

AN UNDERGRADUATE THESIS

**THE USE OF OPINION-PROOF STRATEGY
IN IMPROVING STUDENTS' WRITING SKILL OF
THE ELEVENTH GRADE AT MA DARUSSALAM SEPUTIH BANYAK**



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ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1442 H/2020 M**

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THE USE OF OPINION-PROOF STRATEGY
IN IMPROVING STUDENTS' WRITING SKILL OF
THE ELEVENTH GRADE AT MA DARUSSALAM SEPUTIH BANYAK

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S. Pd)
in English Education Department

By :
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APPROVAL PAGE

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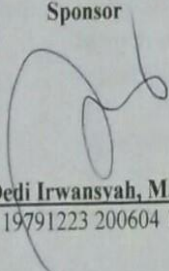
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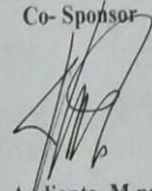
To be discussed in the Munaqosyahin Tarbiyah Faculty of State Institute for
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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thank you very much.

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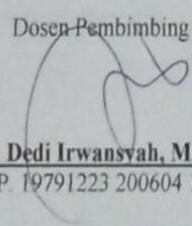
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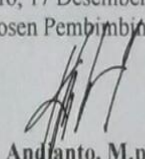
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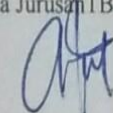
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RATIFICATION PAGE

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ABSTRACT

**THE USE OF OPINION-PROOF STRATEGY
IN IMPROVING STUDENTS' WRITING SKILL OF
THE ELEVENTH GRADE AT MA DARUSSALAM SEPUTIH BANYAK**

By: Putri Jayanti

The purposes of this research are to improve the students' writing skill and the students' learning activities among the eleventh grade of MA Darussalam Seputih Banyak by using opinion-proof strategy. The researcher had outlined the problem in this research that focused on writing skill. It is related on the problem identification that the students have low ability in writing skill, low grammar mastery, difficulties to develop ideas and difficulties in applying the concept of writing mechanisms.

This research followed a classroom action research (CAR) at eleventh grade of MA Darussalam Seputih Banyak consisted of 20 students which was conducted in two cycles. Each cycle consists of planning, acting, observing and reflecting. In collecting the data, the researcher used test, observation, and documentation. The instruments of this research were writing test, observation sheet, and documentation sheet.

Finally, the data confirmed in the pre-test no one students that can fulfill MMC and mean of the pre-test is 43,3. It can said that the result of pre-test was unsatisfactory. Furthermore, in post-test I, there are 40% students that can fulfill MMC and mean of the post test 1 is 69,9. In addition, in post-test II there are 80% students that can fulfill MMC and mean of the post test II is 81,4. It is concluded that the use of Opinion-Proof strategy can improve the students' writing skill and the students learning activity among the eleventh grade of MA Darussalam Seputih Banyak.

Keywords : *Classroom action research, learning activities, Opinion-Proof strategy, Writing skill*

ABSTRAK

THE USE OF OPINION-PROOF STRATEGY IN IMPROVING STUDENTS' WRITING SKILL OF THE ELEVENTH GRADE AT MA DARUSSALAM SEPUTIH BANYAK

Oleh: Putri Jayanti

Tujuan penelitian ini adalah untuk meningkatkan kemampuan menulis siswa dan kegiatan belajar siswa di kelas sebelas MA Darussalam Seputih Banyak dengan menggunakan strategi opinion-proof. Peneliti telah menguraikan masalah dalam penelitian ini yang berfokus pada keterampilan menulis. Hal ini terkait dengan identifikasi masalah bahwa siswa memiliki keterampilan menulis yang rendah, penguasaan tata bahasa yang rendah, kesulitan untuk mengembangkan ide dan kesulitan dalam menerapkan konsep mekanisme penulisan.

Dalam penelitian ini peneliti melakukan penelitian tindakan kelas (PTK) pada kelas sebelas MA Darussalam Seputih Banyak yang terdiri dari 20 siswa yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan, dan refleksi. Dalam mengumpulkan data, peneliti menggunakan tes, observasi, dan dokumentasi. Instrumen tersebut menggunakan tes menulis, lembar observasi, dan lembar dokumentasi.

Akhirnya, data yang dikonfirmasi dari pre-test adalah tidak ada siswa yang dapat memenuhi (KKM) dan rata-rata pada pre-test adalah 43,3. Dapat dikatakan bahwa hasil pre-test tidak memuaskan. Selanjutnya dalam post-test I terdapat 40% siswa yang dapat memenuhi (KKM) dan rata-rata dalam post-test I adalah 69,9. Selanjutnya, dalam post-test II ada 80% siswa yang dapat memenuhi (KKM) dan rata-rata dalam post-test II adalah 81,4. Dapat disimpulkan bahwa penggunaan strategi Opinion-Proof dapat meningkatkan keterampilan menulis dan kegiatan belajar siswa sebelas MA Darussalam Seputih Banyak.

Kata Kunci : *Kegiatan belajar, keterampilan menulis, Penelitian tindakan kelas, strategi Opinion-Proof*



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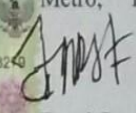
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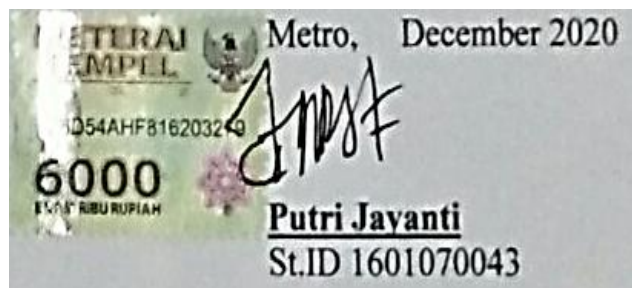
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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.



MOTTO

فَسْأَلُوا أَهْلَ الذِّكْرِ إِنْ كُنْتُمْ لَا تَعْلَمُونَ

“maka bertanyalah kepada orang yang mempunyai pengetahuan jika kamu tidak mengetahui.”

(Q.S. An-Nahl: 43)

“The knowledge without experience is nil,
the experience without knowledge is blind”

DEDICATION PAGE

I dedicate this undergraduate thesis to:

1. My beloved parents, Mr. Suramin, and Mrs. Asnafi for the material and spiritual supports.
2. My beloved family.
3. My best friends who always help me in finishing this thesis.
4. My almamater IAIN Metro.

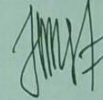
ACKNOWLEDGEMENT

Praise to Allah SWT who has been giving the researcher mercies and blessing so that the researcher can complete this undergraduate thesis. The greeting always give to prophet Muhammad saw who has brought us from the darkness era into bright era. This undergraduate thesis is presented as a partial fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S Pd.) in English Education Department entitled "THE USE OF OPINION-PROOF STRATEGY IN IMPROVING STUDENTS' WRITING SKILL AMONG THE ELEVENTH GRADE OF MA DARUSSALAM SEPUTIH BANYAK".

Furthermore, this research could not be successful without support, guidance, advice, help, and encouragement. The writer would like to express her gratitude to the sponsor, Dr. Dedi Irwansyah, M.Hum and the co-sponsor Andianto, M.Pd. who have sincerely guided the writer to accomplish this undergraduate thesis.

Finally, the writer realizes that this thesis is far for perfect but, she hopes that the result of the research will give significant contribution in teaching learning English in IAIN METRO

Metro, November 2020
The researcher,



Putri Jayanti
St ID.1601070043

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CHAPTER I

INTRODUCTION

A. Background of the study

. English is a foreign language as a verbal communication used throughout the world studied to divide the knowledge in order to maintain the existence of traditions and culture and especially to nurture human relationships. English deprecation has benefits that significantly help the community fulfill communication needs both through writing and oral. There are several benefits of mastering English, the first is to make it easier for us to get the job, easily accepted in the eyes of the world, and also add to our knowledge. As one of English skills, writing is an activity to pour the idea and feeling of someone expressed in writing. In the other words, writing is complex metacognitive activity that draws on an individual's knowledge, basic skill, strategies, and ability to coordinate multiple processes. Then Olson affirms that writing is nothing more than thought on paper— considered, organized thought.¹

Writing skills contain tremendous benefits in the process of communication. The writing skill is also considered an additional value. There are many benefits if we master the skill to write, one of which is writing can hone the logical reasoning and memory of someone. In addition, writing will add to one's knowledge and insight. Another benefit of writing is, writing will generate new ideas. Writing someone will think and continue to develop his or her understanding and ability.

¹Judith F. Olson, *Writing Skills Success In 20 Minutes A Day*, (United States: 2005), viii.

However, writing is not an easy language to master. There are many problems experienced by students in the process of writing an English text. These problems are caused by the contribution of linguistic aspects and nonlinguistic aspects. A wide range of writing problems caused by weak linguistic contributions include limited English vocabulary, weak grammar mastery, difficulty in applying the concept of writing mechanisms, and the inability develop ideas. While writing problems caused by weak nonlinguistic aspects, among others, low motivation writing, lack of writing habits, lack of environmental support, inconsistency in the selection of learning media and strategies teaching.

Based on the problem of writing above, the researcher also do pre-survey to know the question of writing experienced by class XI students in the MA Darussalam Seputih Banyak. Pre-survey results are illustrated in the following figure 1.

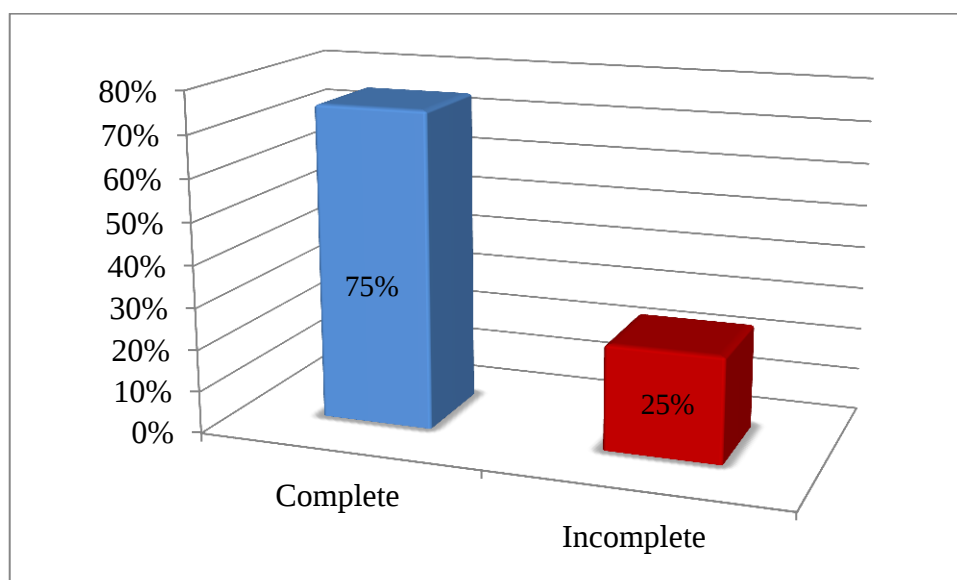


Figure 1. DataPre-Survey Result Writing Skill among the Eleventh Grade of MA DarussalamSeputihBanyak.

The Data of the students ' problems in the writing obtained from pre-surveys are categorized by the Minimum Mastery Criteria to be category complete and incomplete. Related to the illustration of the pre-survey results above, it is obvious that the percentage of students who reach MMC is 25% while the percentage of students who do not reach MMC is 75%. This shows that the percentage of students who are unable to reach MMC is greater than the percentage of students who are able to reach MMC. Therefore, the fact from the reaserch of the pre-survey show that students have problems in their english wrirting skill.

In connection with the writing problem above, there must be efforts to solve writing problem of the students of the eleventh grade at MA Darussalam Seputih Banyak to apply opinion-proof strategy in the teaching. It is one of strategies that can help students learn to develop an opinion, and support it through evidence from a text. Opinion Proof strategy can make students understand the text well because this strategy guides students to evaluating the text.²Opinion-proof strategy is one of the strateies which is appropriate to apply in teaching the students.

Based on the explanation above, the researcher will handle the writing problem of students of the eleventh grade at MA Darussalam Seputih Banyak should be thought in Classroom Action Research (CAR) research by applying opinion-proof strategy. Therefore, the researcher will conduct a researcher entitled

²Brigitta Septarini Rahmasari, "Using Opinion Proof Strategy To Improve Reading Ability Of Second Semester Students Of IKIP PGRI Madiun", madiun:Jurnal Kependidikan, vol. 15 N0. 4 (2016): 302.

“The Use of Opinion-Proof Strategy in Improving Students’ Writing Skill among the Eleventh grade of MA Darussalam Seputih Banyak”.

B. Problem Identification

Based on background of the study, some problems are identified, as follow:

1. The students have low in writing skill.
2. The students have low grammar mastery.
3. The students have difficulties to develop ideas.
4. The students have difficulties in applying the concept of writing mechanisms.

C. Problem Limitation

After identifying the problem, the writer limits the problem by focusing on the problem of number one that is the students have low in writing skill. In this case, the writer would like to conduct a classroom action research by using opinion-proof strategy to improve the Students’ writing skill. Therefore the writer construct a research proposal entitled “The Use of Opinion-Proof Strategy in Improving Students’ Writing Skill Among the Eleventh Grade of Ma Darussalam Seputih Banyak”.

D. Problem Formulation

The writer has outlined the problem formulation related to the problem limitation above. The problem formulation of this research is, as follows: “Can the use of opinion-proof strategy improve the students’ writing skill and the learning activities among the Eleventh grade of MA Darussalam Seputih Banyak?

E. The Objective and Benefits of the study

a) The Objective of the study

The aim of the research is to improve the students' writing skill by using opinion-proof strategy at MA Darussalam Seputih Banyak.

b) The Benefit of the Study

a. For the students

It is hoped that this research will motivate for the students in learning english especially in writing, so they can be easy in learning. It is considered that the students can improve writing skill through learning using opinion-proof strategy and developing their study to be successful.

b. For the other researchers

This research is as a reference to other research for better English teaching in the future. The other researcher can use opinion-proof strategy after knowing the benefits of using this strategy in teaching writing.

c. For teachers

This research is beneficial for the teachers in getting information how to teaching writing in teaching activities, so I will improve teachers' performance in applying teaching program well.

d. For the headmaster

The result of this research as the considering in learning process in the school and the headmaster can convey to the teachers that they know students' problem in order to teach learning effectively.

F. Prior Research

This research will be done taking into consideration some prior researchers. The first prior research has been conducted by Sasuwanti.³ A Study at the Eight Grade of SMP N 12 Padang. The objective of the first prior research is providing explanation that opinion-proof strategy has a significant impact on the achievement of learning outcomes of students at the eight grade of SMP N 12 Padang. The research method used in the first prior research is experimental research method. The sample of the first prior research is obtained from 212 students with cluster sampling (group sampling) the selected sample was 31 students from class VIII. Data in this study were collected through a writing test. The finding of the first prior research is the opinion-proof strategy has a significant influence on students' writing ability.

The data in this research is collected through writing test that is pre-test and post-test given to class VIII-8 which is selected as the class that received treatment with two types of text that is descriptive and recount text. After the sample class get treatment, at the end of the study meeting post-test. From both data, the insulation seeks the difference and the average value by reducing the results from post-test to pre-test. After getting a difference in the results of each student, researchers searched for t-test, the formula used from Gay and Airasian. So researchers found the value of t-test 4.4. of 30 degrees, researchers found the value t-table 2.04. Then the researcher compares the t-table value and t-observed where $> (4.4 > 2.04)$.

³Vindra Sasuwanti, "The Effectiveness of Opinion-Proof Strategy Toward Students' Writing Skill At Junior High School", *padang:jurnal wisuda ke* 48, vol. 1 No. 1 (2014)

The second prior research has been conducted by Tafona'o.⁴ A Study at the Eight Grade of SMP swasta karya botombawono. The objective of the second prior research is providing explanation that opinion-proof strategy can increase the students' ability in writing skill at the eighth grade of SMP Swasta Karya Botombawo. The research method used in the second prior research is classroom action research. Subject of the research was the students at the eighth grade of SMP Swasta Karya Botombawo especially class VIII-B which consisted of 27 students. Data in this study were collected through a writing test. The result of the research showed that the students' ability in writing skill at the eighth grade of SMP Swasta Karya Botombawo increased through Opinion-Proof Strategy. The percentage of the students who had done the activities in Cycle I was 70.37% and the percentage of the students who had undone the activities in Cycle I was 29.63%. Then, the average of the students' mark was 61.67. Furthermore, the percentage of the students who had done the activities in Cycle II was 92.60% and the percentage of the students who had undone the activities in Cycle II was 7.40%. Then, the average of the students' mark was 83.59

The third prior research has been conducted by Rahmasari.⁵ A Study at the third semester of IKIP PGRI Madiun. The objective of the third prior research is to determine whether or not Opinion Proof Strategy can improve reading ability of second semester of IKIP PGRI Madiun. The research method used in the third prior research is classroom action research. Subject of the research was the

⁴Ringtongan Tafona'o, Undergraduate thesis: *increasing the student's ability in writing skill by using opinion-proof strategy at the eighth grade of smp swasta karya botombawon in 2015/2016*, (botombawo: institute of teaching training and education of gunungsitoli faculty of education of languages and arts english education, 2016), 3.

