

**THE EFFECT OF THINK-TALK-WRITE (TTW) TECHNIQUE
ON STUDENTS' WRITING SKILL**

(A Quasi-Experimental Study at the Eleventh of MAN 2 Lebong)

THESIS

**This Thesis is Submitted to Fulfill the Requirement for 'Sarjana'
Degree in English Tadris Study Program**



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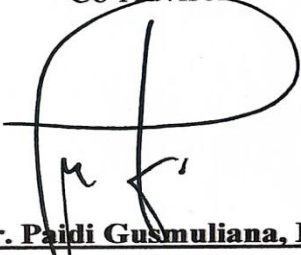
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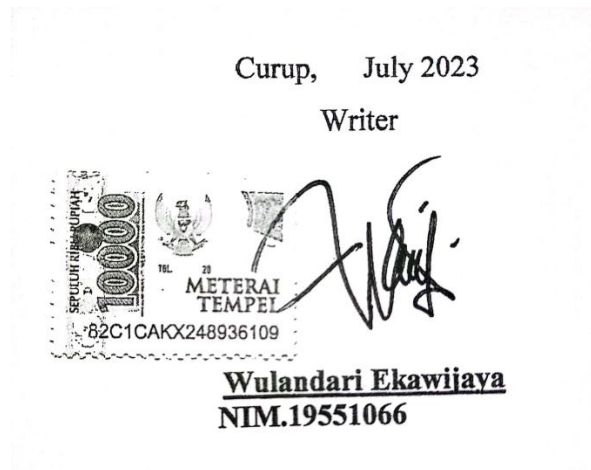
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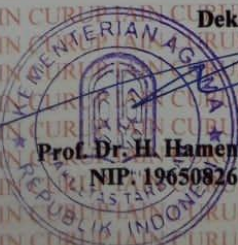
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PREFACE

Firstly, praise is due to Allah SWT the most merciful and the most beneficent for blessing and mercy who given to the researcher to finish the thesis successfully. Secondly, peace and salutation always be given to our prophet Muhammad SAW who has been a good example for every Muslim in this world. This thesis entitled **“The Effect of Think-Talk-Write (TTW) Technique on Students’ Writing Skill”**.

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 in English Tadris Study Program of IAIN Curup. The writer realize that this thesis is far from being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field.

Curup, July 2023

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The researcher finished this thesis entitled “The Effect of Think-Talk-Write (TTW) Technique on Students’ Writing Skill”. This thesis is obtainable in partial fulfillment of the requirement for degree S1 in English Study Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, helping, support, and also motivation from a lot of participations. In this chance, the writer would like to express the deepest appreciation to :

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7. My Second-Examiner **Mrs. Jumatul Hidayah M.Pd** who has given many corrections, useful suggestion, strong encouragement and sustained critical support also guidance to complete this thesis.
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Finally the writer believes that this thesis is still far from being perfect. So, the constructive, suggestion for the improvement of it still need for better. Hopefully, the result of this research can give a use full contribution especially for readers specially for students and lecturers in English Study Program.

Wassalamualaikum warahmatullah wabarakatuh

Curup, July 2023

Writer



Wulandari Ekawijaya
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MOTTO

"Sukses adalah jumlah dari upaya kecil, yang diulangi hari demi hari"

-Wulandari Ekawijaya

Never compare your process to someone else's

Sesungguhnya sesudah kesulitan itu ada kemudahan

-Qs. Al-Insyirah:6

DEDICATION :

Unable to say anything, Allah is the only reason why I can finish this thesis. Thank you so much for allowing me to complete this thesis as quickly as I hoped. There is no miracle except by Allah SWT. In the name of Allah and his messenger Muhammad SAW, I dedicate this thesis to:

- My parents, who I consider to be my two world angels, are greatly appreciated. **Mr. Romi**, my hero, who has always encouraged me to be a strong woman. And my Wonder Lady **Mrs. Rozi Lenti**, who constantly inspires me to be a strong, admirable women. The best parents in the world are you.
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CHAPTER I

INTRODUCTION

A. Research Background

Mastering English requires acquiring the four language skills, namely listening, reading, speaking, and writing. Writing is one of the four language skills that should be acquired by the students. This is an activity of using language to express the ideas, feeling or desire in the written form. Writing is essential for students to develop their English because it offers benefit to the students which the students write to make their ideas clear and comprehensible. Writing helps students to recall information they have learnt and focus for learning, thus they can understand and memorize the lesson better and it will last longer.¹

Writing skill is a thinking tool for the other three language skills and language components, such as vocabulary, pronunciation, and grammar. It is a significant skill in language production, as its role is to convey the message accurately and effectively, and its proficiency plays a major role in communication. Writing is the most challenging area in learning the second language. English writing skill has an

¹ Nikenda Putri and Dyah Aminatun, "Using Facebook to Practice Writing Skill: What Do the Students Think?," *Journal of English Language Teaching and Learning* 2, no. 1 (2021): 45–50, <http://jim.teknokrat.ac.id/index.php/english-language-teaching/article/view/852>.

important role for English as a Foreign Language learners to develop several skills in their English learning, such as analyzing, arguing, critical thinking skills.²

Therefore, writing is a very important skill for students to have. By writing the students can explore their mind, thought, ideas, feeling, and others. In order to make the students master the writing skill, is developed in the teaching learning process.³

Based on current curriculum that is K-13 (Kurikulum 2013), one of the purposes of Senior High School students in learning English is the students can develop communication competence in oral and written form to achieve informational literacy level. There are many text types taught in Senior High School. Each text has different social function, schematic structures, and language features. One of the texts taught for the eleventh grade students of Senior High School is argumentative text. Argumentative text is one of the compulsory types of text that must be mastered by eleventh grade students of Senior High School. It is a kind of text in which the process of making what writers or speakers think clear to themselves and to others are organized systematically. Argumentative is the act or process of arguing, discussing, or reasoning.⁴ Argumentative text is a text that purposed to argue or discussing about a topic and problem around.

² Dr. Aida. M. Bakeer, “Effects of Information and Communication Technology and Social Media in Developing Students’ Writing Skill: A Case of Al-Quds Open University,” *International Journal of Humanities and Social Science* 8, no. 5 (2018), <https://doi.org/10.30845/ijhss.v8n5a5>.

³ Novita Sari, Saunir Saun, and Rusdi Noor Rosa, “Strategy in Teaching Writing an Analytical Exposition Text Toward Grade XI Students ’,” *Journal of English Language Teaching (JELT)* 2, no. March (2014): 209–19.

