fkip@yahoo.co.id](mailto:fkip@yahoo.co.id)

Nomor : 554 /II.3/UMSU-02/F/2019  
Lamp : ---  
Hal : Mohon Izin Riset

Medan, 16 Muharram 1441 H  
16 September 2019 M

Kepada Yth. Bapak/Ibu Kepala  
SMA Negeri 1 Labuhan Deli  
di-  
Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh

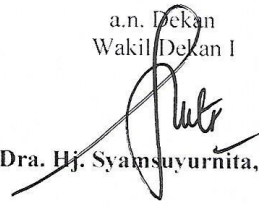
Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Aulia Widyawati  
N P M : 1502050171  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : Improving the Students' Ability in Reading Exposition Text by Using Double Brain Power Method.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

a.n. Dekan  
Wakil Dekan I

  
Dra. Hj. Syamsuyurnita, M.Pd

\*\* Pertinggal \*\*





PEMERINTAH PROVINSI SUMATERA UTARA  
**DINAS PENDIDIKAN**  
**SEKOLAH MENENGAH ATAS (SMA) NEGERI 1 LABUHAN DELI**

Kecamatan Labuhan Deli Kabupaten Deli Serdang  
Jalan Serbaguna Ujung Pasar IV Desa Helvetia Kode Pos 20373  
Website : [www.smansalabdel.sch.id](http://www.smansalabdel.sch.id) E-mail : [Smansalabdeli@yahoo.co.id](mailto:Smansalabdeli@yahoo.co.id)

**SURAT KETERANGAN**  
**No : 420.3/394/SMAN1.LD/2019**

Berdasarkan Surat Majelis pendidikan Tinggi Penelitian & Pengembangan Universitas Muhammadiyah Sumatera Utara Fakultas Keguruan dan Ilmu Pendidikan Nomor : 5534/II.3/UMSU-02/F/2019 Prihal : Mohon Izin Riset, Kepala SMA Negeri 1 Labuhan Deli menerangkan bahwa nama dibawah ini :

Nama : AULIA WIDYAWATI  
NPM : 1502050171  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : *“ Improving the Students’ Ability in Reading Exposition Text by using Double Brain Power Method”*

Benar Telah melakukan Riset di SMA Negeri 1 Labuhan Deli mulai tanggal 09 September 2019 s.d 24 September 2019.

Demikian surat keterangan ini dibuat untuk dapat digunakan sesuai dengan keperluannya.

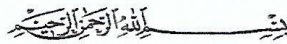
Labuhan Deli, 24 September 2019  
Kepala SMA Negeri 1 Labuhan Deli,



**Drs. H. HASBI, M.M**  
**NIP. 19611113 199403 1 003**



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)




**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama Lengkap : Aulia Widyawati  
N.P.M : 1502050171  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Improving the Students' Ability in Reading Exposition Text by Using Double Brain Power Method


Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
21/19	Revised 1, 2, 3	/s.
10/19	Instrument of research	/s.
24/19	validity & Realibility	/s.
20/19	Normality & Homogeneity	/s.
23/19	testin <del>hypothesis</del> hypothesis	/s.
24/19	findig & discussu	/s.
25/19	Conclusion , abstract	/s.
26/19	acc	/s.

Medan, 26 September 2019

Diketahui oleh:  
Ketua Prodi

  
(Mandra Saragih, S.Pd., M.Hum.)

Dosen Pembimbing

  
(Imelda Darmayanti Manurung, SS, M.Hum)



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
**UPT PERPUSTAKAAN**

Jl. Kapt. Mukhtar Basri No. 3 Telp. 6624567 - Ext. 113 Medan 20238  
Website: <http://perpustakaan.umsu.ac.id>

**SURAT KETERANGAN**

Nomor: 2602/KET/IL.9-AU/UMSU-P/M/2019



Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : Aulia Widyawati  
NPM : 1502050171  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/ P.Studi : Pendidikan Bahasa Inggris

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 3 Muharram 1441 H  
03 September 2019 M

Kepala UPT Perpustakaan,



Muhammad Arifin, S.Pd, M.Pd

## **CURRICULUM VITAE**

Name : Aulia Widyawati

Place and Date Birth : Medan, 07 July 1997

Age : 22 Years old

Gender : Female

Nationality : Indonesian

Religion : Islam

Marital status : Not Married

Address : Jl.Baut Gg.Bakti 2no.33 Tanah Enam Ratus Medan  
Marelan

Phone Number : 0812-6341-5441

Email : [waulia7@gmail.com](mailto:waulia7@gmail.com)

### **Parents' Name**

Father : Saniman

Mother : Roslinawati

Address : Jl.Baut Gg.Bakti 2 no.33 Tanah Enam Ratus Medan  
Marelan

### **Education**

2003 – 2009 : SD PAB 29 Manunggal Labuhan Deli

2009 - 2012 : SMP Negeri 1 Labuhan Deli

2012 - 2015 : SMA Negeri 1 Labuhan Deli

2014 – 2018 : Students of English Department Faculty of Teacher  
Training and Education , UMSU

Medan, September 2019

Aulia Widyawati  
1502050171