⁵Brigitta Septarini Rahmasari, 302.

students at the second semester of IKIP PGRI Madiun. Data in this study were collected through a reading test. The result of the research showed that opinion proof strategy can improve students' reading comprehension at the second semester of IKIP PGRI Madiun. The mean score of pre test is 56.83. Then, it increases to 63.41 in post test 1 and 68.58 in post test 2.

This research is different from the mentioned prior studies in the sense of the subject of the research. The research will be done in senior high school while the reseaches that have been mentioned did the research in junior high school and in the university.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Writing Skill

1. The Definition of writing skill

The skill is explained as proficiency, ability, and the proficiency of doing something or the capability of doing work or activity appropriately.

⁶According to Nazario Writing is a form of thinking. It certainly isn't the only form of thinking. Our brains process ideas in different ways: mathematically, musically, and visually. But our use of language is the basis of all thinking, and it is what makes us distinctly human. It allows us to share ideas, pass on knowledge, engage in debate, and advance our understanding of the world. In college, writing is the vehicle through which we learn new ideas and share them with one another.⁷

Furthermore based on Stead in his book Writing is over when you have met your goals as a communicator and a thinker—when you are sure someone else can learn from what you have written—when you can take pride in the writing that you present to others to read. ⁸According to Zemach & Islam writing is an important of communication in day-to-day life, but it is

⁶DavutHotaman, “*The Examination Of The Basic Skill Levels Of The Students’ In Accordance With The Perceptions Of Teachers, Parents And Students*”, jurnal internasional, Vol. 1No. 2 (2008): hal 41.

⁷Luis A. Nazarioet all, *Bridges to Better Writing*, (USA: Wadsworth press, 2010), 5.

⁸ Tony Stead and Linda Hoyt, *A Guide to Teaching Nonfiction Writin*, (361 Hanover Street: Greenwood Publishing Group, Inc, 2011), 18.

especially important in high school and college.⁹ The writing skill is more complicated than that of other language skills. the writing skill requires a well-structured way of the presentation of thoughts in an organized and planned way. Advanced writing skill is one of the basic requirements for better academic performance as well as other activities related to writing presentation.¹⁰

Based on the statement above, it can conclude that writing is the process when someone try to arrange their though or idea into sentence. Then it can be described that writing is a way of conveying thought, idea, experience, message, opinion, and information in written form. When writing we should pay attention to all elements of language skills in order to produce good and correct writing. In other words, writing skills are one of the skills besides listening, speaking and reading. Writing skills are a very important skill that must be mastered by language learners because mastering their writing skills can convey important information to the reader. In addition to writing skills, the effectiveness of message delivery is more flexible because the message can be re-read without limited place and time.

2. Teaching Writing

Teaching writing in English is something that is not easy. We as the teachers need good skills so the students can receive what we convey. Teachers should also be able to respond that not all students have a good

⁹Dorothy E Zemach & Carlos Islam, *Paragraph Writing*, (Millan: Mcmillan Publisher, 2005), iv.

¹⁰Muhammad Javed et al, "A Study of Students' Assessment in Writing Skills of the English Language", jurnal international, Vol. 6 No. 2 (2013): 130.

ability to receive the lesson. It means that the method or strategy that the teacher applies it will be the key to our success or absence in teaching. If the teachers teach using the right procedure, the right strategy, then the students will also easily understand and receive the lesson. Finally, students are able to write well and correctly.

3. The Purpose of Writing

Writing is an activity to convey an idea or messages into written form. Each writing that written by students has different purpose. Stead and Hoyt says that When we write informational texts, it is important to understand the purpose for which we are writing and then to select a text type to match our goals. If the goal is to describe, we could do that through a news article, a poem, a question and-answer book, a letter, an e-mail message, or an informational report. If the goal is to provide instructions, those might be delivered with a poster, a brochure, a scientific procedure, a recipe, or a written set of directions. So with deliberate purposes and a wide range of text types in mind, we can always find an authentic writing activity for our students.¹¹Stead and Hoyt also indicate five purposes in writing:

- a. Inform to provide information: describe, explain, give the reader facts, tell what something looks like, summarize.
- b. Instruct to tell the reader how to do something; to outline a process.
- c. Narrate to draw the reader into an event or sequence of events to provide insights into a situation or the life of a person or other living thing.

¹¹Tony Stead and Linda Hoyt ,12.

- d. Persuade to influence the reader to take action or to subscribe to a belief.
- e. Respond to express ideas about a text or topic; to engage in analytical, critical, evaluative thinking; may include a specific prompt or format.¹²

Guided by purpose and audience, writers can then make better decisions about what to write, how much to write, whether or not to take a piece to publication, and so on. Based on the explanation above, we can conclude that students must understand what will be written and for what purpose they write.

4. The Indicator of Writing

The writing skill are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and rethorical devices but also of conceptual and judgemental elements. The foolowing analysis attempts to group the many and varied skill necessary for writing good prose into five general components or main areas:¹³

- a. Language use as the ability to write correct and appropriate sentences.
- b. Mechanical skill as the ability to use correctly those convention peculiar to the written language, e.g. punctuation, spelling.
- c. Treatment of content as the ability to think creatively and develop thoughts, aexcluding all irrelevant information.
- d. Stylistic skill as the ability to manipulate sentences and paragraphs, and use language effectively.

¹²*Ibid*, 13.

¹³. J.B. Heaton, *Writing English Language Tests* (USA: Longman Inc, 1990), 135.

- e. Judgement skill as ability to write in an appropriate manner for a particular audience in mind, together with an ability to select, organise and order relevant information.

5. The Assesment of Writing

Assessment as a learning tool is an assessment to guide and provide opportunities for students to monitor and reflect critically on their learning processes and outcomes. Assessment as a learning tool also helps students identify the steps they need to take next to improves their learning quality.¹⁴

The following are the assesment of writing:¹⁵

Table 1
Table of assesment

No	Indicator	Point	Criteria
1.	Content	30-27	Excellent to very good
		26-22	Good to average
		21-17	Fair to poor
		16-13	Very poor
2.	Organization	20-18	Excellent to very good
		17-14	Good to average
		13-10	Fair to poor
		9-7	Very poor
3.	Vocabulary	20-18	Excellent to very good
		17-14	Good to average
		13-10	Fair to poor
		9-7	Very poor
4.	Language use	25-22	Excellent to very good
		21-19	Good to average
		17-11	Fair to poor
		10-5	Very poor
5.	Mechanics	5	Excellent to very good
		4	Good to average
		3	Fair to poor
		2	Very poor

¹⁴TitikHarsiati, "Feedback And Self Regulation In Writing Learning Assesment In Junior High School"Isllac: Journal of Intensive Studies on Language, Literature, Art, and Culture, Vol. 1 No. 1(2017): 71.

¹⁵J.B. Heaton., 146.

B. Concept of Opinion-Proof Strategy

1. The Definition of Opinion-Proof Strategy

Learning strategy as learning process which are consciously selected by the learner.¹⁶ There are some strategies that teachers commonly use in teaching writing. One of them is the opinion-proof strategy. According to Bean et al opinion is an conclusion that is subject to dispute and is difficult to prove or disprove. According to Velleman Proofs are a lot like jigsaw puzzles. There are no rules about how jigsaw puzzles must be solved. The only rule concerns the final product: All the pieces must fit together, and the picture must look right.¹⁷

According to manzo and ulamanzo the opinion-proof strategy require students to engage in three important higher order literacy skill: evaluative thinking-forming an opinion, verification-supporting the opinion, persuasive articulation-writing about the opinion convincingly. He also says that the opinion-proof process seems to provide an excellent sequence for organizing persuasive speeches, another important language art. It accomplishes this by having students state opinion and write out supporting and nonsupporting points.¹⁸

Opinion Proof is a strategy that consists of two columns, namely opinion column and proof column. Criss in Duchnowski says this strategy

¹⁶Brigitta Septiani Rahmasari, "Using Opinion-Proof Strategy To Improve Of Reading Ability Of Second Semester Students Of Ikip PGRI Madiun", jurnal kependidikan, vol. 15 no. 4(2016):302.

¹⁷ Daniel J. Velleman, *How To Prove It*, (United States of America: Cambridge University Press, 2006), 84.

¹⁸Athony V Manzo And Ula Casale Mano, *Content Area Reading*, (Columbus, Merrill Publishing Company, 1990), 228-230.

encourages students to state their thesis (opinion) and provide supporting evidence (proof).¹⁹ Based on explanation above it can be concluded that opinion-proof strategy is strategy that can use to help students in improve their writing skill. This strategy can develop the student's idea because the students required to give their opinion and also give evidence to support their opinion. This strategy also can helps students to make a plan and arrange what will the students want to write.

2. The Benefits of Opinion-Proof Strategy

Every strategy that we use in teaching must have benefits. Includes this opinion-proof strategy, there are several benefits students can get when receiving teaching using this strategy. In the opinion of Criss in Duchnowski about the opinion-proof strategy, this strategy uses two column, namely Column opinion and Column evidence. According to Fang et al, there are some benefits when we teach you use strategy two column or opinion-proof strategy:

- a. Helps students organize the information they have read into a two-column format.
- b. Teaching students how to take note helps them make sense of what they are reading and improves their recall of text information.
- c. Helps students with their writing when they are required to summarize and synthesize information from multiple sources.

¹⁹Brigitta Septiani Rahmasari,302.

- d. Students should be encouraged to use their own words when taking notes, instead of copying from the text, so as to avoid plagiarism when writing from these notes.²⁰

These are some benefits when teaching using the opinion-proof strategy.

3. Procedure of Teaching Writing by Using Opinion-Proof Strategy

The Opinion-proof strategy is one of the strategies to be used in this research. Strategy itself is a plan in which there is a series of activities that are formed into a real action in teaching and learning activities aimed at achieving educational purposes. In implementing this opinion-proof strategy there are several procedure to be done by the teacher:

- a. Provide students with an opinion-proof “guide” either written on the chalkboard or as a handout.
- b. Have students write an opinion and supporting evidence for it from the text.
- c. Students write a connected essay using their opinion and evidence as topic sentence and supporting details, respectively.
- d. Peer editing, in this step, students (1) develop specific criteria for evaluating their writing, (2) divide up into pairs or small groups and read and react to one another’s paragraphs, and (3) edit and/or revise their own paragraphs before submitting a final draft for teacher evaluation.

²⁰Zhihui Fang et al, *Language and Literacy in Inquiry-Based Science*, (California: A SAGE Company, 2010), 96.

4. Advantages and Disadvantages of Opinion-Proof Strategy²¹

a. Advantages

- 1) Opinion-Proof requires the students to form an opinion (evaluative), support the opinion (verify), and write convincingly about their opinion (persuasion).
- 2) The students can work from a basic framework and begin the process of persuasive thinking and writing.
- 3) Opinion Proof also provides an opportunity for ELLs to evaluate their own work, share it with a classmate (peer editing), and then revise the paragraph before submitting a final draft.

b. Disadvantages

- 1) It is difficult for the students to form a paragraph if they do not have the basic knowledge about the topic.
- 2) Some students may lack personal commitment to the activity.
- 3) The assessment of learning may be challenging.

5. Action Hypothesis

The use of opinion-proof strategy can improve the students' writing skill and learning activities among the eleventh grade of MA Darussalam Seputih Banyak.

²¹ Margaret Bouchard, *Comprehension Strategies for English Language Learners*, (New York: Scholastic Inc, 2005), 57.

CHAPTER III

RESEARCH METHOD

A. Variables and Operational Definition of Variables

1. The Variables of Research

This research consists of two variables, they are independent and dependent variables. The independent variable in this research is opinion-proof strategy that will be implemented to increase the students' writing skill in easy way. This strategy is useful to make their writing is excellent in paragraphs of sentences. The dependent variable of this research is writing as one of the four of language skills that has to be mastered by the students in order to be able to write their ideas effectively.

2. The Operational Definition of Variable

Operational definition is the definition that based on characteristic of the things that will be defined, and it can be observed or measured. According to Creswell an operational definition is the specific cation of how you will define and measure the variable in your study.²² Meanwhile, a variable refers to a characteristic or attribute of an individual or an organization that can be measured or observed and that varies among the people or organization being studied.²³

²²John W. Creswell , *Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, ed.4 (United States of America: by Pearson Education, Inc, 2012),151.

²³John W. Creswell, *RESEARCH DESIGN Qualitative, Quantitative, and Mixed Methods Approaches*, ed.3 (United States of America: SAGE Publications. Inc, 2009), 235.

Based on the statement, the definition operational of the variable in this research are:

a. Dependent Variable

According to O’leary, dependent variable is the things you are trying to study or what you are trying to measure.²⁴ The dependent variable of this research is students’ writing skill that focuses on the students’ skill. To measure writing skill of students, the writer will take the writing test by giving the writing test.

b. The independent Variable

According to O’leary, independent variable is what might be causing an effect on the things you are trying to understand.²⁵ In a sense, the dependent variable “depends” on the independent variable. The independent variable of this research is opinion-proof strategy. This variable will be measured by observation. To observe this variable the writer will use observation sheet.

²⁴Zina O’leary, *The Essential Guide To Doing Research*, (London: SAGE Publications Ltd, 2004), 188.

²⁵Loc.cit..

B. The Research Location

The writer will conduct Classroom Action research (CAR) at MA Darussalam Seputih Banyak. The object of this research is the students' writing skill at XI IPS of Ma Darussalam Seputih Banyak, consists of 20 students. The school was built at 1984 and located at monas kembar 16-17 timur pasar seputih banyak street.

C. The Subject and object of the Study

This research is the Classroom Action Research (CAR). The subject of this action research is the students of XI IPS at MA Darussalam Seputih Banyak. MA Darussalam is one of the oldest schools in East Lampung, it has 74 students and 16 teachers. The object of this research is the students' writing skill at XI of Ma Darussalam Seputih Banyak. The teacher choses one of his classes that the students had a lower average score in writing. Based on the teacher's experience during teaching and learning activities in writing of English subject, the teacher indicated that the students are difficult lack in writing skill for developing idea, exactly the opinion-proof strategy is the problem solution for making the students better.

Table 2
Total students of the eleventh grade MA Darussalam

No	Class	Gender		Total
		Male	Female	
1	X IPS 1	10	10	20

D. Action Plan

The design of this research is classroom action research. It is called CAR because the research is aimed at developing a certain instructional technique to solve problems in a class. According to McNiff and Whitehead, Action research is about practitioners creating new ideas about how to improve practice, and putting those ideas forward as their personal theories of practice.²⁶

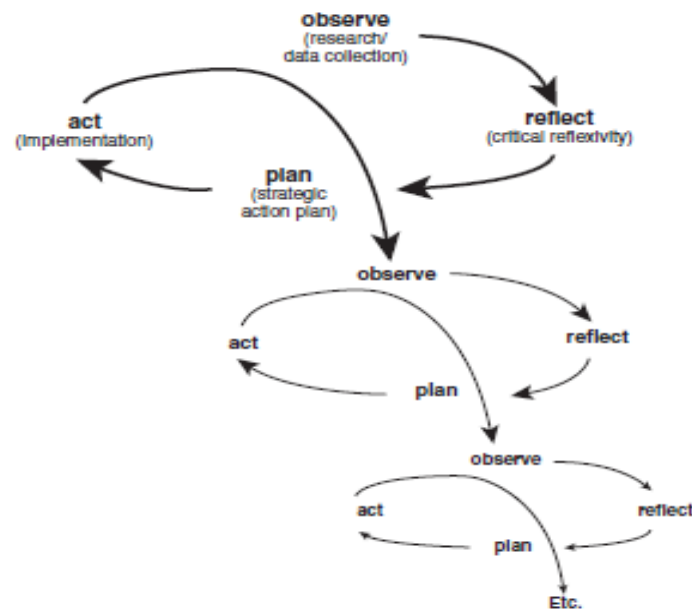
Cooper in McIntosh suggests that action research may not be a method of research at all, or even a set of methods, but a way of approaching the study of human beings from a philosophical construct in which some form of sharing takes place within mutually supportive environments.²⁷ Based on the statement above, the writer can say that Classroom Action Research is a reflective study done by the teacher in a classroom for getting solution about the problem until it can be solved. In addition, classroom action research helps the teacher to solve problem by applying a new method, strategy, or technique as an alternative way leading to innovation.