⁴ Sa’diah, Dian. “The Effectiveness of Problem-Based Learning in Teaching Writing on Argumentative Text (An Experimental Research at the Eleventh Grade Students of MAS Mathla’ul Anwar Pusat Menes)”. Diss. UNIVERSITAS ISLAM NEGERI SERANG BANTEN, (2019).

The researcher had done a class observation during teacher training in MAN 2 Lebong. The researcher thinks that the students' learning ability depends upon the effectiveness of the teachers' teaching technique. Teaching technique is needed in the teaching learning process in order to make the students interested and understand the material being given. The teacher should prepare the material clearly and use the appropriate teaching technique strategy before they enter the class to teach. It is expected that the learners will easily receive and understand the materials given by the teacher. Specifically, one of the interesting strategies that may overcome students' writing problem is Think-Talk-Write technique.

The Think-Talk-Write technique is a cooperative learning mode to make teaching and learning process more manageable. And TTW technique has not been used by the English teacher in the learning process at MAN 2 Lebong. By using this technique, the students are allowed to interact with their groups and to create active and effective leaning. It is expected to be useful to facilitate students in developing their writing achievement. Think-Talk-Write technique builds in time for thought, reflection and for the organization of ideas among many students in writing.⁵ It is believed to be helpful for students in the writing process because they will express their ideas freely and can also improve student' writing skill themselves.

⁵ Huinker, D.A. and Laughlin, C. in Ratna Prasasti Suminar and Giska Putri, "The Effectiveness of TTW (Think-Talk-Write) Strategy in Teaching Writing Descriptive Text," *Academic Journal Perspective: Education, Language, and Literature* 2, no. 2 (2018): 300, <https://doi.org/10.33603/perspective.v2i2.1666>.

Furthermore, there have been some studies dealing with this technique, such as conducted by Meila Asnita⁶ who investigated the effectiveness of Think-Talk Write technique to teach writing descriptive text. Through those studies, Think Talk-Write technique is proven as an innovative way in teaching and able to facilitate the learning process. And a study conducted by Firda Hasna Hikmawati⁷ that investigated the implementation of Think-Talk-Write strategy in improving writing skill in descriptive text. The study showed that Think-Talk Write strategy not only succeeded in improving students' self-confidence to speak up their ideas in a group. And the study conducted by Siti Syafiatul Qomariah⁸ Examining Think-Talk-Write (TTW) Strategy In Students' Vocabulary Mastery. the researchers conclude that Think-Talk-Write has a significant effect on student vocabulary mastery. And a study conducted by Ratna Junita⁹ Efforts To Improve Language Ability Through Think-Talk-Write Learning Model. The researcher can be conclude that The Think-Talk-Write (TTW) learning model can improve students' language skills. Moreover, a study conducted by Dewi Kencanawati¹⁰ The Effectiveness of Using Think-Talk-

⁶ Meila Asnita, "The Effect of Using Think-talk-write (TTW) Strategy Toward the ability in Writing descriptive paragraph", *Thesis in Sultan Syarif Kasim State Islamic University of Pekanbaru*, Pekanbaru, 2012, p.ii.Unpublished.

⁷ A Thesis, Iain Palopo, And N U R Khatima, "Improving English Writing Skill By Using Think Talk And Write (Ttw) Technique Of Tenth Year Students At Smk Nusa Prima Lamasi English Education Study Program Tarbiyah And Teacher Training Faculty State Islamic Institute Of Palopo Improving English Writi," 2021.

⁸ Siti Syafiatul Qomariah and Bq Zuhrotun Nafisah, "Examining Think Talk Write (Ttw) Strategy in Students' Vocabulary Mastery," *Journal of Languages and Language Teaching* 8, no. 1 (2020): 72, <https://doi.org/10.33394/jollt.v8i1.2240>.

⁹ Ratna Juita and Mardan, "Efforts To Improve Language Ability Through Think-Talk-Write Learning Model," 2020, <http://dx.doi.org/10.31219/osf.io/ejtx9>.

¹⁰ Leberina Elviana Wurdiana Shinta, "Plagiarism Checker X Originality Report," *Jurnal Edudikara* 2, no. 2 (2021): 3–5.

Write Through Small Group Discussion to Teach Recount Text. From the result above, the researcher can be concluded that Think-Talk-Write technique is very helpful in teaching writing and it can increase the students' writing skills.

As explanation above, there are many studies that explain the use of TTW technique on vocabulary mastery and writing skill of descriptive text, recount text, and the other text. But in this study the research want to know whether using Think-Talk-Write technique can enhance the students writing skill in argumentative text. And in previous studies the method used in the study there are some that use classroom action research, while here researcher use quasi-experimental research. Moreover, teaching writing by using Think-Talk-Write may facilitate students to be more active learners by sharing problems with their friends. Through this cooperative learning, students are expected to think what they know, share in a group, and finally able to write about a particular topic after the group discussion.

Referring to the problems that have been presented, the researcher is interested in using Think-Talk-Write technique to overcome the students' problems in Writing Argumentative text. Therefore the research will be conducted under the title "**The Effect of Think-Talk-Write (T-T-W) Technique on Students' Writing Skill at Eleventh Grade Students of MAN 2 Lebong**".

B. Research Question

1. How is the students' writing skills under the teaching by using TTW technique?
2. How is the students' writing skills under the teaching by using Mind mapping technique?
3. Is there a significant effect of taught TTW technique toward students' writing skills?

C. Objectives of the Research

The objective of the research are to investigate :

1. To find out whether there is the students' writing skill before and after given treatment of Think-Talk-write technique
2. To find out whether there is the students' writing skill before and after they are not given treatment of Think-Talk-Write technique
3. To find out whether there is a significant increase in students' writing skill after the application of Think-Talk-Write technique.

D. Limitation of the Research

The study is limited to the area of investigating students' writing skill before and after the use of Think-Talk-Write technique. In this research, the research was focused on argumentative text. the process of teaching writing to the eleventh grade students at MAN 2 Lebong in the 2022/2023 academic year using the Think-Talk-Write technique.

E. Operational of The Research

1. Writing Skill

Writing is a skill which involves writer's ability in arranging letter, words and specific language sentence into written communication so that the readers understand the message or information wants to convey.¹¹ Writing as a form of communication to deliver through or express feeling through written form.¹² In this research, writing ability is the skill of the eleventh grade of MAN 2 Lebong in expressing ideas, thoughts, and feeling in written form which is getting by the researcher from the score of the post-test from writing argumentative text.