According to O'leary action research is a research strategy that pursues action and knowledge in an integrated fashion through a cyclical and participatory process. In this Classroom Action Research (CAR), consisted of the cycle and consisted of four steps, namely planning, acting, observing and

²⁶Jean McNiff and Jack Whitehead, *All You Need About Action Research*, (London: Sage Publication Ltd, 2006), 5.

²⁷ Paul McIntosh, *Action Research and Reflective Practice*, (New York: Routledge, 2010), 32.

reflecting.²⁸ The writer describes the cycles through the scheme of action research design by O’leary as follows:²⁹



**Figure 2. O’leary Action Research Design
(Source: O’leary, 2004)**

CAR will be applied in this research since it is regarded important to develop writing ability of the eleventh grader of MA Darussalam Seputih Banyak by opinion-proff strategy applying, by applying this strategy it is expected to solve students’ problems in teaching-learning process of writing skill.

The classroom action research design applied in this research is a collaborative classroom action research. In conducting the research, the writer will collaborate with the real English teacher of MA Darussalam Seputih Banyak he is Fuad Nasrullah as an observer and collaborator. The writer will play a role as an English teacher who teaches writing skill trough opinion-proof

²⁸Zina O’leary, 139.

²⁹Zina O’leary, 141

strategy to the students, while the real English teacher's role is as an observer who observes the action of the research while teaching-learning activities happens in the classroom. Also the real English teacher acts as a collaborator when helps the writer in designing lesson plan, carrying out the reflection, and determining the follow up of the study. Here, the writer is not only as an observer but the writer also took actions by making lesson plan and giving assessment. Then, the writer also collecting and analyzing data together with the teacher to know the result of their student writing result.

The writer wants to describe a plan for CAR as follows:

1. Cycle 1

a. Planning

After interviewing, observing and conducting test before CAR. The teacher and the writer make instruments, as follows:

- 1) The writer prepares the lesson plan based on the 2013 curriculum and English syllabus.
- 2) The writer prepares the observational note and guidelines
- 3) The writer prepares the instrument of written test before and after CAR.

b. Acting

In this phase, the writer acts as the teacher and the real teacher becomes the observer. The writer conducts some activities in the class as follows:

1) Pre-Teaching

- a) The writer greets the students and checks the attendance list.
- b) The writer gives warm up activities.
- c) The writer explains general overview related to the topics of text.
- d) The writer confirms the students their comprehension about the text.

2) Whilst Teaching

- a) The writer implements opinion-proof strategy.
- b) The writer provides students with an opinion-proof “guide” either written on the chalkboard or as a handout.
- c) The writer has students write an opinion and supporting evidence for it from the text.
- d) The students write a connected essay using their opinion and evidence as topic sentence and supporting details, respectively.
- e) Peer editing, in this step, students (1) develop specific criteria for evaluating their writing, (2) divide up into pairs or small groups and read and react to one another’s paragraphs, and (3) edit and/or revise their own paragraphs before submitting a final draft for teacher evaluation.³⁰

3) Post-Teaching

- a) The writer gives a conclusion about analytical ekspositional text.
- b) The writer closes the class.

³⁰Anthony V. Manzo and UlaCasaleManzo, *Content Area Reading*, (Columbus, Merrill Publishig Company, 1990), 228-230.

c. Observing

In this phase, the writer will conduct some activities as follows:

- 1) The real teacher observes teaching learning activity in the classroom, such as class situation, teacher's performance, and students' response.
- 2) Identifies the students' achievement in learning writing skill by giving the test after CAR in cycle 1.
- 3) The writer calculates students' improvement scores from test before CAR to test after CAR in cycle 1 whether improving or not.

d. Reflecting

In this phase, the writer and teacher have some activities as follows:

- 1) The teacher and the writer discuss not only about the result of the implementation of CAR, but also students' achievement and the media.
- 2) The teacher and the writer prepare the lesson plan for the next cycle and for test after CAR in cycle 2 in order to know the improvement of students' score and to solve the problem unfinished yet.

2. Cycle 2

a. Planning

After interviewing, observing and conducting test before CAR. The teacher and the writer make instruments, as follows:

- 1) The writer prepares the lesson plan based on the 2013 curriculum and The writer prepares the observational note and guidelines

- 2) The writer prepares the instrument of written tests before and after CAR.

b. Acting

In this phase, the writer acts as the teacher and the real teacher becomes the observer. The writer conducts some activities in the class as follows:

1) Pre-Teaching

- a) The writer greets the students and checks the attendance list.
- b) The writer gives warm up activities.
- c) The writer explains general overview related to the topics of text.
- d) The writer confirms the students their comprehension about the text.

2) Wilst Teaching

- a) The writer implements opinion-proof strategy.
- b) Provide students with an opinion-proof “guide” either written on the chalkboard or as a handout.
- c) Have students write an opinion and supporting evidence for it from the text.
- d) Students write a connected essay using their opinion and evidence as topic sentence and supporting details, respectively.
- e) Peer editing, in this step, students (1) develop specific criteria for evaluating their writing, (2) divide up into pairs or small groups and read and react to one another’s paragraphs, and (3) edit and/or

revise their own paragraphs before submitting a final draft for teacher evaluation.³¹

3) Post-Teaching

- a) The writer concludes about analytical ekspositional text.
- b) The writer closes the class.

c. Observing

- 1) The real teacher observes of teaching learning activity in the classroom, which includes class situation, teacher's performance, and students' response.
- 2) Students are given the test after CAR in cycle 2.
- 3) The writer calculates students' improvement scores from test before CAR to test after CAR in cycle 1 to test after CAR in cycle 2.

d. Reflecting

- 1) The writer and the teacher discuss about the result of the implementation CAR by modifying a new strategy in action, about students' response with the media, about improvement students' score in writing and about analyzing the result from test after CAR in cycle 1 to test after CAR in cycle 2.
- 2) The writer and the teacher make an agreement, if the target is not achieved, the action will be continued to cycle 3, but if the target is achieved, the action will be stopped.

³¹*ibid*, 228-230.

E. The Data Collecting Technique

There are two type of collecting data: qualitative data and quantitative data. The writer uses observation dealing with the qualitative data. On the other side, the writer uses the students' final result score of writing as a pre-test and post-test to obtain the quantitative data. Some instruments are applied to obtain the data in this study. The completely explanation of those instruments as follow:

1. Test

The writer uses test to get data result of the students' writing skill. The result of this test is students' writing score based on the strategy applied. The aim of this test is to measure the students' writing skill. The tests consist of the some types, as follows:

a. Pre-test

The pre-test will be conducted before implementing opinion-proof strategy in preparations study. Pre-test of this research will be in the form of essay test that ask the students to write a composition of analytical ekspositional text in English.

b. Post-test

The post-test is implemented after using opinion-proof in teaching writing skill. Post-test of this research will be in the form of essay test that ask the students to write a composition of analytical ekspositional text in English.

2. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.³² In this case, the writer observes the students directly in the classroom and gets the description about students' activity in learning writing process. The real teacher also observes the writer who teaches in the classroom and the implementation of CAR based on observation notes which already made before.

3. Documentation

Documentation is the process by which researchers record and organize their data for interpretation.³³

The writer uses the documentation method to get some information about:

- a. The history of MA Darussalam Seputih Banyak.
- b. The condition teachers and officials employees in MA Darussalam Seputih Banyak.
- c. The quantity of the students of MA Darussalam Seputih Banyak.
- d. Organization structure of MA Darussalam Seputih Banyak.
- e. Writing worksheet, course overviews and classroom materials of the students at MA Darussalam Seputih Banyak.

³²John W. Creswell, 213.

³³ Glenda Mac Naughton and Patrick Hughes, *Doing action research in early childhood studies*, (New York: Open University Press, 2009), 150.

F. The Data Collecting Instrument

1. Writing Test

To identify the students' writing skill of the eleventh grade of MA Darussalam Seputih Banyak, the writer will apply writing test. The test measures the skill of the students about writing topic. The test consists of pre-test and post-test, of this research will be in the form of writing a composition in English.

2. Observation sheet

To observe the students' activity in learning writing process the writer will do observation. The data is taken based on the students' participation during teaching and learning activity based on lesson plan. The information obtained from this observation is used as a basis to determine the planning for next cycle.

3. Documentation Sheet

The documentation will be used in this research to get the data about the history of MA Darussalam Seputih Banyak, the condition teachers and officials employees in MA Darussalam Seputih Banyak, the quantity of the students of MA Darussalam Seputih Banyak, organization structure of MA Darussalam Seputih Banyak, writing worksheet, course overviews and classroom materials of the students at MA Darussalam Seputih Banyak. In addition the documentation will be used as the technique to get the data about the primary resource that are the student's written document in the form of their assignment about writing a composition in English.

G. The Data Analysis Technique

Data analysis is a process of organizing and sifting your data, then looking for and mapping any patterns or regularities in your data as a way to interpret it.³⁴ Data analysis in this reasearch will be conducted by taking the average score of the pre-test. The writer uses a statistical technique. In scoring the test, the students score is counted with the following formula:

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

Notes:

$\bar{X}$	= Mean
$\sum x$	= The total number of students' scores
N	= Number of students ³⁵

Moreover, to know the result the researcher would compare between pre-test and post-test. The result will be matched by the minimum standard in this school at least 75. If from cycle 1, there are some students not successful, so the researcher will conduct cycle II. The minimum cycle in CAR is two cycles if from cycle II of the students were successful, the cycle able to be stop until cycle II only. The formula to figure out the percentage of the students who pass the MSC in each cycle as follows:

$$P = \frac{f}{N} \times 100\%$$

P = Class percentage

F = Frequency

N = Number of student³⁶

³⁴*Ibid*,172.

³⁵Donald Ary et al, *Introduction to Research in Education*, (Canada; Wadsworth, 2010), 108-109.

³⁶Neils a weiss, *imtroductory statistic*, (new york, Pearson Education Inc, 2012), 41.

H. The Indicator of Success

The indicator of success takes from the process and the result of the action research. This research is called success if 75% of the students gain minimal score of 75 and 75% of the students are active in the learning activities.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Result of The Research

1. Description of Research Location

a. The History of MA Darussalam Seputih Banyak

Based on the collected documents, it was obtained that Madrasah Aliyah (MA) Darussalam Seputih Banyak was established in 1986. MA Darussalam Seputih Banyak has area of 1.310 m² with ownership status and located at monas kembar 16-17 Seputih Banyak street. The school is accredited B.

b. Vision and Mission of MA Darussalam Seputih Banyak

1) Vision of School

Efforts to educate and develop the potential of human resources that have science, imtaq, and akhlakul karimah, as well as make systematic, targeted and intensive efforts, so that they can be diligent, prosperous, peaceful, respected, and accounted for by others.

2) Mission of School

- a) Increase and develop human resource potential.
- b) Optimize the implementation of computer learning guidance.
- c) Implement intra and extra-curricular education programs.
- d) Seek to improve religious skills.

c. The number of the Students of MA Darussalam Seputih Banyak

There are 74 students of MA Darussalam Seputih Banyak. Each grader consists of 1 class. The tenth grade consists of one class with 26 students, the eleventh grade consists of one class with 20 students, and the twelfth grade consists of one class with 28 students. The quantities of the students at MA Darussalam Seputih Banyak that could be identified as follows:

Table 3

The number of the students of MA Darussalam Seputih Banyak

No	Class	Male	Female	Total
1	X	17	7	26
2	XI	10	10	20
3	XII	16	12	28
Total				74

Source: Documentation at MA Darussalam Seputih Banyak, 2020

2. Description of the Research Data

This research used classroom action research. It was conducted in two cycles that include of cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2×45 minutes. Each cycle comprised of planning, action, observation and reflection. To manage the class, the reseacher made lesson plan. The action of this research used opinion-proof strategy to improve the students' writing skill.

a. Pre-test activity

The researcher conducted the pre-test, all the students have already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their writing skill before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of test was writing test that asked the students to write the ekspositional text, they can choose two topics there are forest and education. Then, the students' pre-test result is illustrated in table 4.

Table 4
Students' Pre-test Grade

No	Grade	Frequencies	Percentage	Explanation
1	≥ 75	0	0%	Complete
2	< 75	20	100%	Incomplete
	Total	20	100%	

Source: The result grade of writing pre-test at XI grade of MA Darussalam Seputih Banyak, 2020

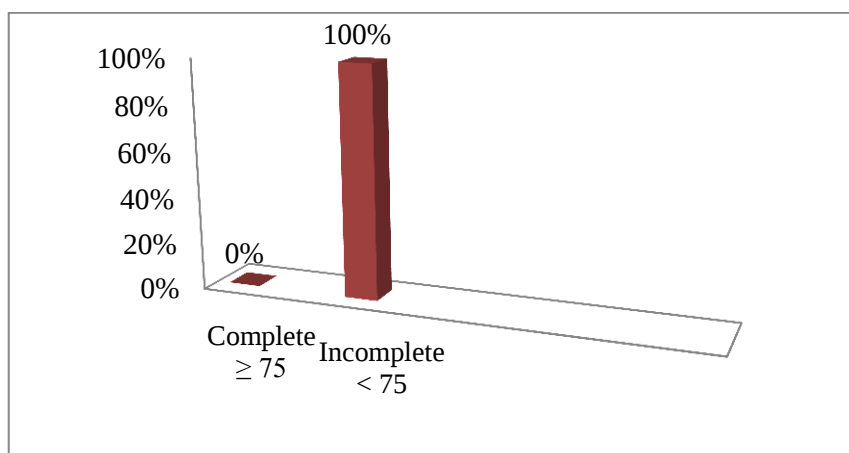


Figure 3. The Percentage of the Students' Grade in Pre-test

Based on the data above, it could be inferred that 20 students (100%) were not successful and 0 other students (0%) were successful. The successful students were those who got the minimum mastery criteria of English subject at MA Darussalam Seputih Banyak is 75. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 43,3, so the result was unsatisfied. Therefore, the researcher used Opinion-proof strategy to improve the students' writing skill.

b. Cycle I**1) Planning**

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2) Acting**a) The first meeting**

The first meeting was conducted on 24th October 2020 at 10.00 until 11.30 and followed by 20 students. The meeting was started by praying, greeting and checking the attendance list. In this stage, the condition of the class was effective because Fuad Nasrullah as the collaborator handed the researcher to make sure the students' effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came. There are several procedure to be done by the teacher:

- a. Provide students with an opinion-proof “guide” either written on the chalkboard or as a handout.
- b. Have students write an opinion and supporting evidence for it from the text.
- c. Students write a connected essay using their opinion and evidence as topic sentence and supporting details, respectively.
- d. Peer editing, in this step, students (1) develop specific criteria for evaluating their writing, (2) divide up into pairs or small groups and read and react to one another’s paragraphs, and (3) edit and/or revise their own paragraphs before submitting a final draft for teacher evaluation.

b.) The second meeting

The second meeting was conducted on 28th October 2020 at 10.00 until 11.30. For 2x45 minutes after the students has been given the action. The researcher began the lesson by praying, greeting, checking attendance list and asking the students’ condition. The activity was continued by giving some explanation more about ekspositional text and how to apply Opinion-proof to understanding. There are several procedure to be done by the teacher:

- a. Provide students with an opinion-proof “guide” either written on the chalkboard or as a handout.
- b. Have students write an opinion and supporting evidence for it from the text.
- c. Students write a connected essay using their opinion and evidence as topic sentence and supporting details, respectively.
- d. Peer editing, in this step, students (1) develop specific criteria for evaluating their writing, (2) divide up into pairs or small groups and read and react to one another’s paragraphs, and (3) edit and/or revise their own paragraphs before submitting a final draft for teacher evaluation.

Then, the end of this meeting the researcher gave post test 1 conducted in cycle I with similar task on pre-test before.

3). Observing

In observation of researcher action, the collaborator observed the students’ activities. The researcher as a teacher gave ekspositional text explanation by using Opinion-Proof strategy.