¹¹ Bakeer, "Effects of Information and Communication Technology and Social Media in Developing Students' Writing Skill: A Case of Al-Quds Open University."

¹² Hengki Kris Sanjaya, Eka Apriani, and Sarwo Edy, "Using Web Blogs in Teaching Writing for EFL Students," *Journal of English Education and Teaching (JEET)* 4, no. 4 (2020): 516–35.

2. Think-Talk-write Technique

Think-Talk-Write Strategy builds in time for thought, reflection and for the organization of ideas among many students in writing.¹³ It means that the existence of this strategy greatly helped students because they can be more active make a sentence in the learning process of writing.

F. Hypothesis

In order to answer the problem of the following hypothesis are proposed :

Ha : There is a significant effect of using Think Talk Write technique on students' writing skill

Ho : There is no a significant effect of using Think Talk Write technique on students' writing skill

G. The Significant of the Research

The result of the study is expected to be used theoretical and practical :

1. Theoretical

The findings of the study can be used to improve the theory and method for writing students' abilities utilizing the TTW technique.

¹³ Huinker, D.A. dan Laughlin, C. (1996). Talk Your Way into Writing. Dalam P.C Elliot dan M.J Kenney (Eds). Yearbook Communication in Mathematics K-12 and Beyond. Reston, VA: The National Council of Teachers of Mathematics.

2. Practical

a. For the students

The students are also expected to benefit from the findings of this study, as it will make learning about speaking more enjoyable for them. It is also expected that students will be able to absorb the material presented by the teacher with enthusiasm.

b. For English Teacher

The findings of this study are expected to be useful in supporting English teachers MAN 2 Lebong in using or developing their teaching approaches for teaching writing skills. It is also necessary that the instructor be aware of the many different approaches to training students' writing skill.

c. For the Upcoming Researcher

According to the findings of the study, using the TTW technique can improve students' writing skill. The researcher would like to provide a suggestion for further research. The study's findings can be utilized as a reference for future research on different samples and occasions.

d. To the College

It was intended that this research was contributed scientifically to the institution's efforts to improve the quality of English teaching and learning.

CHAPTER II

LITERATURE REVIEW

A. Review of Literature

1. Writing Skill

a. The Nature of Writing

Writing is one way of communicating which is done by delivering our message to the reader in written form. Writing is a skill which involves writer's ability in arranging letter, words and specific language sentence into written communication so that the readers understand the message or information wants to convey.¹⁴ From this statement, it can be said that writing is one of the skills to convey ideas that have been compiled in words up to paragraphs so that the readers understand the purpose of the text. Besides that, in writing, we should choose the right sentences that are appropriate to express our idea, because we cannot write meaningless words in writing. Then, we must consider the grammatical structure so that the reader can understand the ideas we write.

In addition, Writing is a vital skill in English skill because writing needs something perfect such as grammar, and contents or ideas, it can cover

¹⁴ Baker, "Effects of Information and Communication Technology and Social Media in Developing Students' Writing Skill: A Case of Al-Quds Open University."

all skills.¹⁵ Writing is an essential feature of learning a language because it provides an excellent means of fixing the vocabulary, spelling, and sentence pattern.¹⁶ From the theories above writing can be concluded as a complex process that allows writers to explore thoughts and ideas into type in form sentences in other to be proper sentences in a paragraph through follow step in writing and also they require to learn spelling and grammar, they are relating to the correct use of words in a sentences well form.

From all those statements, the definition of writing can be concluded as a communication process that allows writers to explore thoughts and ideas into sentences up to the paragraph with the grammatical structure to make the reader understand what it is.

b. The Process of Writing

In writing, some stages are needed in order to create good writing. Jeremy Harmer represents the stages into four ways are planning, drafting, editing, and final draft.¹⁷ The explanation as follows:

¹⁵ Dhani Oktavianti, Paidi Gusmuliana, and Eka Apriani, "The Students' Strategies in Developing Their Ideas in Writing Essay," *Jadila: Journal of Development and Innovation in Language and Literature Education*1, no. 4 (2021): 389–406, <https://doi.org/10.52690/jadila.v1i4.157>.

¹⁶ حسن دالا يا, M.F. Patel, Praveen M. Jain-English Language Teaching _ Methods, Tools & Techniques.Pdf,n.d., https://www.academia.edu/34287801/M_F_Patel_Praveen_M_Jain_English_language_teaching_methods_tools_and_techniques_pdf.

¹⁷Harmer, Jeremy. (1992). *The Practice of English Language Teaching*. Longman

a. Planning

Before starting writing, the writers must think what is going to write about and what is going to say. It is necessary for writers to write down preliminary notes and some ideas from their heads before writing. Some others do not need to write preliminary notes since they have done all planning in their heads. In planning, the writers have to think of and consider three issues before starting writing. Firstly, the writers have to consider the purpose of writing because it will influence what ideas and information that have to be produced and included in the text. Secondly, the writers have to consider who the audience of writing is since it will influence the structure of the text and paragraph and also whether the text will be formal or informal. Thirdly, the writers have to consider the content structure of writing, in other words, they have to consider the sequence of material that will be included.

b. Drafting

Drafting means that the process of arranging thoughts and ideas on a piece of paper. It contains as many as assumptions to be amended later.

c. Editing (Reflecting and Revising)

Editing focuses on making the text to fulfill the standard of written English text. It is checking the grammar, spelling, punctuation, and so on. While reflecting and revising means some comments and reflections from readers will help the author to make appropriate revises.

d. Final Draft

The final draft is the text that the writers have edited and revised. It may look different from the initial plan and draft since it has been changed. After the final draft has done, then it is ready to be shared to intended audiences.

Based on the process of writing above, a good writing is a result of a complete process of writing. when the writer obeys the rule of writing and follows the steps of the writing process, someone can produce a good writing.

c. **The Purposes of Writing**

A purpose is the motive or reasons why a person composes a particular piece of writing.¹⁸ In choosing the topic or focus for the writing, selecting the form of writing that will be used, whether formal or informal style will be chosen, the length of the text, and what kinds of proof that should be involved, the writer has to have a purpose as their guideline which relies on his/her writing. Several types of writing are writing to deliver, describe, explore or learn, entertain, inform, explain, argue, persuade, judge, problem solve, the last writing to mediate.

¹⁸ Otang Kurniaman, Titik Yuliani, and Mansur Mansur, "Investigating Think Talk Write (TTW) Learning Model to Enhance Primary Students' Writing Skill," *Journal of Teaching and Learning in Elementary Education (Jtlee)* 1, no. 1 (2018): 52, <https://doi.org/10.33578/jtlee.v1i1.5394>.

In conclusion, what and the way the author write principally depends on the reader and the purpose of writing itself. By knowing the goal of writing, the message that the writer desires to share will be received by the reader properly. Moreover, understanding the needs will facilitate the author organize the ide appropriately.

2. Think-Talk-Write Technique

a. Definition of Think-Talk-Write Technique

Think talk write that technique to help students' to think critically. Think-Talk-Write (TTW) is the first technique introduced by Huinker and Laughlin.¹⁹ In their book, they are state that “The Think-Talk- Write strategy builds in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write. The flow of communication progresses from student engaging in thought or reflective dialogue with themselves, to talking and sharing ideas with one another, to writing”.²⁰ It means that the existence of this technique greatly helped students because they can be more active make a sentence in the learning process of writing.

¹⁹ Nurfisi Arriyani and Videla Sari, “Teaching Writing through THINK , TALK , WRITE (TTW) Techniques for Junior High School Level,” *Holistics Journal* 11, no. 2 (2019): 32–40.

²⁰ Fathurrahman Imran, Edi Firman, and Sri Raudhatunnisa, “Applying Think-Talk-Write (Ttw) in the Teaching of Reading Comprehension in Relation To Students’ Critical Thinking Skills,” *Journal of Languages and Language Teaching* 7, no. 1 (2020): 57, <https://doi.org/10.33394/jollt.v7i1.1439>.

Think-Talk-Write technique can help students construct their own knowledge. It is make the students understanding of the concepts is better. Students are also able to communicate or discuss their thought with their friends. The students can help each other and exchange their ideas. This technique can help students to understand the material being taught. It is possible thing, if they are already familiar with the material obtained, they will be easy to apply their idea in writing.

Activity think can be seen from read something clue containing picture and make small note what has been thinking. In making or write a note after reading a clue the students differentiate and unify the ideas presented. Besides learning a routine to make or write a note after reading stimulates the activity of thinking before, during, and after reading notes to enhance students' knowledge even enhance thinking and writing skills. One benefit of this process is to make the record will be an integral part in the learning setting. After the stage of think is completed followed by a phase of talk that communicate using language and words they understand. Talk is important because students use their own language to present his idea to build a theory together. Sharing strategy allows students to skilled talk. Process communication is done through the students' lives. As individuals who interact with the environment and easy to social. In scientific communication process can be constructed and utilized before writing class. The next phase of the write is writing the discussion or dialogue. Activity means constructing

the idea of writing, because after a discussion or dialogue between friends, and later expressed through writing.

b. Procedure of Think Talk Write

Think Talk Write (TTW) technique was introduced by Huinker & Laughlin. thinking and talking are important steps in the process of bringing meaning into student's writing.²¹ In other words, it can be said that before writing a student need to think and talk about what they are going to write. It is done to make they easily write a text and their writing is valued.

Huinker and Laughlin state that the procedure in using TTW. They are :²²

- 1) The flow of TTW technique starts from students engaging in thought or doing reflective dialog with themselves, In this stage individual students to think of possible answers (solving strategies), making little notes about the ideas contained in the readings, and things that are not understood in accordance with its own language.
- 2) talking and sharing ideas with the others, at this stage the students reflect, arrange, as well as test (negotiation, sharing) ideas in group discussions.

This activity is more effective when implemented in a heterogeneous

²¹ Rizka Indahyanti, "Think Talk Write Strategy toward Students' Writing Ability," *Ethical Lingua: Journal of Language Teaching and Literature* 4, no. 2 (2017): 139–50, <https://doi.org/10.30605/ethicallingua.v4i2.627>.

²² Huinker, D.A. and Laughlin, C. in Ratna Prasasti Suminar and Giska Putri, "The Effectiveness of TTW (Think-Talk-Write) Strategy in Teaching Writing Descriptive Text," *Academic Journal Perspective: Education, Language, and Literature* 2, no. 2 (2018): 300, <https://doi.org/10.33603/perspective.v2i2.1666>.

group with 3-5 students. Progress communication students will look at the dialogue in discussions both in exchanging ideas with others or their own reflection it reveals to others.

- 3) And finally writing, students write down ideas that are acquired and the first and second phase activities.

To realize the hope of learning in accordance with the above, designed learning to follow the following steps:

- 1) The teachers decided classroom into several groups. In group consist of 4-6 students.
- 2) Teachers explain about Argumentative paragraph. (Generic structure and Languages Features).
- 3) The teacher divides the picture relating or describe an event that is currently being discussed.
- 4) Students give their responses about the events displayed by the teacher in their own language and make notes Individually small. Each student in group must have their own response. This activity is intended for students to distinguish or bring together the ideas contained in the readings for later translated into the language itself.
- 5) Students discuss with friends in groups to discuss the contents of the note they made. In this activity, Students discuss the results of a collection of ideas that they make in individually in the note.

- 6) After students collect and discuss the results of any of their ideas. Students concluded the results of their ideas into paragraphs argumentative and then they determine where the generic structure of the paragraph that they made.
- 7) The final activity the Students write down the paragraphs of argumentative that they make in a paper and from each group presentation their answer.

c. The Advantage of Think-Talk-Write Technique

There are some advantages from this technique²³ :

- a) Allow students to interact and collaborate to talk about his research or their little notes with other members of his group,
- b) Students engage directly in learning so motivated to learn,
- c) This model centered on students. For example to provide an opportunity in teacher and students served as mediators of learning environment. The teacher becomes the student participation rate monitoring and especially in the discussion. It means that the strategy of TTW it can give advantages for students to create good socialization to each other in writing.

²³ Huinker, D.A. and Laughlin, C. in Ratna Prasasti Suminar and Giska Putri, "The Effectiveness of TTW (Think-Talk-Write) Strategy in Teaching Writing Descriptive Text," *Academic Journal Perspective: Education, Language, and Literature* 2, no. 2 (2018): 300, <https://doi.org/10.33603/perspective.v2i2.1666>.

Based on the explanation above, it can be inferred that Think-Talk-Write Technique has advantages for students. Students can express their ideas through share and discuss with their group. This, make it easier for student to put it in written form.