While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting I and

meeting II. The result of the students' learning activities could be seen as follow:

Table 5
The Frequency Students' Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	The students pay attention to the teacher's explanation	14	70%
2	The students are able to do the task	11	55%
3	The students are active in class	10	50%
4	The students ask/ answer question from the teacher	9	45%
Total Students		20	

Source: The students' activity at the eleventh grade of MA Darussalam Seputih Banyak, 2020

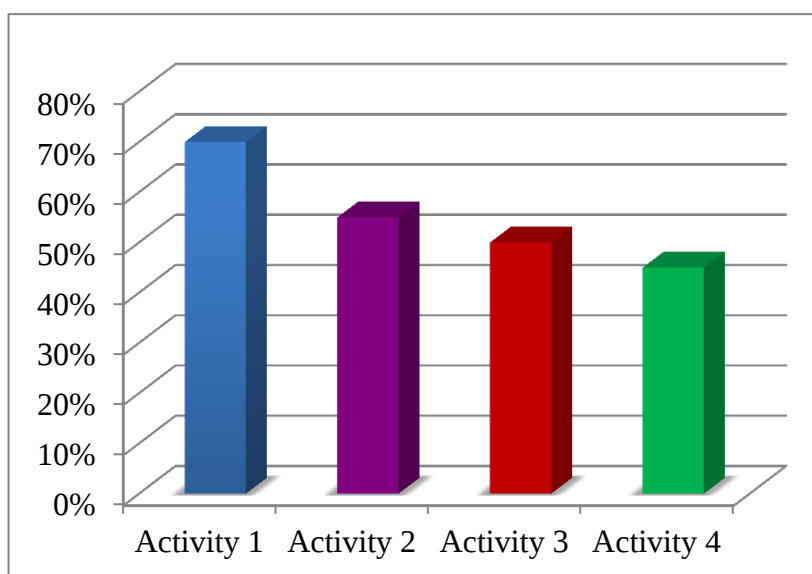


Figure 4.
The Percentage of Students Activities in Cycle I

The table showed that not all the students' were active in learning process. There were 14 students (70 %) who gave attention to the teacher explanation. 11 students (55%) who are

able to do the task, 10 students who were active in the class (50%) and 9 students (45%) can ask/ answer question from the teacher.

4) **Reflecting**

From the result observation in learning process in cycle I, it is concluded that in the learning process has not achieved Minimum Mastery Criteria (MMC) that is 75 of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test grade and the result of students' post-test I grade.

c. **Post test I**

The end of second meeting the researcher gave post test 1 conducted in cycle I with similar task on pre-test before. The kind of the test was writing test that asked the students to write analytical ekspositional text, they can choose two topics there are health and gadget. The result of the students' test in post test 1 was better than test in pre-test before. The result of the students' test in post test 1, as follow:

Table 6
The Students' Grade of Post-test 1

No	Grade	Frequencies	Percentage	Explanation
1	≥ 75	8	40%	Complete
2	< 75	12	60%	Incomplete
	Total	20	100%	

Source: *The result grade of writing post-test 1 at XI grade of MA Darussalam Seputih Banyak, 2020*

Then, the graph of The Students' Grade of post-test I in cycle I could be seen as follow:

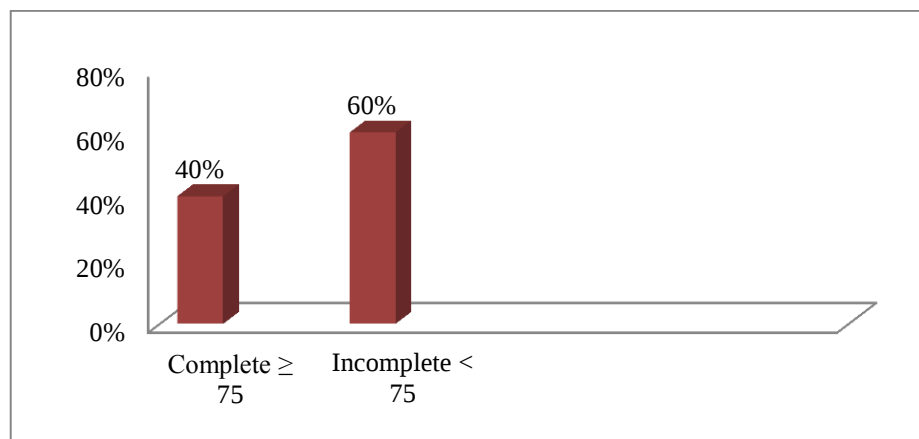


Figure 5. The Percentage of the Students' Grade on Post-test 1

Based on the result above, it could be seen that 8 students (40%) got grade up to the standard and 12 students (60%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 75. Learning process was said successful when 75% students got grade ≥ 75 . The fact showed that the result was unsatisfied.

The comparison between pre-test grade and post-test I grade was as follows:

Table 7
The Comparison of Students' Pre-Test and Post-Test I in Cycle I

Interval	Pre-Test	Post-Test I	Explanation
≥ 75	0	8	Complete
< 75	20	12	Incomplete
Total	20	20	

Then, the graph of comparison students' comparison writing of pre-test and post-test I grade in cycle I could be seen as follow:

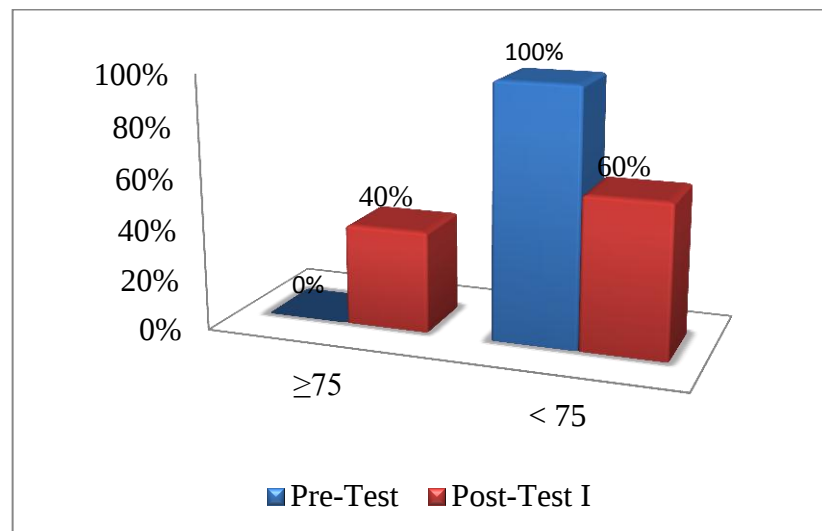


Figure 6. The Comparison of Percentage of the Students' Completeness Grade on Pre-test and post-test I

The table and the graphic above, it could be inferred that 20 students (100%) were not successful and 0 other students (0%) were successful. The successful students were those who got the minimum mastery criteria at MA Darussalam Seputih Banyak at least 75. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 43,3, so the result was unsatisfied. Meanwhile, based on the graphic of pot-test 1, it could be seen that 8 students (40%) got grade up to the standard and 12 students (60%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the

material should get minimum mastery criteria, at least 75. Learning process was said successful when 75% students got grade ≥ 75 . The fact showed that the result was unsatisfied.

d. Cycle II

The action in the cycle I was not successful enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. The steps of the cycle II as follows:

1) Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to give the material for students in writing skill by the Opinion-proof strategy.

The researcher and collaborator prepared the lesson plan, observation sheet of the students' activities, identified the problem, and found the causes of problem at the first and the last of learning activities. The researcher also planned to give evaluation to measure the students' skill on the given materials.

2) Acting

a) The first meeting

The first meeting was conducted on 31st October 2020 at 10.00 until 11.30 followed by 20 students. The researcher began the lesson greeting, praying, checking attendance list and

asking the students' condition. The researcher continued the material in the last meeting, the topic of ekspositional text of this meeting are "Drugs and Smoking".

Next, the researcher explain again about opinion-proof strategy to the students. The researcher prepared a paper that consist of two coloumn as students' place to write their opini and the evidence, the researcher distributed paper to all of the students. There are several procedure to be done by the teacher:

- a. Provide students with an opinion-proof "guide" either written on the chalkboard or as a handout.
- b. Have students write an opinion and supporting evidence for it from the text.
- c. Students write a connected essay using their opinion and evidence as topic sentence and supporting details, respectively.
- d. Peer editing, in this step, students (1) develop specific criteria for evaluating their writing, (2) divide up into pairs or small groups and read and react to one another's paragraphs, and (3) edit and/or revise their own paragraphs before submitting a final draft for teacher evaluation.

When all the students had finished write their opini and the evidence , they can start to write an ekspositional text from the coloumn.

b) The second meeting

The second meeting was conducted on 7th November 2020.

There are several procedure to be done by the teacher:

- a. Provide students with an opinion-proof “guide” either written on the chalkboard or as a handout.
- b. Have students write an opinion and supporting evidence for it from the text.
- c. Students write a connected essay using their opinion and evidence as topic sentence and supporting details, respectively.
- d. Peer editing, in this step, students (1) develop specific criteria for evaluating their writing, (2) divide up into pairs or small groups and read and react to one another’s paragraphs, and (3) edit and/or revise their own paragraphs before submitting a final draft for teacher evaluation.

This meeting used to post test II at the end of cycle II, for 2x45 minutes after the students given the action. The researcher

gave post test to the students. In this meeting almost all of the students could answer well.

3) Observing

In this step, the researcher presented the material by Opinion-Proof strategy. In learning process, there were also four indicators used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result grade of students' learning activities observation, as follow:

Table 8
The Frequency Students' Activity in Cycle II

No	Students Activities	Frequency	Percentage
1	The students pay attention to the teacher's explanation	16	80%
2	The students are able to do the task	15	75%
3	The students are active in class	17	85%
4	The students ask/ answer question from the teacher	15	75%
Total Students		20	

Source: The students' activity at the eleventh grade of MA Darussalam Seputih Banyak.

Furthermore, the graph of percentage students activity in cycle II, as follow:

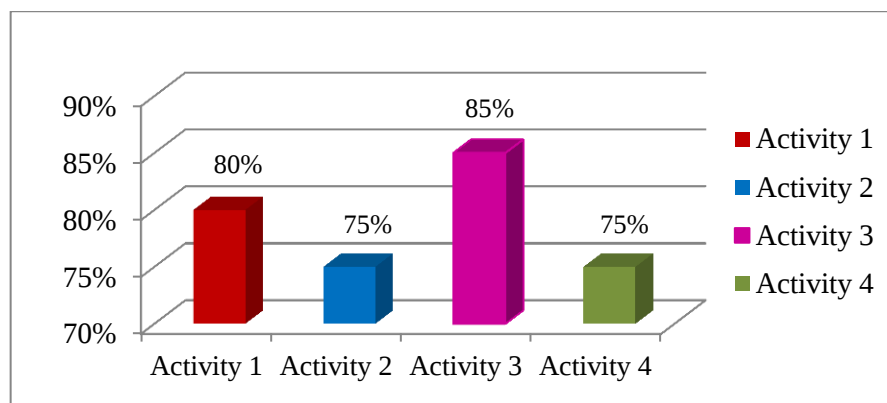


Figure 7. The Percentage of Students activity in Cycle II

The table above showed that the students' activity in cycle II was increase. The students' activity that had high percentage were the students pay attention of the teacher explanation 80%, then, are able to do the task 75% , the students active in the class 85%, and the last the students can ask/ answer question from the teacher 75%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage $\geq 75\%$.

4) Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by using Opinion-Proof strategy, the students writing skill would improve. At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II grade and observation of student's learning activities.

e. Post test II

In this meeting almost all of the students could answer well. It could be seen from the result of the post test II provided. There were 4 of 20 students got the grade under the minimum mastery criteria in MA Darussalam Seputih Banyak. The result of the students' test in post test 1, as follow:

Table 9
The Students' Post Test II grade

No	Grade	Frequencies	Percentage	Explanation
1	≥ 75	16	80 %	Complete
2	< 75	4	20%	Uncomplete
	Total	20	100 %	

Source: The result grade of writing post test II at XI grade of MA Darussalam Seputih Banyak, 2020

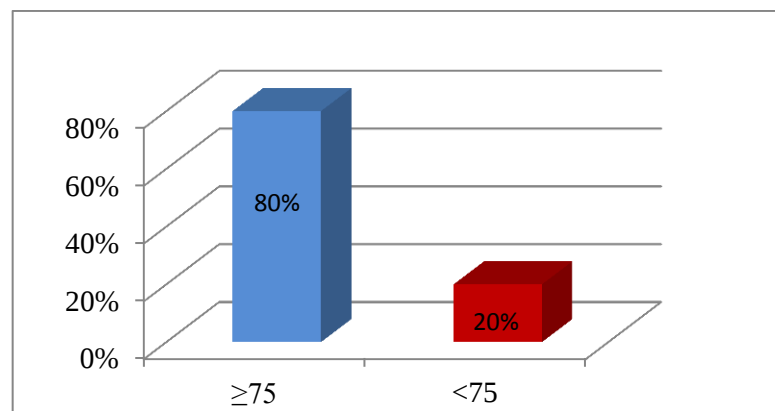


Figure 8. The Percentage of the Students' Grade in Post-test II

Based on the result above, it could be inferred that 16 students (80%) were successful and 4 other students (20%) were not successful. From the post test 2 results, the researcher got the average of 81,4 It was higher than post test 1 in cycle I. The comparison

between students post test I grade and post-test II grade could be compared on the following table.

Table 10
The Comparison of Students' Grade in
Post-test I and Post-Test II

Interval	Post-Test I	Post-Test II
≥ 75	8	16
< 75	12	4
Total	20	20

Then, the graph of students writing skill post-test I and post-test II grade in cycle II could be seen as follow:

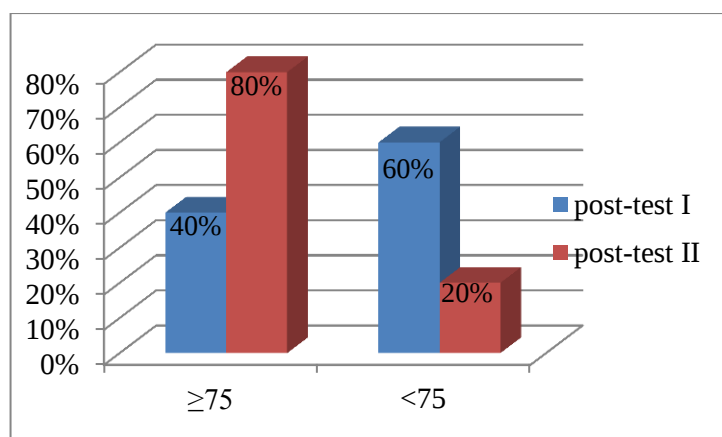


Figure 9. The Percentage of Comparison of
Students' grade on Post-test I and Post-test II

From the table above, it could be seen that the grade of the students in post-test II was various. It could be inferred that 16 students (80%) were successful and 4 other students (20%) were not successful. From the post test 2 results, the researcher got the average of 81,4. It was higher than post test 1 in cycle I. It means that the indicator of success of this research had been achieved that was $\geq 75\%$

students got grade 75. It indicated that the students' writing skill was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that Opinion-Proof strategy improve the students' writing skill. Opinion-Proof strategy is strategy that can use to help students in improve their writing skill. This strategy can develop the student's idea because the students required to give their opinion and also give evidence to support their opinion. This strategy also can helps students to make a plan and arrange what will the students want to write. Therefore, it has proved that Opinion-proof strategy could be an interesting strategy to teaching writing skill.

f. Result of Students Learning

1) Result of students Pre- Test Grade

In this phase, the researcher presented the pre- test to measure the students ability before implementing the treatment. The researcher obtained the data through test in the from of esay which completed for 60 minutes. It was done on 21st October 2020. From the result of pre-test showed that most of the students got difficult for doing the test. Based on pre-test result,it could be inferred that 20

students (100%) were not successful and 0 other students (0%) were successful. The successful students were those who got the minimum mastery criteria at MA Darussalam Seputih Banyak at least 75.

2) Result of Students Post- Test 1 Grade

In this research, to know the students writing skill after implementing the treatment the researcher conducted the post- test I. It was done on 28th October 2020. based on the result of pot-test 1, it could be seen that 8 students (40%) got grade up to the standard and 12 students (60%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 75. Learning process was said successful when 75% students got grade ≥ 75 . The fact showed that the result was unsatisfied.