3. Argumentative Text

a. Definition of Argumentative Text

Argumentative text is kind of text in which the process of making what writers or speakers think clear to themselves and to others are organized systematically.²⁴ Argumentative text requires the writer to embrace a particular point of view and try to convince the readers in order to have the same perspective. The writers also have to arise the problems and attempt to map language into his or her own thoughts and feelings as well as the expectations of the reader. It means, argumentative text is the text that giving opinions or the reasons to reinforce or reject an opinion which aims to convince the reader or listener of a particular topic.

²⁴ MEI SAKRIANI HADRUS, "The Analysis of Students Difficuties in Translating," *Final Project*, no. 20400113114 (2017), <http://repositori.uin-alauddin.ac.id>.

b. Generic Structure of Argumentative Text

The structure of argumentative text has three parts. They are thesis statement, arguments, and reiteration. The further explanation is as follows:²⁵

1) Thesis Statement

Thesis statement is the part that tells the reader about the main topic and point of view of the author. The thesis section is generally located in the first paragraph. In this section explain well the topic discussed so that the message can be conveyed and understood by the reader propyl.

2) Arguments

Arguments are opinions to support the main topics that have been presented before. In this section there are usually more than two opinions. The more arguments presented by the author, the more readers will believe that the topic discussed is an important topic or requires attention.

3) Reiteration

Reiteration is a reaffirmation of the author's position and opinion on the main topic. Reiteration is also often referred to as a conclusion.

This section is always located at the end paragraph.

²⁵ Omid Noroozi et al., "Gender Differences in Students' Argumentative Essay Writing, Peer Review Performance and Uptake in Online Learning Environments," *Interactive Learning Environments*, 2022, 1–15, <https://doi.org/10.1080/10494820.2022.2034887>.

In conclusion, argumentative text consist of thesis statement that explain about the topic of the text and arguments that is a paragraph that expresses opinions in support of the topic presented. And reiteration is the conclusion of the text.

c. Language Features of Argumentative Text

Argumentative text has of five characteristic of language feature. First is the use the use of emotive words.²⁶ The second one is the use of simple present tense. The last one is the use of relational process, internal conjunction (for example, first, second, third), and causal conjunction (for example, therefore, consequently, based on the arguments).

d. Example of Argumentative Text

Table 2.1

Example of Argumentative Text

The Important of English Language	
Thesis Statement	Language is the mean of communication. Mostly groups of society have their own languages. Most people in the world hear about English, Arabic, and Mandarin. However, English is the most global spoken language.

²⁶ Dimas Yudha Putra Garintama, “Analysis on Argumentative Text Written by Eleventh Graders of SMA Hang Tuah 4 Surabaya,” *Retain* 6, no. 1 (2018): 9–16, <https://jurnalmahasiswa.unesa.ac.id/index.php/retain/article/view/22761/20869>.

<p>Arguments</p>	<p>Everyone recognize that English is an international language. English is used in writing and speaking by many people all over in the world. It can be either first or second language. Furthermore, some countries have their own languages as a mother language but also use English mostly in daily communication.</p> <p>Besides usage in daily interaction, English is also used as a key to open doors leading to scientific and technical knowledge. No wonder we find manual guides and instructions of many devices written in English. Even if we have a pack of instant noodle, we will see the cooking instruction also written in English. This transfer of science and technic will include many countries in economic, social and politics development.</p> <p>Finally, the most easily seen in the importance of learning English is that most top requirement in filling job opportunities is the ability using English (active or passive), job applicants who master English are more favorable that ones who do not.</p>
<p>Reiteration</p>	<p>Therefore, the facts above prove that everybody needs to learn English if we likes to great the global era. Especially in this era where people have recognized that English is an international language.</p>

B. Previous Related Study

There are several previous research about Think-Talk-Write, the first on the research is conducted by :

1. Teaching writing recount text at eight grade using think talk write technique by digital story telling.²⁷ This study used descriptive qualitative methods. The researcher used observation sheets, questionnaires, document to collect the data. The subject of the research was grade eight in one of junior high school the total of the students are twenty, which consisted of male and female students. The result of the research, it could be concluded that the think-talk-write technique could improves the students' ability in writing text.
2. Improving Students' Achievement In Writing Narrative Text Through Application of Think Talk Write Strategy.²⁸ This study is use classroom action research design. The study was conducted at MTs.S Al-Husna Marindal Medan. With the object of the research are The ninth Grade class of this school consists of 32 students. The result of this research, the result of the research showed that the students achievement in writing narrative text were improved through teaching narrative text by using Think Talk Write Technique. It can be recommended that the students' creative writing skill in narrative text could be improved by using Think Talk Write Technique.

²⁷ Muhammad Faozi Baidhowi and Mundriyah Pamungkas, "Teaching Writing Recount Text At Eight Grade Using Think-Talk-Write Technique By Digital Storytelling," *PROJECT (Professional Journal of English Education)* 3, no. 6 (2020): 670, <https://doi.org/10.22460/project.v3i6.p670-679>.

²⁸ Siti Fitri Hasibuan, I Wayan Dirgeyasa, and Sri Minda Murni, "Improving Students' Achievement In Writing Narrative Text Through Application of Think Talk Write Strategy" 200, no. Aisteel (2018): 539–42, <https://doi.org/10.2991/aisteel-18.2018.116>.

3. Effectiveness think talk write strategy in teaching writing descriptive text.²⁹ This research consists of two classes of the second grade of UNSWAGATI. The sample of this research are consists of two classes of the second grade of UNSWAGATI. This study used Quasi experimental research. The result of this research, finding teaching by using Think- Talk-Write strategy can effective to students' skill especially in writing descriptive text. This strategy can encourage their learning process.
4. Applying think-talk-write (TTW) in the teaching of reading comprehension in relation to students' critical thinking skills.³⁰ Object of the research is the first-grade students at SMKN 2 Lingsar. The method that use in this research used a quasi-experimental method with the nonequivalent control group design. The result of this research, It can be concluded that Think Talk Write has a positive effect towards students' critical thinking in teaching reading at SMKN 2 Lingsar.
5. Examining think-talk-write (TTW) strategy in students' vocabulary mastery.³¹ This research was conducted in the first-grade students of Junior High School 5 Praya in the academic year 2019/2020. This research used an experimental design in which it employed two groups pre-test and post-test. The result of this research, It can be conclude that Think-Talk-Write has a significant effect on student vocabulary mastery.

²⁹ Suminar and Putri, "The Effectiveness of TTW (Think-Talk-Write) Strategy in Teaching Writing Descriptive Text."