3) Result of Students' Post- Test II Grade

In this phase, the researcher continued to cycle II because the grade of post test I in cycle I did not fulfilled the MMC yet that was only 40% passed the MMC. The researcher presented the post- test II to measure the students skill after implementing the treatment. The researcher obtained the data through test in the from of writing test

which completed for 90 minutes. it could be seen that the grade of the students in post-test II was various. It could be inferred that 16 students (80%) were successful and 4 other students (20%) were not successful. From the post test 2 results, the researcher got the average of 81,4. It was higher than post test 1 in cycle I. It means that the indicator of success of this research had been achieved that was $\geq 75\%$ students got grade 75. It indicated that the students' writing skill was improved.

g. Comparison of Grade in Pre-Test, Post-Test I in cycle I, and Post-Test II in Cycle II.

English learning process was successfully in cycle I but the students' average grade was low. While the grade of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average grade was higher than cycle I. Based on the result of the pre-test, post-test I and post-test II, it was know that there was a positive significant increasing of the students' grade. It could be seen from the students get grade 75 from 0 to 8 became 16. Therefore, the researcher concludes that the research was successful because the indicator of success in this research had been achieved. The following was the table of the comparison between grade in pre-test, post-test I and post-test II

Table 11
The Comparison of Students' Pre-Test, Post-Test I Grade in
Cycle I and Post-Test II Grade in Cycle II

Interval	Pre-Test	Post-Test I	Post-Test II	Explanation
≥ 75	0	8	16	Complete
< 75	20	12	4	Uncomplete
Total	20	20	20	

The researcher showed the graph of the result of pre-test, post-test I and post-test II, as follow:

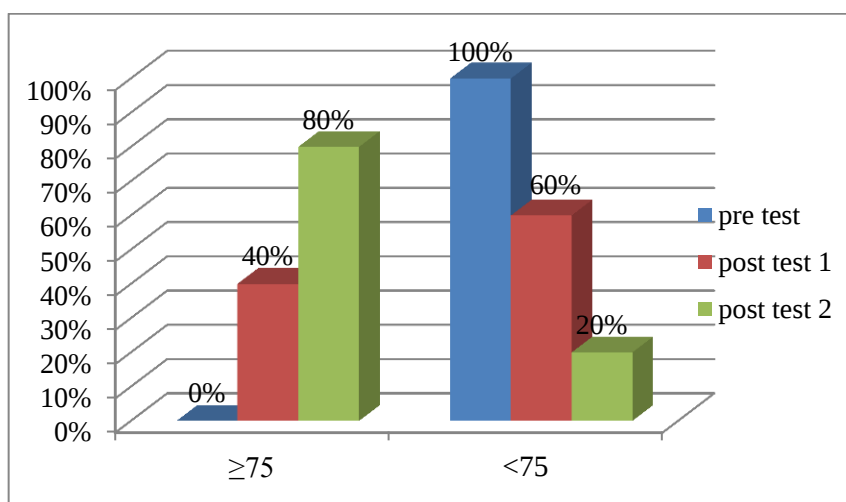


Figure 10. The Comparison Grade of Students writing skill
in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II

Based on the graph above, it could be inferred that Opinion-Proof strategy could improve the students' writing skill. It is supported by improving grade of the students from pre-test to post-test I and from post-test I to post-test II.

h. The Result of Students' Learning Activities in Cycle I and Cycle II

II

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement is as follows:

Table 12
The Percentage of Students Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Improving
		F	Percentage	F	Percentage	
1	The students give pay attention of the teacher's explanation	14	70%	16	80%	Improved
2	The students' are able to do the task	11	55%	15	75 %	Improved
3	The students are active in class	10	50%	17	85 %	Improved
4	The students' ask/ answer question from the teacher	9	45%	15	75%	Improved

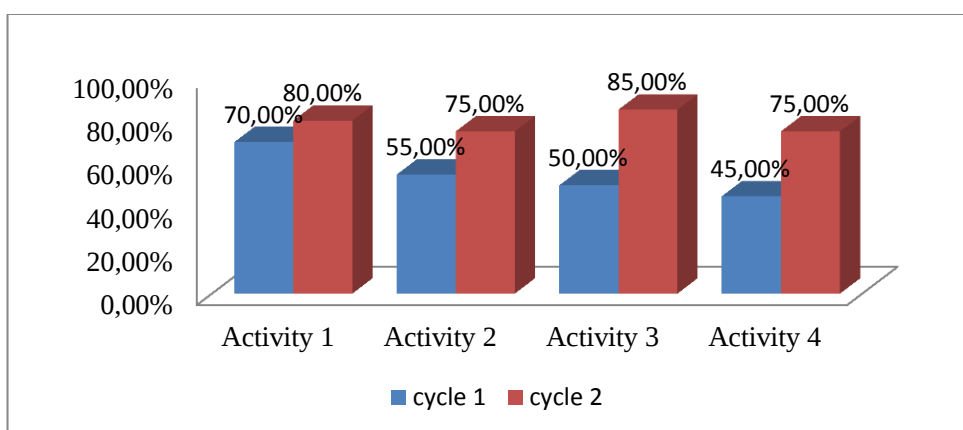


Figure 11. Figure of Learning Activity in Cycle I and Cycle II

Based on the data had gotten, it can be explained as follow:

a) The Students pay attention to the teacher's explanation

The students' attention to the teacher explanation from the first meeting to the next meeting was increased. In cycle I it was only 70% and in cycle II 80%, it is improved 20%.

b) The students are able to do the task

The students who ask/answered question from the teacher was increased from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was improved 20%, from cycle I 55%% and cycle II 75%.

c) The students are active in the class

The active students in class were improved. It could be seen on the cycle I 50% and cycle II 85%, it improved 35%.

Based on the data above, it could be concluded that the students felt comfort and active with the learning process because most of the students shown good improving in writing skill when Opinion-Proof strategy was applied in learning process from cycle I up to cycle II

d) The students ask or answer question from the teacher

The students who had done the task were increased. It could be seen on the cycle I 45% and cycle II 75%, it increased 30%.

Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of Opinion-Proof strategy improve the students' in writing skill. There was progress average grade from 43,3 to 69,9 and to 81,4.

Based on the result of pre-survey, it can be inferred that there was an improving on the average grade and total of the students who passed the test from pre-test, post-test I to post-test II. The average grade in the pre-test was 20 students' did not achieve the criteria (100%).

Moreover, in the post-test I there was 8 students or (40%) passed the test the indicator students get grade ≥ 75 with average 69,9. Meanwhile, in the post-test II there was 16 students or (80%) passed the test the indicator students get grade ≥ 75 with average 81,4. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success 75% of students got grade 75 was achieved.

B. DISCUSSION

In teaching writing skill to the students' of MA Darussalam Seputih Banyak especially in students of XI class, based on the pre survey there

are some problems like some students have limited English vocabulary, weak grammar mastery, difficulty in applying the concept of writing mechanisms, and the inability develop ideas. The researcher chose Opinion-Proof Strategy to improve the students' writing skill.

The researcher used this strategy to organize the students' idea and made students more active in writing skill in learning English. Therefore, it is proved that the implementation of Opinion-Proof Strategy improves the students' learning activities using Opinion-Proof Strategy. Therefore, Opinion-proof Strategy hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it can be show that the use of Opinion-proof Strategy could improve the students' in writing skill. There is progress from the students gets grade ≥ 70 from pre-test 100% or 0 students, post-test I 40% or 8 students and post-test II become 80% or 16 students. It is inferred that there is improvement on the students' complete grade and total of grade of the students who passed the least from pre-test, post-test I to post-test II. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success 75% of students got grade ≥ 75 are reached.

The result of the student's activities in cycle I and cycle II are improved. Pay attention of the teachers' explanation from 70% become 80%, the students able do the task from 55% become 75%, the students

activeness in the class from 50% become 85%, the students' ask/answer question from 45% become 75%. The result of students' activities in cycle I and cycle II, there is improvement in students' learning activity.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the writing skill could be improved through Opinion-proof strategy at the eleventh graders of MA Darussalam Seputih Banyak. It can be seen on the progress from pre-test to cycle I and cycle II. The percentage of students' writing skill got from post-test II of cycle II is 80%.

It means that result of cycle II had already achieved the indicator of success that is 75 % of the students achieve the Minimum Mastery Criteria (MMC). It is because Opinion-Proof strategy consists of the effective teaching procedures that significantly encourage and improve the students' writing skill.

In addition Opinion-Proof strategy can improve students' learning activity at the eleventh grade of MA Darussalam Seputih Banyak. It was investigated that the percentage of learning activity of cycle II is 78%. It means that Opinion-Proof strategy can improve the student's learning activity. It is because the use of all teaching procedures in Opinion-Proof strategy can support the researcher effectively in improving the students' learning activities.

B. Suggestion

Based on the conclusion above, there are some suggestions intended to the increasement of teaching and learning process, as follows:

1. For English Teacher

- a. The teacher should prepare and select appropriate strategy and materials in order to produce the effective teaching learning process. also, the teachers should determine the target of the teaching which must be achieved.
- b. It is better for the teacher to use Opinion-proof strategy in English learning especially in writing skill.
- c. The teacher in order to give motivation for the students to be more active in learning process.

2. For the Students

It is suggested to the students in order to be more active in learning process in the class and improve their writing skill so they can be successful in English learning.

3. For Headmaster

The result of this research as the considering in learning process in the school and the headmaster can convey to the teachers that they know students' problem in order to teach learning effectively.

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Appendices

Pre-Test

Writing Test

Please compose analytical exposition text that consists of 3 paragraphs (thesis, argumentation, conclusion) and choose one of the following topics!

- a. Forest
- b. Education

Post-Test 1

Writing Test

Please compose analytical exposition text that consists of 3 paragraphs (thesis, argumentation, conclusion) and choose one of the following topics!

- a. Gadget
- b. Health

Post-Test 2
Writing Test

Please compose analytical exposition text that consists of 3 paragraphs (thesis, argumentation, conclusion) and choose one of the following topics!

- a. Drugs
- b. Smoking

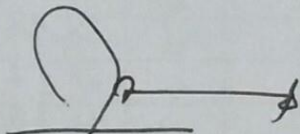
Analytic Writing Criteria

No	Indicator	Point	Criteria
1.	Content	30-27	Excellent to very good
		26-22	Good to average
		21-17	Fair to poor
		16-13	Very poor
2.	organization	20-18	Excellent to very good
		17-14	Good to average
		13-10	Fair to poor
		9-7	Very poor
3.	Vocabulary	20-18	Excellent to very good
		17-14	Good to average
		13-10	Fair to poor
		9-7	Very poor
4.	Language use	25-22	Excellent to very good
		21-19	Good to average
		17-11	Fair to poor
		10-5	Very poor
5.	Mechanics	5	Excellent to very good
		4	Good to average
		3	Fair to poor
		2	Very poor

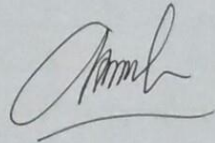
Jadwal Kelas XI

HARI	WAKTU	KELAS	KETERANGAN
Rabu, 21 OKTOBER 2020	10.00-11.30	XI	Pre-test
Sabtu, 24 OKTOBER 2020	10.00-11.30	XI	treatment
Rabu, 28 OKTOBER 2020	10.00-11.30	XI	Treatment+post test
Sabtu, 31 OKTOBER 2020	10.00-11.30	XI	treatment
Sabtu, 7 NOVEMBER 2020	10.00-11.30	XI	Treatment+post test

Mengetahui
Kepala Sekolah


KAMARI, S.Pd.I

Guru Mata Pelajaran

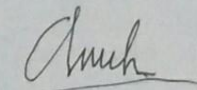

FUAD NASRULLAH, S.Pd

Analytic Writing Criteria of pre-test

No	Name	Criteria					Total score
		Content	Organization	Vocabulary	Language use	Mechanics	
1	AG	13	9	8	6	2	38
2	DA	13	7	9	6	2	37
3	DI	13	7	7	6	2	35
4	TR	13	7	7	6	2	35
5	EN	15	8	7	8	2	40
6	FI	21	10	8	9	2	50
7	FE	18	7	8	8	2	43
8	FE	13	7	7	5	2	34
9	FI	13	7	7	8	2	37
10	HE	13	7	7	5	3	35
11	KA	13	8	9	6	3	39
12	KU	22	17	16	13	3	71
13	LI	13	7	7	5	2	34
14	MI	18	16	14	12	2	62
15	MU	13	7	7	6	2	35
16	MU	13	7	7	6	2	35
17	NO	13	7	7	5	2	34
18	SE	14	10	13	17	2	56
19	SI	14	11	12	18	2	57
20	SO	18	10	10	17	2	57

Metro, September 2020

Collaborator

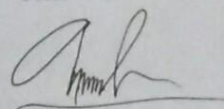


Fuad Nasrullah

Analytic Writing Criteria of post-test 1

No	Name	Criteria					Total score
		Content	Organization	Vocabulary	Language use	Mechanics	
1	AG	17	14	13	11	3	58
2	DA	16	10	10	17	3	56
3	DI	18	18	17	17	2	72
4	TR	20	18	17	18	3	76
5	EN	19	18	19	17	3	76
6	FI	20	18	18	20	3	79
7	FE	27	20	18	19	4	88
8	FE	19	13	13	18	2	65
9	FI	20	16	17	18	2	73
10	HE	17	10	12	10	2	51
11	KA	25	15	14	17	3	74
12	KU	26	17	18	18	3	82
13	LI	17	16	14	15	3	65
14	MI	21	18	15	21	3	78
15	MU	20	15	10	10	3	58
16	MU	20	14	10	16	3	63
17	NO	17	13	13	16	3	62
18	SE	18	13	17	18	3	69
19	SI	18	14	16	17	3	68
20	SO	18	16	15	17	3	69

Metro, September 2020
Collaborator

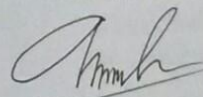

Fuad Nasrullah

Analytic Writing Criteria of post-test 2

No	Name	Criteria					Total score
		Content	Organization	Vocabulary	Language use	Mechanics	
1	AG	27	17	17	19	4	84
2	DA	27	16	18	18	3	82
3	DI	16	17	18	19	3	73
4	TR	22	16	17	19	4	78
5	EN	21	17	18	20	3	79
6	FI	22	18	19	21	4	84
7	FE	28	20	19	20	4	91
8	FE	20	19	17	21	4	81
9	FI	21	22	18	18	3	82
10	HE	18	16	12	17	3	66
11	KA	28	18	17	21	4	88
12	KU	27	18	17	20	4	86
13	LI	16	14	17	11	3	61
14	MI	27	19	18	21	4	89
15	MU	16	14	14	21	3	68
16	MU	27	18	17	20	4	86
17	NO	27	18	17	19	4	85
18	SE	27	17	18	20	4	86
19	SI	28	18	17	21	4	88
20	SO	28	18	19	22	4	91

Metro, September 2020

Collaborator



Fuad Nasrullah

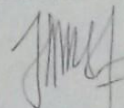
Table
Observation Sheet of Students' Activities in Cycle 1

No	Name	Activity			
		The students pay attention of the teacher's explanation	The students are able to do the task	The students are active in Group	The students ask/answer the question from the teacher
1	AG	✓	-	✓	-
2	DA	-	-	-	-
3	DI	✓	✓	✓	✓
4	TR	✓	✓	-	✓
5	EN	✓	✓	-	-
6	FI	✓	✓	✓	✓
7	FE		✓	✓	✓
8	FE	-	✓	-	✓
9	FI	✓	-	✓	-
10	HE	-	-	-	✓
11	KA	✓	✓	-	-
12	KU	✓	✓	✓	-
13	LI	-	✓	✓	-
14	MI	✓	✓	✓	-
15	MU	-	-	✓	-
16	MU	✓	-	-	✓
17	NO	-	-	✓	✓
18	SE	✓	-	-	✓
19	SI	✓	✓	-	-
20	SO	✓	✓	-	

Note: Tick (✓) for each positive activity

Metro, September 2020

The Researcher



Putri Jayanti

NPM. 1601070043

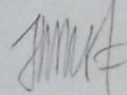
Table
Observation Sheet of Students' Activities in Cycle 2

No	Name	Activity			
		The students pay attention of the teacher's explanation	The students are able to do the task	The students are active in Group	The students ask/answer the question from the teacher
1	AG	✓	✓	✓	✓
2	DA	✓	✓	✓	✓
3	DI	—	✓	—	—
4	TR	✓	✓	✓	✓
5	EN	✓	✓	✓	—
6	FI	✓	✓	✓	✓
7	FE	✓	✓	✓	✓
8	FE	✓	✓	—	✓
9	FI	✓	—	✓	✓
10	HE	—	—	—	✓
11	KA	✓	✓	✓	✓
12	KU	✓	—	✓	—
13	LI	—	—	✓	✓
14	MI	✓	✓	✓	✓
15	MU	—	—	✓	—
16	MU	✓	✓	✓	—
17	NO	✓	✓	✓	✓
18	SE	✓	✓	✓	✓
19	SI	✓	✓	✓	✓
20	SO	✓	✓	✓	✓

Note: Tick (✓) for each positive activity

Metro, September 2020

The Researcher



Putri Javanti

NPM. 1601070043

DOCUMENTATION SHEET

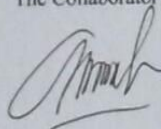
NO	Documented Points	Availability
1.	The history of MA Darussalam Seputih Banyak.	✓
2.	The condition teachers and officials employes in MA Darussalam Seputih Banyak.	✓
3.	The quantity of the students of MA Darulssalam Seputih Banyak.	✓
4.	Organization structure of MA Darussalam Seputih Banyak.	✓
5.	Writing worksheet, course overviews and classroom materials of the students at MA Darussalam Seputih Banyak	✓

Note :

- Tick (✓) for each positive availability

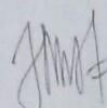
Metro, September 2020

The Collaborator



Fuad Nasrullah, S. Pd.

The Writer



Putri Javanti
NPM. 1601070043

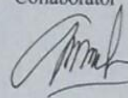
OBSERVATION SHEET OF RESEARCHER'S ACTIVITIES

CYCLE 1

Researcher Activities	Good	Enough	Low
1. Pre-teaching			
a. Preparing the lesson	✓		
b. Preparing the material		✓	
c. Class opening ability		✓	
2. While-teaching	✓		
a. Informing the objective of learning			
b. The writer implements opinion-proof strategy that includes the following steps:			
1) Provide students with an opinion-proof "guide" either written on the chalkboard or as a handout.			
2) Have students write an opinion and supporting evidence for it from the text.			
3) Students write a connected essay using their opinion and evidence as topic sentence and supporting details, respectively.			
4) Peer editing, in this step, students (1) develop specific criteria for evaluating their writing, (2) divide up into pairs or small groups and read and react to one another's paragraphs, and (3) edit and/or revise their own paragraphs before submitting a final draft for teacher evaluation.			
3. Post-teaching		✓	

a. Concluding the result of learning	☒		
b. Class closing ability	☒		
Tick (✓) for each positive effect			

Metro, September 2020
Collaborator



Fuad Nasrullah, S.Pd

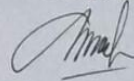
OBSERVATION SHEET OF RESEARCHER'S ACTIVITIES

CYCLE 2

Researcher Activities	Good	Enough	Low
1. Pre-teaching			
a. Preparing the lesson	✓		
b. Preparing the material	✓		
c. Class opening ability		✓	
2. While-teaching	✓		
a. Informing the objective of learning			
b. The writer implements opinion-proof strategy that includes the following steps:			
1) Provide students with an opinion-proof "guide" either written on the chalkboard or as a handout.			
2) Have students write an opinion and supporting evidence for it from the text.			
3) Students write a connected essay using their opinion and evidence as topic sentence and supporting details, respectively.			
4) Peer editing, in this step, students (1) develop specific criteria for evaluating their writing, (2) divide up into pairs or small groups and read and react to one another's paragraphs, and (3) edit and/or revise their own paragraphs before submitting a final draft for teacher evaluation.			
3. Post-teaching		✓	

a. Concluding the result of learning	☒		
b. Class closing ability	☒		
Tick (✓) for each positive effect			

Metro, September 2020
Collaborator



Fuad Nasrullah, S.Pd

APPENDICES



Pre test



Treatment 1 cycle 1



Treatment 2 cycle 1



Post test 1 cycle 1



Treatment 3 cycle 2



Treatment 4 cycle 2



Post test 2 cycle 2



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Putri Jayanti
NPM : 1601070043

Jurusan/Fakultas : TBI/Tarbiyah dan Ilmu Keguruan
Semester/TA : IX/2020

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
	15/Dec 2020			- Abstracts, keywords - Teases - Acknowledgment - Dedication page (guth total) - Chapter IV - Bibliography	
	17/Dec 2020			Xoo for Munawar	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

IAIN METRO

Nama : Putri Jayanti
NPM : 1601070043

Jurusan/Fakultas : TBI/Tarbiyah dan Ilmu Keguruan
Semester/TA : IX/2020

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
	23/11 2/12			++ Rearrange Groun Research → Reo Revisi Mubtala/ero Chapter IV	
	4/12			Revisi Chapter IV	
	8/12			Revisi Mubtala/ero	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Andianto, M.pd
NIP. 19871102 201503 1 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iningmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-0584/In.28.1/J/TL.00/03/2020
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA MA DARUSSALAM SEPUTIH BANYAK
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **PUTRI JAYANTI**
NPM : 1601070043
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : THE USE OF OPINION-PROOF STRATEGY IN IMPROVING
STUDENTS' WRITING SKILL AMONG THE ELEVENTH GRADE
OF MA DARUSSALAM SEPUTIH BANYAK

untuk melakukan *pra-survey* di MA DARUSSALAM SEPUTIH BANYAK.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 03 Maret 2020
Ketua Jurusan
Tadris Bahasa Inggris

Ahntad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014





YAYASAN PENDIDIKAN ISLAM DARUSSALAM
MADRASAH ALIYAH DARUSSALAM
SEPUTIH BANYAK LAMPUNG TENGAH
STATUS : TERAKREDITASI

Alamat : Jln. Monas Kembar no. 15-16 timur pasar tanjung harapan kec. Seputih banyak lampung tengah 34156

Nomor : 101/MA.DS/Kep./SB/III/2020

Perihal : Surat Balasan

Kepada,

Yth : Dekan FTIK IAIN METRO

Di

Metro

Dengan Hormat,

Berdasarkan surat izin penelitian Nomor : B-0584/In.28.1/I/TL.00/03/2020

Tanggal 03 Maret 2020, Kami pihak MA. Darussalam Seputih Banyak telah menerima saudara PUTRI JAYANTI untuk melaksanakan kegiatan penelitian di kelas XI (sebelas) IPS Mata Pelajaran Bahasa Inggris yang ada di MA. Darussalam Seputih Banyak.

Demikian surat ini kami buat sebagai dasar bukti bahwa yang bersangkutan telah melaksanakan kegiatan tersebut.





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : B-2406/In.28.1/J/TL.00/8/2020
Lampiran : -
Perihal : **BIMBINGAN SKRIPSI**

Metro, 28 Agustus 2020

Kepada Yth.,

1. Dr. Dedi Irwansyah, M.Hum (Pembimbing I)
2. Andianto, M.Pd (Pembimbing II)

Di-

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, maka kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Putri Jayanti
NPM : 1601070043
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : TBI
Judul : THE USE OF OPINION-PROOF STRATEGY IN IMPROVING STUDENTS' WRITING SKILL AMONG THE ELEVENTH GRADE OF MA DARUSSALAM SEPUTIH BANYAK

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing II.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing I.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK Pembimbing Skripsi ditetapkan oleh Fakultas
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi yang ditetapkan oleh IAIN Metro
4. Banyaknya halaman skripsi antara 60 s.d 120 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan $\pm$ 1/6 bagian
 - b. Isi $\pm$ 2/3 bagian
 - c. Penutup $\pm$ 1/6 bagian

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih

Wassalamu'alaikum Wr. Wb





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
METRO Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-872/In.28/S/U.1/OT.01/11/2020**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : PUTRI JAYANTI
NPM : 1601070043
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1601070043.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

09 November 2020
Kepala Perpustakaan
Irsyad Mokhammad Sudin, M.Pd
NIP. 195808311981031001

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris menerangkan bahwa:

Nama : Putri Jayanti

NPM : 1601070043

Fakultas : Tarbiyah

Angkatan : 2016

Telah menyerahkan buku berjudul : Qualitative Research In Education
Focus and Method

Metro,

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris menerangkan bahwa:

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NPM : 1601070043

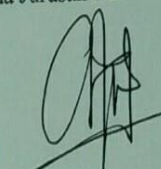
Fakultas : Tarbiyah

Angkatan : 2016

Telah menyerahkan buku berjudul : Qualitative Research In Education
Focus and Method

Metro,

Ketua Jurusan TBI


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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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SURAT TUGAS

Nomor: B-2806/In.28/D.1/TL.01/11/2020

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menugaskan kepada saudara:

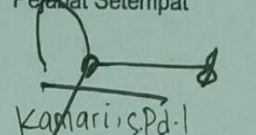
Nama : **PUTRI JAYANTI**
NPM : 1601070043
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MA DARUSSALAM SEPUTIH BANYAK, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF OPINION-PROOF STRATEGY IN IMPROVING STUDENTS' WRITING SKILL AMONG THE ELEVENTH GRADE OF MA DARUSSALAM SEPUTIH BANYAK".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

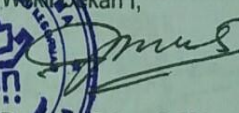
Dikeluarkan di : Metro
Pada Tanggal : 02 November 2020

Mengetahui,
Pejabat Setempat


Kamari S.Pd-1



Wakil Dekan I,


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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-2807/In.28/D.1/TL.00/11/2020
Lampiran : -
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Kepada Yth.,
KEPALA MA DARUSSALAM
SEPUTIH BANYAK
di-
Tempat

Assalamu'alaikum Wr. Wb.

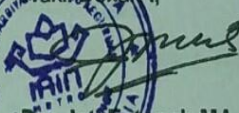
Sehubungan dengan Surat Tugas Nomor: B-2806/In.28/D.1/TL.01/11/2020,
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Nama : **PUTRI JAYANTI**
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Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA DARUSSALAM SEPUTIH BANYAK, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF OPINION-PROOF STRATEGY IN IMPROVING STUDENTS' WRITING SKILL AMONG THE ELEVENTH GRADE OF MA DARUSSALAM SEPUTIH BANYAK".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 02 November 2020
Wakil Dekan I,

Dra. Ist. Fatmahan MA
NIP. 19600631 199303 2 003



**YAYASAN PENDIDIKAN ISLAM DARUSSALAM
MADRASAH ALIYAH DARUSSALAM
SEPUTIH BANYAK LAMPUNG TENGAH
STATUS : TERAKREDITASI**

Alamat : Jln. Monas Kembar no. 15-16 timur pasar tanjung harapan kec. Seputih banyak lampung tengah 34156

Nomor : 135/YPID/MA.Ds/SB/XI/2020
Lampiran : -
Hal : **SURAT BALASAN**

Kepada Yth
Bapak Ketua Jurusan
Institut Agama Islam Negeri Metro
Di tempat

Assalamu'alaikum Wr.Wb

Yang bertanda tangan dibawah ini Kepala MA Darussalam Sep. Banyak Lampung Tengah
Menerangkan Bahwa :

Nama : PUTRI JAYANTI
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Jurusan : Fakultas Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris

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Sep. Banyak Lampung Tengah untuk menyelesaikan tugas akhir/ Skripsi.

Demikian surat keterangan ini saya buat, agar dapat digunakan sebagai Pimana mestinya.

Wassalamu'alaikum Wr.Wb



Sep. Banyak 03 November 2020
Kepala MA Darussalam Sep. Banyak

KOMARI.S.Pd.I



SILABUS MATA PELAJARAN
SEKOLAH MENENGAH ATAS/MADRASAH
ALIYAH/SEKOLAH MENENGAH
KEJURUAN/MADRASAH ALIYAH KEJURUAN
(SMA/MA/SMK/MAK)

MATA PELAJARAN BAHASA INGGRIS

KEMENTERIAN PENDIDIKAN DAN
KEBUDAYAAN JAKARTA, 2016

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Kelas: XI

Alokasi Waktu : 2 jam pelajaran/minggu

Kompetensi Sikap Spiritual dan Sikap Sosial dicapai melalui pembelajaran tidak langsung (*indirect teaching*) pada pembelajaran Kompetensi Pengetahuan dan Kompetensi Keterampilan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi peserta didik.

Penumbuhan dan pengembangan Kompetensi Sikap dilakukan sepanjang proses pembelajaran berlangsung dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter peserta didik lebih lanjut.

Pembelajaran untuk kompetensi pengetahuan dan kompetensi keterampilan sebagai berikut ini.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>should, can</i>) 4.1 Menyusun teks interaksi	• Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Ungkapan yang menunjukkan saran dan tawaran, dengan modal <i>should</i> dan <i>can</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.	- Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisikan dan tawaran dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Diberikan beberapa situasi, membuat beberapa saran dan tawaran yang sesuai secara tertulis kemudian dibacakan ke kelas

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI	- Melakukan pengamatan di lingkungan sekolah dan sekitarnya untuk membuat serangkaian saran dan tawaran untuk memperbaikinya - Melakukan refleksi tentang proses dan hasil belajarnya
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>I think, I suppose, in my opinion</i>) 4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Ungkapan menyatakan pendapat <i>I think, I suppose, in my opinion</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Situasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang dapat menumbuhkan perilaku yang termuat di KI	- Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan pendapat dan pikiran - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran dan menyebutkan pernyataan yang dimaksud - Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi peserta didik menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya dan kemudian menyatakan pendapat dan pikirannya terkait dengan upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar
3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks	• Fungsi Sosial Menjaga hubungan interpersonal dalam konteks resmi	- Mencermati dan menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
husus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya Teks Undangan Resmi Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	• Struktur Teks Dapat mencakup: - Sapaan - Isi - Penutup • Unsur Kebahasaan - Ungkapan dan istilah yang digunakan dalam undangan resmi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Acara formal yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia Layout yang membuat tampilan teks lebih menarik.	acara yang berbeda - Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar - Mencermati beberapa undangan resmi lainnya, dan mengidentifikasi bagian-bagiannya serta ungkapan-ungkapan yang digunakan - Diberikan beberapa undangan resmi yang tidak lengkap, dan kemudian melengkapinya dengan kata dan ungkapan yang sesuai - Diberikan deskripsi tentang acara yang akan dilaksanakan, dan kemudian membuat undangan resminya - Menempelkan undangan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya Teks <i>eksposisi analitis</i> Menangkap makna secara kontekstual terkait fungsi sosial,	• Fungsi Sosial Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis • Struktur Teks Dapat mencakup - Pendapat/pandangan - Argumentasi secara analitis - Kesimpulan • Unsur Kebahasaan - Ungkapan seperti <i>I believe, I think</i> - Adverbial <i>first, second, third ...</i> - Kata sambung <i>Therefore, consequently, based on the arguments</i>	- Membaca dua teks eksposisi analitis tentang isu-isu aktual yang berbeda. - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis satu teks lainnya - Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga teks eksposisi yang dicampur aduk secara acak, untuk kemudian bekerja sama