³⁰ Imran, Firman, and Raudhatunnisa, "Applying Think-Talk-Write (Ttw) in the Teaching of Reading Comprehension in Relation To Students' Critical Thinking Skills."

³¹ Qomariyah and Nafisah, "Examining Think Talk Write (Ttw) Strategy in Students' Vocabulary Mastery."

As explanation above, there are many studies that explain the use of TTW technique on vocabulary mastery, reading comprehension and writing skill of descriptive text, narrative text, and the other text. But in this study the research want to know whether using Think-Talk-Write technique can enhance the students writing skill in argumentative text. And in previous studies the method used in the study there are some that use classroom action research, while here researcher use quasi-experimental research.

According to research the excellence of this Think-Talk-Write technique can also encourage students to apply concepts by allowing them to share their opinions and troughs with friends in order to reach an agreement on how to solve problems. Students will also be more engaged in learning because they will be completing their projects in groups.

Based on the previous related study above, the result of the researches used Think-Talk-Write technique has to improve students' writing ability. Yet, the researcher was used Think-Talk-Write technique in this research to know is there the effect on student skill of writing argumentative text.

CHAPTER III

METHODOLOGY OF THE RESEARCH

The research method, population and sample, research instrument, data collection procedure, and data analysis technique are all covered in this chapter.

A. Research Method

The method that the researcher used in This research is quasi-experimental study. This study compared two courses in a non-equivalent comparison group design it used a quasi-experimental design. Experimental research is a research methodology that is used to find out the influence of specific treatment against another in condition that occurs.³² There are two classes in this research. Those are control class and experimental class. The experimental group was given a pre-test, a treatment, and a post-test, while the control group was given merely a pre-test and a post-test using traditional methods in class. An experimental research analyses the relation among two or more variables or it seeks the effect of one variable towards other variables. In other words, an experimental research has a predictive disposition.

³² Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, and R&D*, (Bandung: Alfabeta, 2015)

This research possesses two variable. The first variable is called as independent variable and the second variable is as dependent variable. A variable is the object of the investigation or the subject of the research.³³

In this research independent variable is TTW technique. Wheares, the dependent variable is the variable whose value influenced by independent variable. In this research dependent variable is students' writing skill.

Experimental group indicates the class given the treatment of TTW technique is a technique that used to create a control group, on the other hand, refers to a class that has been subjected to traditional teaching techniques that are typically used by the teacher. After the therapy, the experimental group was given a pre-test and a post-test, same as control group. Then, the scores of post test contrasted with the scores of pre test on the data analysis step to acquire the real result of reseach.

Table 3.1

Experimental Design³⁴

O ₁		O ₂
	X	
O ₃		O ₄

³³ Syukarman Syarnubi, *Metodologi Penelitian Kuantitatif dan Kualitatif*, (Curup: LP2 STAIN Curup,2011), P. 93

³⁴ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif,Kualitatif,dan R&D*,(Bandung: Alfabeta,2015), P.116

The pre-test and post-test could be represented based on Sugiyono's theory as follows :

O₁ : Pre-Test of experimental group

O₃ : Pre-Test of control group

O₂ : Post-Test of experimental group

O₄ : Post-Test of control group

X : Treatment

B. Population and Sample of the Study

1. Population

A research needs to define the population carefully before collecting the sample. Population is a group where the researcher wants the result of the research can from a general idea or conclusion from an event.³⁵ In this research, the population is the eleventh-grade students of MAN 2 Lebong in the academic year 2022/2023. For conducting the research, the researcher selects the two classes which are A as a sample for the control group and B as experiment group. The research used existing group as sample, so the study did not take sample from members of the population individually but in class. There were 2 classes, one as experimental class and other as controlled class. The population in this study can be as in the table below :

³⁵ Ramez Elmasri, "Data Definition," *Encyclopedia of Database Systems*, 2017, 1–2, https://doi.org/10.1007/978-1-4899-7993-3_80736-1.

Table 3.2

The number of population

No	Class	Male	Female	Total
1	XI IPS 1	9	11	20
2	XI IPS 2	11	9	20
3	XI IPA 1	9	11	20
Sum of Population				60

(Source Documentation of MAN 2 Lebong)

2. Sample

Sample is as part or representative of the population study. Sampling is the process of selecting a statistically representative sample of individuals from the population of interest.³⁶ In this research, the researcher took the students in eleventh grade of MAN 2 Lebong that the sample is half of the population. In this research, the researcher used Total Sampling. Total sampling is a number of populations, less than 100 whole populations have sample all research.³⁷ Since students in eleventh grade only consist of 60 students. The researcher was used an intact group sample. An intact group sample is variable research by dividing two groups, namely the experimental group and

³⁶ Farin Kamangar and Farhad Islami, "Sample Size Calculation for Epidemiologic Studies: Principles and Methods," *Archives of Iranian Medicine* 16, no. 5 (2013): 295–300, <https://doi.org/013165/AIM.0010>.

³⁷ Sugiyono, *Metode penelitian pendidikan: (Pendekatan kuantitatif, kualitatif dan R & D)*. Alfabeta, (2013)

control group. There are three class of eleventh grade in MAN 2 Lebong. The students homogeneous abilities across three classes, as established by the approach describe in the homogeneity aspect on main criterion that researchers utilize to choose a sample. Because XI IPA and IPS 1 had mean values that are the most homogeneous based on the average value of the students' result on the researcher students' writing skill exam. Two classes then classify into experimental group and control group by using lucky spin application. So The research selected the experiment group is XI IPA, and the control group is XI IPS 1.

Table 3.3
The number of Sample

No	Class	Male	Female	Total
1	XI IPA (Experiment Group)	9	11	20
2	XI IPS 1 (Control Group)	9	11	20
Sum of Population				40

(Source Documentation of MAN 2 Lebong)

3. Homogeneity Sampling

Homogeneous sampling is defined as the section of participants who are relatively similar in terms of exercise, perspective, or outlook. This results in a restricted, homogeneous sample, which makes data collecting and analysis

easier. The researcher determines the effect of each experiment separately and in combination using the mean of analysis sampler. The homogeneity becomes the instrument to measure students' homogeneity score in all class in XI Classes. Researcher took data from the students' based on students daily test scores which were carried out from students' writing ability test given by the English teacher on the last of the learning material. This means scores can be seen as on the table bellow:

Table 3.4

The Number of Homogeneity

No	Class	Mean Score
1	XI IPA I	64,6
2	XI IPS I	63,8
3	XI IPS 2	53,6

(Source Documentation of MAN 2 Lebong)

Based on the mean scores of class above, the researcher took two mean scores which were in the nearest amount in which. Based on the table above, they are the mean scores possessed by XI IPA and XI IPS 1. The table indicates that XI IPA and XI IPS 1 are the most appropriate classes which can be classified into the level of homogeneity.