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual 4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Isu-isu aktual yang perlu dibahas yang menumbuhkan perilaku yang termuat di KI	mengelompokkan dan menyusun kembali menjadi tiga teks eksposisi analitis yang koheren, seperti aslinya - Membacakan teks-teks eksposisi tsb dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar - Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya. - Menempelkan teks tsb di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya
3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>passive voice</i>) 4.5 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu	• Fungsi Sosial Mendeskripsikan, memaparkan secara obyektif • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Kalimat deklaratif dan interogatif dalam passive voice - Preposisi <i>by</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Benda, binatang, tumbuh-tumbuhan, yang terkait dengan mata pelajaran lain yang menumbuhkan perilaku yang termuat di KI	- Membaca dan mencermati beberapa deskripsi tentang produk seni budaya dari beberapa negara dengan banyak menggunakan kalimat pasif - Membacakan deskripsi setiap produk budaya secara lisan di depan kelas secara bermakna dengan ucapan dan tekanan yang benar - Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat berbentuk pasif, dengan grammar dan ejaan yang benar - Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan yang benar - Melakukan refleksi tentang proses dan hasil belajarnya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		
3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya Teks surat pribadi Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	• Fungsi Sosial Menjalin kedekatan hubungan antar pribadi • Struktur Teks Dapat mencakup - Tempat dan tanggal - Penerima - Sapaan - Isi surat - Penutup • Unsur Kebahasaan - Ungkapan keakraban yang lazim digunakan dalam surat pribadi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Pengalaman, informasi, hal lain yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI	- Menyimak dan menirukan guru membacakan beberapa contoh surat pribadi dengan ucapan, dan tekanan kata yang benar. - Membaca dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis dua surat pribadi lainnya - Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga surat pribadi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga surat pribadi yang koheren, seperti aslinya - Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya - Melakukan refleksi tentang proses dan hasil belajar
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan	• Fungsi Sosial Menjelaskan, memberikan alasan, mensyukuri, dsb. • Struktur Teks - Memulai	- Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataansebab akibat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>because of ..., due to ..., thanks to ...</i>) 4.7 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	- Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Kata yang menyatakan hubungan sebab akibat: <i>because of ..., due to ..., thanks to ...</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Keadaan, perbuatan, tindakan di sekolah, rumah, dan sekitarnya yang layak dibahas melalui sebab akibat yang dapat menumbuhkan perilaku yang termuat di KI.	- Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud - Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi peserta didik menulis teks pendek yang melibatkan pernuataan sebab akibat dan kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya dan kemudian membuat beberapa pandangan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam	• Fungsi Sosial Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena • Struktur Teks Dapat mencakup: - fenomena - identitas gejala - rangkaian penjelasan • Unsur Kebahasaan - Adverbia <i>first, then, following, finally</i> - Hubungan sebab-akibat (<i>if –then, so, as a consequence, since, due to, because of, thanks to</i>) - Kalimat pasif, dalam tenses yang <i>present</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik	- Membaca beberapa teks information report terkait mata pelajaran lain di Kelas IX - Menggunakan alat analisis, mengidentifikasi bagian-bagian struktur teks report dan mengamati cara penggunaannya, seperti yang dicontohkan - Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda - Mengumpulkan informasi dari berbagai sumber untuk membuat teks-teks tentang fenomena alam pendek dan sederhana. - Menempelkan teks masing-masing di dinding kelas untuk dibaca temannya - Mempresentasikan teksnya kepada teman-

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
mata pelajaran lain di kelas XI	Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhkan perilaku yang termuat dalam KI	teman yang datang membaca - Melakukan langkah yang sama dengan topik fenomena sosial - Melakukan refleksi tentang proses dan hasil belajarnya
3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK 4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI	- Membahas hal-hal yang terkait dengan tema lagu yang liriknya akan segera dibaca - Membaca dan mencermati isi lirik lagu terkait dengan pembahasan sebelumnya - Menyimak, dan menirukan guru membaca lirik lagu secara bermakna - Menyebutkan bagian-bagian yang terkait dengan pesan-pesan tertentu - Membahas pemilihan kata tertentu terkait dengan tema lagu - Melakukan refleksi tentang proses dan hasil belajarnya

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MA Darussalam Seputih Banyak
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : XI/Ganjil
 Materi Pokok : Teks Eksposisi Analitis
 Alokasi Waktu : 2 Minggu x 2 Jam Pelajaran @45 Menit

A. Kompetensi Inti

- **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya	• Menganalisis unsur-unsur eksposisi dari sebuah kalimat • Memahami struktur teks eksposisi analitis • Memahami unsur kebahasaan dari teks eksposisi analitis

4.4 Teks eksposisi analitis	• Menemukan dan menyusun kembali teks eksposisi analitik dari kalimat yang tersusun secara acak • Membacakan teks-teks eksposisi dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar • Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya
4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual	
4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menganalisis unsur-unsur eksposisi dari sebuah kalimat
- Memahami struktur teks eksposisi analitis
- Memahami unsur kebahasaan dari teks eksposisi analitis
- Menemukan dan menyusun kembali teks eksposisi analitik dari kalimat yang tersusun secara acak
- Membacakan teks-teks eksposisi dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar
- Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya

D. Materi Pembelajaran

- Fungsi Sosial
Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis
- Struktur Teks
Teks eksposisi

A. Analytical Exposition is kind of text which consist into the kinds Argument. Analytical Exposition merupakan jenis teks yang termasuk ke dalam jenis Argument. Teks ini berisi tentang pemikiran terperinci tentang sebuah kejadian atau peristiwa yang ada di sekitar.

B. The Purpose of Analytical Exposition

To persuade by presenting argument

To analyse or explain 'how' and 'why'

Atau untuk meyakinkan pembaca bahwa topic yang dihadirkan adalah topic yang penting untuk dibahas atau mendapat perhatian dengan cara pemberian argument-argumen atau pendapat-pendapat yang mendukung ide pokok atau topic tersebut.

C. Generic structure of the Analytical Exposition

1. A thesis

Dalam bagian Thesis, penulis memperkenalkan tentang topik atau ide pokok yang akan dibahas. Thesis selalu berada di paragraf pertama dalam Analytical Exposition Text.

2. Argument

Dalam bagian ini penulis menghadirkan argumen-argumen atau pendapat-pendapat yang mendukung ide pokok penulis, biasanya dalam sebuah Analytical Exposition Text terdapat lebih dari dua argumen. Semakin banyak argumen yang ditampilkan semakin percaya pembaca bahwa topik yang dibahas oleh penulis adalah topik yang sangat penting atau membutuhkan perhatian.

3. Conclusion

Bagian ini merupakan bagian penutup dari sebuah Analytical Exposition Text yang selalu terletak di akhir paragraf. Reiteration berisi penulisan kembali atau penempatan kembali ide pokok yang terdapat di paragraf pertama. Recommendation juga biasa disebut dengan conclusion atau kesimpulan.

D. Language Features of Analytical Exposition

(Ciri Kebahasaan)

1. Penulisan analytical exposition text menggunakan simple present tense.

2. Menggunakan kata-kata yang mengekspresikan pikiran atau perasaan penulis, contohnya: experience, feel, know, realize, sense, think, dll.
3. Menggunakan internal conjunction yaitu kata penghubung yang menghubungkan argumen di antara dua klausa. Internal conjunctions dapat dibagi menjadi empat kategori, yaitu (1) addition (penambahan) Contohnya besides, in addition, further. (2) Comparisons (perbandingan), seperti but, vice versa, meanwhile, on the other hand. (3) Time (waktu), misalnya kata second, then, then, next. (4) Cause-effect (akibat). Contoh katanya antara lain consequence, as a result, so, the result
4. Menggunakan causal conjunctions (reason–why) atau sebab-akibat. Misalnya kata as a result, because, by, consequently, despite, due to, for that reason, dll.

CARS SHOULD BE BANNED

Thesis

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

(Mobil harus dilarang di kota. Seperti yang kita ketahui, mobil membuat polusi dan membuat banyak kecelakaan di jalan dan kematian.)

Argument 1

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

(Pertama, mobil, sebagai mana kita ketahui, menyumbang polusi terbanyak di dunia. Mobil mengeluarkan gas mematikan yang menyebabkan

kan penyakit seperti bronchitis, kanker paru-paru, dan pemicu asthma. Beberapa penyakit tersebut sangatlah buruk bagi manusia yang bisa menyebabkan kematian.)

Argument 2

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

(Yang kedua, kota sangatlah sibuk. Pejalan kaki berjalan ke mana-mana dan mobil umumnya menabrak pejalan kaki di kota, yang menyebabkan kematian. Mobil hari ini adalah pembunuh terbesar di jalan.)

Argument 3

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

(Yang ketiga, mobil sangatlah berisik. Jika kamu tinggal di kota, kamu mungkin akan menjumpai sangatlah susah untuk tidur di malam hari atau untuk berkonsentrasi pada pekerjaan rumah kalian, dan khususnya ketika kamu berbicara kepada seseorang.)

Conclusion

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

(Kesimpulannya, mobil harus dilarang dari kota berdasarkan alasan tersebut.)

Unsur Kebahasaan

- Topik

Isu-isu aktual yang perlu dibahas yang menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Discovery learning, Problem Based Learning (PBL)
- 3) Metode : Tanya jawab, wawancara, diskusi dan bermain peran

F. Media Pembelajaran**1. Media**

- ❖ Worksheet atau lembar kerja (siswa)
- ❖ Lembar penilaian

2. Alat/Bahan

Penggaris, spidol, papan tulis

G. Sumber Belajar

- Depdikbud, 2017. *BAHASA INGGRIS Kelas XI Stop Bullying Know*, jakarta : kementrian budaya dan pendidikan.
- Kamus Bahasa Inggris
- Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran

1 . Pertemuan Pertama (2 x 45 Menit)
Kegiatan Pendahuluan (10 Menit)
Guru : Orientasi ❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran ❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin ❖ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. Aperpepsi ❖ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya ❖ Mengingatnkan kembali materi prasyarat dengan bertanya. ❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. Motivasi

1 . Pertemuan Pertama (2 x 45 Menit)

- ❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- ❖ Apabila materi tema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :
 - *Pengertian Teks Eksposisi Analitis dan konteks penggunaannya*
 - *Tujuan Teks Eksposisi Analitis*
 - *Struktur Teks Eksposisi Analitis*
 - *Ciri-ciri kebahasaan Teks Eksposisi Analitis*
- ❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- ❖ Mengajukan pertanyaan

Pemberian Acuan

- ❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- ❖ Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- ❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (70 Menit)

Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<u>KEGIATAN LITERASI</u> Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i> dengan cara : ❖ Melihat (tanpa atau dengan Alat) Menayangkan gambar/foto/video yang relevan. ❖ Mengamati ➢ Lembar kerja materi <i>Pengertian, tujuan, struktur, dan ciri-ciri kebahasaan Teks Eksposisi Analitis dan konteks penggunaannya</i>. ➢ Pemberian contoh-contoh <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> untuk dapat dikembangkan peserta didik,

1 . Pertemuan Pertama (2 x 45 Menit)	
	dari media interaktif, dsb ❖ Membaca (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung). Membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan <i>Teks Eksposisi Analitis dan konteks penggunaannya</i>. ❖ Mendengar Pemberian materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> oleh guru. ❖ Menyimak Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : ➤ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> untuk melatih kesungguhan, ketelitian, mencari informasi.
Problem statemen (pertanyaan/identifikasi masalah)	<u>CRITICAL THINKING (BERPIKIR KRITIK)</u> Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya : ❖ Mengajukan pertanyaan tentang materi : ➤ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.

1 . Pertemuan Pertama (2 x 45 Menit)	
Data collection (pengumpulan data)	<u>KEGIATAN LITERASI</u> Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan: ❖ Mengamati obyek/kejadian Mengamati dengan seksama materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya. ❖ Membaca sumber lain selain buku teks Mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang sedang dipelajari. ❖ Aktivitas Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang sedang dipelajari. ❖ Wawancara/tanya jawab dengan nara sumber Mengajukan pertanyaan berkaitan dengan materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang telah disusun dalam daftar pertanyaan kepada guru. <u>COLLABORATION (KERJASAMA)</u> Peserta didik dibentuk dalam beberapa kelompok untuk: ❖ Mendiskusikan Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i>.

1 . Pertemuan Pertama (2 x 45 Menit)	
	❖ Mengumpulkan informasi Mencatat semua informasi tentang materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar. ❖ Mempresentasikan ulang Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> sesuai dengan pemahamannya. ❖ Saling tukar informasi tentang materi : ➤ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.
Data processing (pengolahan Data)	<u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u> Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara : ❖ Berdiskusi tentang data dari Materi : ➤ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> ❖ Mengolah informasi dari materi

1 . Pertemuan Pertama (2 x 45 Menit)	
	<i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.</i> ❖ Peserta didik mengerjakan beberapa soal mengenai materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i>.
Verification (pembuktian)	<u>CRITICAL THINKING (BERPIKIR KRITIK)</u> Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan : ❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : ➤ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.
Generalization (menarik kesimpulan)	<u>COMMUNICATION (BERKOMUNIKASI)</u> Peserta didik berdiskusi untuk menyimpulkan ❖ Menyampaikan hasil diskusi tentang materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk

1 . Pertemuan Pertama (2 x 45 Menit)

mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan.

- ❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi :
 - *Teks Eksposisi Analitis dan konteks penggunaannya*
- ❖ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi *Teks Eksposisi Analitis dan konteks penggunaannya* dan ditanggapi oleh kelompok yang mempresentasikan.
- ❖ Bertanya atas presentasi tentang materi *Teks Eksposisi Analitis dan konteks penggunaannya* yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.

CREATIVITY (KREATIVITAS)

- ❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa :
Laporan hasil pengamatan secara tertulis tentang materi :
 - *Teks Eksposisi Analitis dan konteks penggunaannya*
- ❖ Menjawab pertanyaan tentang materi *Teks Eksposisi Analitis dan konteks penggunaannya* yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.
- ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi *Teks Eksposisi Analitis dan konteks penggunaannya* yang akan selesai dipelajari
- ❖ Menyelesaikan uji kompetensi untuk materi *Teks Eksposisi Analitis dan konteks penggunaannya* yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.

1 . Pertemuan Pertama (2 x 45 Menit)

Catatan : Selama pembelajaran *Teks Eksposisi Analitis dan konteks penggunaannya* berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: **nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan**

Kegiatan Penutup (10 Menit)

Peserta didik :

- ❖ Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi *Pengertian Teks Eksposisi Analitis dan konteks penggunaannya* yang baru dilakukan.
- ❖ Mengagendakan pekerjaan rumah untuk materi pelajaran *Pengertian Teks Eksposisi Analitis dan konteks penggunaannya* yang baru diselesaikan.
- ❖ Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :

- ❖ Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran *Pengertian Teks Eksposisi Analitis dan konteks penggunaannya*.
- ❖ Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas projek/produk/portofolio/unjuk kerja pada materi pelajaran *Pengertian Teks Eksposisi Analitis dan konteks penggunaannya*.
- ❖ Memberikan penghargaan untuk materi pelajaran *Pengertian Teks Eksposisi Analitis dan konteks penggunaannya* kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

1 . Pertemuan Kedua (2 x 45 Menit)

Kegiatan Pendahuluan (10 Menit)

Guru :

Orientasi

- ❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
- ❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin

1 . Pertemuan Kedua (2 x 45 Menit)

- ❖ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Aperpepsi

- ❖ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- ❖ Mengingat kembali materi prasyarat dengan bertanya.
- ❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- ❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- ❖ Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :
 - *Pengertian Teks Eksposisi Analitis dan konteks penggunaannya*
 - *Tujuan Teks Eksposisi Analitis*
 - *Struktur Teks Eksposisi Analitis*
 - *Ciri-ciri kebahasaan Teks Eksposisi Analitis*
- ❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- ❖ Mengajukan pertanyaan

Pemberian Acuan

- ❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- ❖ Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- ❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (70 Menit)

Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<u>KEGIATAN LITERASI</u> Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i> dengan cara :

1 . Pertemuan Kedua (2 x 45 Menit)	
	❖ Melihat (tanpa atau dengan Alat) Menayangkan gambar/foto/video yang relevan. ❖ Mengamati ➤ Lembar kerja materi <i>Pengertian, tujuan, struktur, dan ciri-ciri kebahasaan Teks Eksposisi Analitis dan konteks penggunaannya</i>. ➤ Pemberian contoh-contoh <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> untuk dapat dikembangkan peserta didik, dari media interaktif, dsb ❖ Membaca (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung). Membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan <i>Teks Eksposisi Analitis dan konteks penggunaannya</i>. ❖ Mendengar Pemberian materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> oleh guru. ❖ Menyimak Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : ➤ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> untuk melatih kesungguhan, ketelitian, mencari informasi.
Problem statemen (pertanyaan/identifikasi masalah)	<u>CRITICAL THINKING (BERPIKIR KRITIK)</u> Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya : ❖ Mengajukan pertanyaan tentang materi : ➤ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang tidak dipahami dari apa yang diamati

1 . Pertemuan Kedua (2 x 45 Menit)	
	atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.
Data collection (pengumpulan data)	<u>KEGIATAN LITERASI</u> Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan: ❖ Mengamati obyek/kejadian Mengamati dengan seksama materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya. ❖ Membaca sumber lain selain buku teks Mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang sedang dipelajari. ❖ Aktivitas Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang sedang dipelajari. ❖ Wawancara/tanya jawab dengan nara sumber Mengajukan pertanyaan berkaitan dengan materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang telah disusun dalam daftar pertanyaan kepada guru.

1 . Pertemuan Kedua (2 x 45 Menit)

COLLABORATION (KERJASAMA)

Peserta didik dibentuk dalam beberapa kelompok untuk:

❖ **Mendiskusikan**

Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi *Teks Eksposisi Analitis dan konteks penggunaannya*.

❖ **Mengumpulkan informasi**

Mencatat semua informasi tentang materi *Teks Eksposisi Analitis dan konteks penggunaannya* yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.

❖ **Mempresentasikan ulang**

Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi *Teks Eksposisi Analitis dan konteks penggunaannya* sesuai dengan pemahamannya.