Based on homogeneous test conducted on three classes, the results obtained are two homogeneity classes, that are IX IPA and IX IPS 1. Therefore,

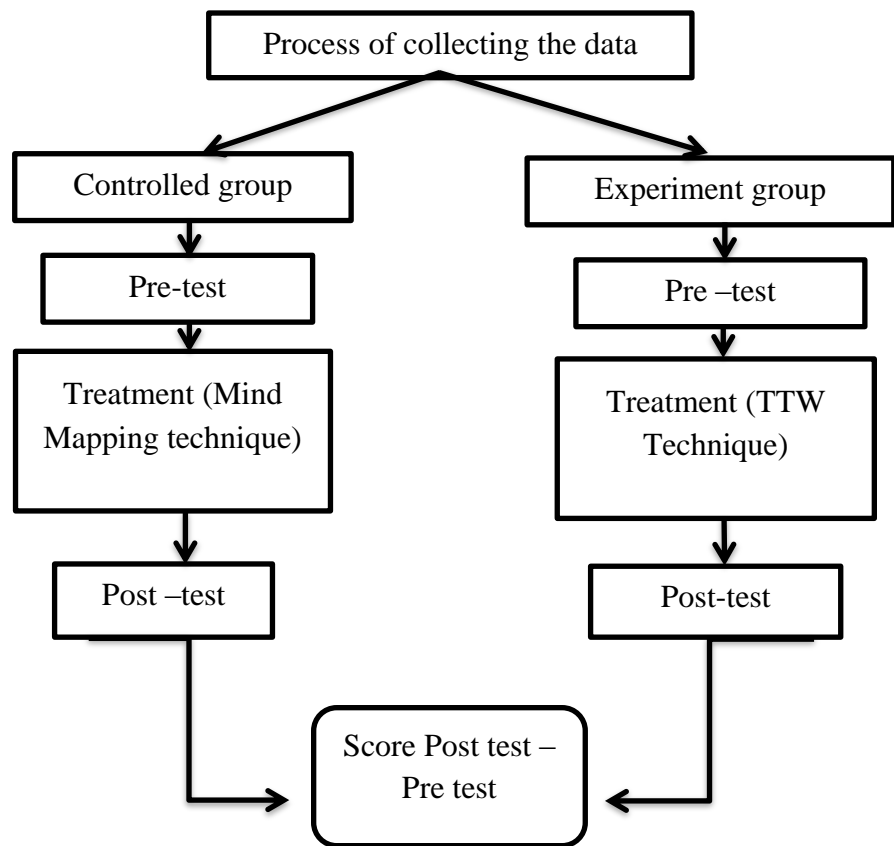
an intact group sample was used in this study, where the intact group sample is a statistical group comparison design.³⁸ Where the class that will be compared is class IX IPS 1 as the control class and class IX IPA as the experimental class.

C. Procedure of the Research

On the framework below, you can see how the research is conducted in both the experimental and control groups:

Table 3.5

Procedure of The Research



³⁸ Punaji Setyosari, *Metode Penelitian Pendidikan dan pengembangan Edisi Keempat*, (Jakarta: PRENADAMEDIA GROUP, 2016), hlm.207

The diagram above shows how this research is carry out, including the procedures taken by the researcher to arrive at the final result.The processes in this research procedure, which included steps for both the experimental and control groups, can be seen below:

1. Procedure in Control Group

In control group, the researcher used the mind mapping technique technique. The processes were as follow for all materials :

a. Pre-teaching activities

- 1) The teacher expresses his greetings to the students.
- 2) The teacher check students' attendance list
- 3) The material is chosen by the teacher.

b. While activities

- 1) The teacher give one topic about argumentative text
- 2) The teacher introduced the material of the lesson in the class based of the theme on lesson planning
- 3) The teacher gives an explanation of the theme on lesson planning
- 4) The teacher explain the use of mind maps of the rule on lesson planning
- 5) Students (individually) write argumentative text based on the mind maps (mind mapping).
- 6) The teacher gave opportunities to the students to asking the material if there something they are not understood

c. Post teaching activities

- 1) Teacher checking understanding the students
- 2) The teacher gave exercise to review the material by using their own language.

2. Procedure in Experimental Group

The procedure of activity in giving The approach utilized in this study for collecting data in the experimental group's with the TTW technique classroom can be viewed as follows :

a. Pre activities

- 1) The teacher extends a greeting to the students.
- 2) The teacher check students' attendance list
- 3) The teacher chooses the material

b. While activities

- 1) In the first ten minutes, the researcher presented and discussed the TTW technique.
- 2) The researcher provided the students a sheet of paper with the theme of a writing activity on it and encouraged them to think about it on their own.
- 3) The researcher divided the students into some groups and asked them to discuss their thoughts on the question and answer on their paper sheet with one another.

4) For 30 minutes, the researcher invited the students to write down their thoughts about the subject with the theme of writing material in the answer sheet with a partner. Each group must be able to express their opinion regarding the given topic and they all have to identify and be able to arguing it correctly.

c. Post activities

- 1) The teacher and students come to a conclusion regarding the teaching materials that have been discussed.
- 2) The teacher asks the students about difficulties that they faced while they are writing and applying the skill.
- 3) The teacher and students conclude about the material.

D. Data Collection Technique

1. Pre-Test

The procedure begins by giving pre-test to both experimental and control class. The pre-test is in the form of a written test. The test consist of some instruction about writing argumentative text. The pre-test was given before treatment in order to know and measure background knowledge of students related to the argumentative text.

2. Treatment

The researcher conducted a argumentative text learning scenario. The experimental class was given treatment by implementing the think-talk-write technique in learning argumentative text. Both of class is learnt the same material about argumentative text the difference is on the teaching methods used. The treatment was given in six meetings for both groups.³⁹ While controlled class was not given think talk-write technique treatment. In this research, the research went through the process six times. This is how the therapeutic schedule:

Table 3.6

List of Schedule in Control Class

Meeting	Control Group	Date
1	Pre-test	Thursday, May 11 th 2023
2	Mind Mapping Technique:	Friday, May 12 th 2023
3	Mind Mapping Technique:	Friday, May 19 th 2023
4	Mind Mapping Technique:	Thursday, May 25 th 2023
5	Mind Mapping Technique:	Friday, May 26 th 2023
6	Mind Mapping Technique:	Thursday, June 1 st 2023
7	Mind Mapping Technique:	Friday, June 2 nd 2023

³⁹ KAMILIA, Maulida Agustin. "The Effect of Think Talk Write Strategy on the Students' Writing Ability in Recount Text of the First Grade Students of SMK PLUS ALMAARIF". *Language-Edu*, 2019, 8.2.