❖ **Saling tukar informasi** tentang materi :

➤ *Teks Eksposisi Analitis dan konteks penggunaannya*

dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.

1 . Pertemuan Kedua (2 x 45 Menit)	
Data processing (pengolahan Data)	<u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u> Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara : ❖ Berdiskusi tentang data dari Materi : ➢ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> ❖ Mengolah informasi dari materi <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i> yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja. ❖ Peserta didik mengerjakan beberapa soal mengenai materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i>.
Verification (pembuktian)	<u>CRITICAL THINKING (BERPIKIR KRITIK)</u> Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan : ❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : ➢ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan

1 . Pertemuan Kedua (2 x 45 Menit)	
	oleh peserta didik.
Generalization (menarik kesimpulan)	<u>COMMUNICATION (BERKOMUNIKASI)</u> Peserta didik berdiskusi untuk menyimpulkan ❖ Menyampaikan hasil diskusi tentang materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan. ❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : ➤ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> ❖ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> dan ditanggapi oleh kelompok yang mempresentasikan. ❖ Bertanya atas presentasi tentang materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. <u>CREATIVITY (KREATIVITAS)</u> ❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang materi : ➤ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> ❖ Menjawab pertanyaan tentang materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa

1 . Pertemuan Kedua (2 x 45 Menit)

	pertanyaan kepada siswa berkaitan dengan materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang akan selesai dipelajari ❖ Menyelesaikan uji kompetensi untuk materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.
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Catatan : Selama pembelajaran *Teks Eksposisi Analitis dan konteks penggunaannya* berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: **nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan**

Kegiatan Penutup (10 Menit)

Peserta didik :

- ❖ Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi *Pengertian Teks Eksposisi Analitis dan konteks penggunaannya* yang baru dilakukan.
- ❖ Mengagendakan pekerjaan rumah untuk materi pelajaran *Pengertian Teks Eksposisi Analitis dan konteks penggunaannya* yang baru diselesaikan.
- ❖ Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :

- ❖ Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran *Pengertian Teks Eksposisi Analitis dan konteks penggunaannya*.
- ❖ Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas projek/produk/portofolio/unjuk kerja pada materi pelajaran *Pengertian Teks Eksposisi Analitis dan konteks penggunaannya*.
- ❖ Memberikan penghargaan untuk materi pelajaran *Pengertian Teks Eksposisi Analitis dan konteks penggunaannya* kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

1 . Pertemuan Ketiga (2 x 45 Menit)
Kegiatan Pendahuluan (10 Menit)
Guru : Orientasi ❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran ❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin ❖ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. Aperpepsi ❖ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya ❖ Mengingatnkan kembali materi prasyarat dengan bertanya. ❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. Motivasi ❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. ❖ Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : ➢ <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i> ➢ <i>Tujuan Teks Eksposisi Analitis</i> ➢ <i>Struktur Teks Eksposisi Analitis</i> ➢ <i>Ciri-ciri kebahasaan Teks Eksposisi Analitis</i> ❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung ❖ Mengajukan pertanyaan Pemberian Acuan ❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. ❖ Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung ❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

1 . Pertemuan Ketiga (2 x 45 Menit)	
Kegiatan Inti (70 Menit)	
Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<u>KEGIATAN LITERASI</u> Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i> dengan cara : ❖ Melihat (tanpa atau dengan Alat) Menayangkan gambar/foto/video yang relevan. ❖ Mengamati ➤ Lembar kerja materi <i>Pengertian, tujuan, struktur, dan ciri-ciri kebahasaan Teks Eksposisi Analitis dan konteks penggunaannya</i>. ➤ Pemberian contoh-contoh <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> untuk dapat dikembangkan peserta didik, dari media interaktif, dsb ❖ Membaca (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung). Membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan <i>Teks Eksposisi Analitis dan konteks penggunaannya</i>. ❖ Mendengar Pemberian materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> oleh guru. ❖ Menyimak Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : ➤ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> untuk melatih kesungguhan, ketelitian, mencari informasi.

1 . Pertemuan Ketiga (2 x 45 Menit)	
Problem statemen (pertanyaan/identifikasi masalah)	<u>CRITICAL THINKING (BERPIKIR KRITIK)</u> Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya : ❖ Mengajukan pertanyaan tentang materi : ➤ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.
Data collection (pengumpulan data)	<u>KEGIATAN LITERASI</u> Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan: ❖ Mengamati obyek/kejadian Mengamati dengan seksama materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya. ❖ Membaca sumber lain selain buku teks Mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang sedang dipelajari. ❖ Aktivitas Menyusun daftar pertanyaan atas hal-hal

1 . Pertemuan Ketiga (2 x 45 Menit)

yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi *Teks Eksposisi Analitis dan konteks penggunaannya* yang sedang dipelajari.

❖ **Wawancara/tanya jawab dengan nara sumber**

Mengajukan pertanyaan berkaitan dengan materi *Teks Eksposisi Analitis dan konteks penggunaannya* yang telah disusun dalam daftar pertanyaan kepada guru.

COLLABORATION (KERJASAMA)

Peserta didik dibentuk dalam beberapa kelompok untuk:

❖ **Mendiskusikan**

Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi *Teks Eksposisi Analitis dan konteks penggunaannya*.

❖ **Mengumpulkan informasi**

Mencatat semua informasi tentang materi *Teks Eksposisi Analitis dan konteks penggunaannya* yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.

❖ **Mempresentasikan ulang**

Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi *Teks Eksposisi Analitis dan konteks penggunaannya* sesuai dengan pemahamannya.

❖ **Saling tukar informasi** tentang materi :

➤ *Teks Eksposisi Analitis dan konteks penggunaannya*

dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode

1 . Pertemuan Ketiga (2 x 45 Menit)	
	ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.
Data processing (pengolahan Data)	<u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u> Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara : ❖ Berdiskusi tentang data dari Materi : ➢ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> ❖ Mengolah informasi dari materi <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i> yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja. ❖ Peserta didik mengerjakan beberapa soal mengenai materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i>.
Verification (pembuktian)	<u>CRITICAL THINKING (BERPIKIR KRITIK)</u> Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan : ❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai

1 . Pertemuan Ketiga (2 x 45 Menit)	
	kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : ➤ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.
Generalization (menarik kesimpulan)	<u>COMMUNICATION (BERKOMUNIKASI)</u> Peserta didik berdiskusi untuk menyimpulkan ❖ Menyampaikan hasil diskusi tentang materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan. ❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : ➤ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> ❖ Mengemukakan pendapat atas presentasi yang dilakukan tentanag materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> dan ditanggapi oleh kelompok yang mempresentasikan. ❖ Bertanya atas presentasi tentang materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. <u>CREATIVITY (KREATIVITAS)</u> ❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa :

1 . Pertemuan Ketiga (2 x 45 Menit)

	Laporan hasil pengamatan secara tertulis tentang materi : ➤ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> ❖ Menjawab pertanyaan tentang materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang akan selesai dipelajari ❖ Menyelesaikan uji kompetensi untuk materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.
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Catatan : Selama pembelajaran *Teks Eksposisi Analitis dan konteks penggunaannya* berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: **nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan**

Kegiatan Penutup (10 Menit)

Peserta didik :

- ❖ Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi *Pengertian Teks Eksposisi Analitis dan konteks penggunaannya* yang baru dilakukan.
- ❖ Mengagendakan pekerjaan rumah untuk materi pelajaran *Pengertian Teks Eksposisi Analitis dan konteks penggunaannya* yang baru diselesaikan.
- ❖ Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :

- ❖ Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran *Pengertian Teks Eksposisi Analitis dan*

1 . Pertemuan Ketiga (2 x 45 Menit)

konteks penggunaannya.

- ❖ Peserta didik yang selesai mengerjakan tugas proyek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas proyek/produk/portofolio/unjuk kerja pada materi pelajaran *Pengertian Teks Eksposisi Analitis dan konteks penggunaannya.*
- ❖ Memberikan penghargaan untuk materi pelajaran *Pengertian Teks Eksposisi Analitis dan konteks penggunaannya* kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

1 . Pertemuan Keempat (2 x 45 Menit)

Kegiatan Pendahuluan (10 Menit)

Guru :

Orientasi

- ❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
- ❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin
- ❖ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Aperpepsi

- ❖ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- ❖ Mengingat kembali materi prasyarat dengan bertanya.
- ❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- ❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- ❖ Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :
 - *Pengertian Teks Eksposisi Analitis dan konteks penggunaannya*
 - *Tujuan Teks Eksposisi Analitis*
 - *Struktur Teks Eksposisi Analitis*

1 . Pertemuan Keempat (2 x 45 Menit)

- *Ciri-ciri kebahasaan Teks Eksposisi Analitis*
- ❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- ❖ Mengajukan pertanyaan

Pemberian Acuan

- ❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- ❖ Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- ❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (70 Menit)

Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<u>KEGIATAN LITERASI</u> Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i> dengan cara : ❖ Melihat (tanpa atau dengan Alat) Menayangkan gambar/foto/video yang relevan. ❖ Mengamati ➤ Lembar kerja materi <i>Pengertian, tujuan, struktur, dan ciri-ciri kebahasaan Teks Eksposisi Analitis dan konteks penggunaannya</i>. ➤ Pemberian contoh-contoh <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> untuk dapat dikembangkan peserta didik, dari media interaktif, dsb ❖ Membaca (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung). Membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan <i>Teks Eksposisi Analitis dan konteks penggunaannya</i>.

1 . Pertemuan Keempat (2 x 45 Menit)	
	❖ Mendengar Pemberian materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> oleh guru. ❖ Menyimak Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : ➤ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> untuk melatih kesungguhan, ketelitian, mencari informasi.
Problem statemen (pertanyaan/ identifikasi masalah)	<u>CRITICAL THINKING (BERPIKIR KRITIK)</u> Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya : ❖ Mengajukan pertanyaan tentang materi : ➤ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.
Data collection (pengumpulan data)	<u>KEGIATAN LITERASI</u> Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan: ❖ Mengamati obyek/kejadian Mengamati dengan seksama materi <i>Teks Eksposisi Analitis dan konteks</i>

1 . Pertemuan Keempat (2 x 45 Menit)

penggunaannya yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya.

- ❖ **Membaca sumber lain selain buku teks**
Mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi *Teks Eksposisi Analitis dan konteks penggunaannya* yang sedang dipelajari.

- ❖ **Aktivitas**

Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengmati dan membaca yang akan diajukan kepada guru berkaitan dengan materi *Teks Eksposisi Analitis dan konteks penggunaannya* yang sedang dipelajari.

- ❖ **Wawancara/tanya jawab dengan nara sumber**

Mengajukan pertanyaan berkaitan dengan materi *Teks Eksposisi Analitis dan konteks penggunaannya* yang telah disusun dalam daftar pertanyaan kepada guru.

COLLABORATION (KERJASAMA)

Peserta didik dibentuk dalam beberapa kelompok untuk:

- ❖ **Mendiskusikan**

Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi *Teks Eksposisi Analitis dan konteks penggunaannya*.

- ❖ **Mengumpulkan informasi**

Mencatat semua informasi tentang materi *Teks Eksposisi Analitis dan konteks penggunaannya* yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.

- ❖ **Mempresentasikan ulang**

1 . Pertemuan Keempat (2 x 45 Menit)	
	Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> sesuai dengan pemahamannya. ❖ Saling tukar informasi tentang materi : ➤ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.
Data processing (pengolahan Data)	<u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u> Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara : ❖ Berdiskusi tentang data dari Materi : ➤ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> ❖ Mengolah informasi dari materi <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i> yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja. ❖ Peserta didik mengerjakan beberapa soal

1 . Pertemuan Keempat (2 x 45 Menit)	
	mengenai materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> .
Verification (pembuktian)	<u>CRITICAL THINKING (BERPIKIR KRITIK)</u> Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan : ❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : ➤ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.
Generalization (menarik kesimpulan)	<u>COMMUNICATION (BERKOMUNIKASI)</u> Peserta didik berdiskusi untuk menyimpulkan ❖ Menyampaikan hasil diskusi tentang materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan. ❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : ➤ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> ❖ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi <i>Teks</i>

1 . Pertemuan Keempat (2 x 45 Menit)

Eksposisi Analitis dan konteks penggunaannya dan ditanggapi oleh kelompok yang mempresentasikan.

- ❖ Bertanya atas presentasi tentang materi *Teks Eksposisi Analitis dan konteks penggunaannya* yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.

CREATIVITY (KREATIVITAS)

- ❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa :
Laporan hasil pengamatan secara tertulis tentang materi :
 - *Teks Eksposisi Analitis dan konteks penggunaannya*
- ❖ Menjawab pertanyaan tentang materi *Teks Eksposisi Analitis dan konteks penggunaannya* yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.
- ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi *Teks Eksposisi Analitis dan konteks penggunaannya* yang akan selesai dipelajari
- ❖ Menyelesaikan uji kompetensi untuk materi *Teks Eksposisi Analitis dan konteks penggunaannya* yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.

Catatan : Selama pembelajaran *Teks Eksposisi Analitis dan konteks penggunaannya* berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: **nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan**

Kegiatan Penutup (10 Menit)

1 . Pertemuan Keempat (2 x 45 Menit)

Peserta didik :

- ❖ Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi *Pengertian Teks Eksposisi Analitis dan konteks penggunaannya* yang baru dilakukan.
- ❖ Mengagendakan pekerjaan rumah untuk materi pelajaran *Pengertian Teks Eksposisi Analitis dan konteks penggunaannya* yang baru diselesaikan.
- ❖ Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :

- ❖ Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran *Pengertian Teks Eksposisi Analitis dan konteks penggunaannya*.
- ❖ Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas projek/produk/portofolio/unjuk kerja pada materi pelajaran *Pengertian Teks Eksposisi Analitis dan konteks penggunaannya*.
- ❖ Memberikan penghargaan untuk materi pelajaran *Pengertian Teks Eksposisi Analitis dan konteks penggunaannya* kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

I. Penilaian Hasil Pembelajaran

1. Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Name	Activity				Jumlah Skor	Skor sikap
		The students give pay attention to the teacher's explanation	The students are able to do the task	The students are active in group	The students ask/answer the question from the teacher		
1	AG						
2	DA						
3	DI						
4	TR						
5	EN						

Catatan :

- Aspek perilaku dinilai dengan kriteria:
 - 100 = Sangat Baik
 - 75 = Baik
 - 50 = Cukup
 - 25 = Kurang
- Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria
 $= 100 \times 4 = 400$
- Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai $= 275 : 4 = 68,75$
- Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)

Penilaian Kemampuan Menulis

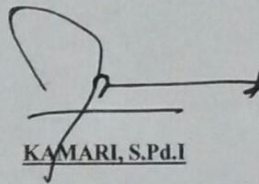
No	Name	Criteria					Total score
		Content	Organization	Vocabulary	Language use	Mechanics	
1	AG						
2	DA						
3	DI						
4	TR						
5	EN						

Panduan Penilaian Kemampuan Menulis

No	Indicator	Point	Criteria
1.	Content	30-27	Excellent to very good
		26-22	Good to average
		21-17	Fair to poor
		16-13	Very poor
2.	organization	20-18	Excellent to very good
		17-14	Good to average
		13-10	Fair to poor
		9-7	Very poor
3.	Vocabulary	20-18	Excellent to very good
		17-14	Good to average
		13-10	Fair to poor
		9-7	Very poor
4.	Language use	25-22	Excellent to very good
		21-19	Good to average
		17-11	Fair to poor
		10-5	Very poor

5.	Mechanics	5	Excellent to very good
		4	Good to average
		3	Fair to poor
		2	Very poor

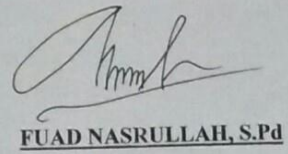
Mengetahui
Kepala Sekolah



KAMARI, S.Pd.I

Metro, september 2020

Guru Mata Pelajaran



FUAD NASRULLAH, S.Pd

CURRICULUM VITAE



The writer, Putri Jayanti, was born in Setia Bumi on 12th February 1999 was the only daughter of Mr. Suramin and Mrs. Asnafi. she was born and raised in Setia Bumi Seputih Banyak Central Lampung. She living with parents in Central Lampung, while studying she live

in bording house in 38 Banjar rejo. The writer completed her formal education at SD Negeri 01 Setia Bumi in 2004-2010, then continued to junior high school level at SMP Negeri 1 Seputih Banyak in 2010-2013 then continued to a higher level of high school in MA DARUSSALAM in 2013 until 2016. In 2016 the author is listed as a student of the Faculty of Tarbiyah and Islam majoring in English Education Department at the State Institute for Islamic studies through the Selection of SPAN-PTKIN Line of State Colleges.