8	Post-Test	Thursday, June 8 th 2023
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Table 3.7

List of Schedule in Experiment Class

Meeting	Experiment Class	Date
1	Pre-test	Wednesday, May 10 th 2023
2	Think-Talk-Write Technique:	Thursday, May 11 th 2023
3	Think-Talk-Write Technique:	Wednesday, May 17 th 2023
4	Think-Talk-Write Technique:	Wednesday, May 24 th 2023
5	Think-Talk-Write Technique:	Thursday, May 25 th 2023
6	Think-Talk-Write Technique:	Wednesday, May 31 th 2023
7	Think-Talk-Write Technique:	Thursday, June 1 st 2023
8	Post-Test	Thursday, June 8 th 2023

3. Post-Test

The research provide the post-test to both experimental and control class. The realization of the post test is the same as the pre-test. The post-test is given in order to measure the ability of students after given different treatments to experimental and controlled class. After that, the results of pre-test and post-test were compared in order to recognize whether the think-talk-write technique is effective on students' ability to write argumentative text.

E. Instruments of the Research

The instrument for this research used paragraph writing test. The test is an assessment instrument that was used to measure students' ability. The researcher used writing test as the instrument of this research. The test was given to both experimental and controlled class before and after treatment or also known as pre-test and post-test. Pre-test was given in order to measure or know the initial ability of students in writing particularly in argumentative text. Furthermore, post-test was given to both experimental and controlled class after treatments that are given to experimental class. It was intended to compare whether the treatment is going to affect students' writing ability.

1. Writing test

The second-grade student curriculum at MAN 2 Lebong served as the basis for the researcher creation of the instrument's content. Additionally, the study instruments were create as writing test because the directions and test item make up the writing portion of exam. To make it simpler for the students to comprehend the test instruction, the instruction have to be clear. Pre-test and post-test are part to of the testing process. For the pre-test and post-test, students are required to produce argumentative text about the important of education. The students can write an argumentative text. The examination was took place at MAN 2 Lebong.

2. Expert Validation

The researcher need an expert to validated the result. The professional in writing subject. In this research the expert validation are the lecturers of English Tadris Study Program. The researcher gave the writing test to professional validator to get the comments and feedback.

3. Trying Out the Test

The try out test aimed at producing the requirement data with relatively valid instrument. The try out was given to another class except experimental and control class for two times. However, the class which will give the tryout should have the same level as the subject of this study it mean same grade. In this research, the try out is conducted in XI IPS 2.

4. Analyzing of the Test Validity

In the process of analyzing, the researcher used an analysis score to provide an assessment of the writing test conducted by the students. Writing assessment refers to an area of study that contains theories and practices that guide the evaluation of a writer's performance or potential through a writing task.⁴⁰ Writing assessment can be considered a combination of scholarship from composition studies and measurement theory within educational assessment. Writing assessment can also refer to the technologies and practices used to evaluate student writing and learning. In writing assessment

⁴⁰ Nadia Behizadeh and George Engelhard, "Historical View of the Influences of Measurement and Writing Theories on the Practice of Writing Assessment in the United States," *Assessing Writing* 16, no. 3 (2011): 189–211, <https://doi.org/10.1016/j.asw.2011.03.001>.

have some method of writing assessment which one is rubric. Rubric is a tool used in writing assessment that can be used in several writing contexts. A rubric consist of a set of criteria or descriptions that guides a rater to score or grade a writer. The rubric can be seen in the table below:

Table 3.8

Scoring Rubric for Assessing Students' Argumentative Text⁴¹

Generic Structure	Indicators	Sub-indicators	Scoring (√)					Note (if any)	Final Score
			1	2	3	4	5		
1) Thesis Statement	Thesis Statement	The thesis statement clearly states the writer's position.							
		The thesis statement is identifiable and focused.							
2) Arguments	Use of Evidence and Arguments	The writer presents strong and relevant evidence to support the thesis statement.							
		The arguments presented are logical and well-supported.							
	Counterargument and Rebuttal	The writer acknowledges potential counterarguments.							
		The writer effectively addresses and refutes counterarguments.							
	Organization and Coherence	The text has a clear and well-organized structure, including introduction, body paragraphs, and conclusion.							
		The ideas flow logically and coherently throughout the text.							
	Use of Persuasive Language	The writer uses persuasive language to effectively influence the reader.							
		The writer employs appropriate and impactful language to strengthen the arguments.							
	Command of Grammar and Spelling	The text demonstrates a high level of grammatical accuracy and proper spelling.							
		The writer uses precise and appropriate language.							

⁴¹ Saeed Latifi and Omid Noroozi, "Supporting Argumentative Essay Writing through an Online Supported Peer-Review Script," *Innovations in Education and Teaching International* 58, no. 5 (2021): 501–11, <https://doi.org/10.1080/14703297.2021.1961097>.

3) Reiteration	Conclusion	The conclusion effectively summarizes the main arguments presented.						
		The conclusion leaves a strong impression and encourages further thought.						
		Total Score						

Scoring Scale:

1-2: Limited or inadequate demonstration.

3-4: Satisfactory demonstration.

5: Strong and exceptional demonstration.

How to fill in the column of final score? **N-score / 70 X 100**

Table 3.9

Qualification Score of Writing Test⁴²

No	Qualification	Score
1	Very Good	86 - 100
2	Good	71 – 85
3	Fair/Enough	56 – 70
4	Poor	41 - 55
5	Very Poor	< 40

⁴² Ankur Joshi et al., “Likert Scale: Explored and Explained,” *British Journal of Applied Science & Technology* 7, no. 4 (2015): 396–403, <https://doi.org/10.9734/bjast/2015/14975>.

F. Validity and Reliability of the Instrument

1. Validity of The Test

Validity test will use to determine whether or not the instrument is appropriate. Validity is the occasion when there is found similarity between the data collected and the actual data on object of the study.⁴³

Based on Sugiyono statement, he recommended that the device used in the test has to be correlation with the materials in the syllabus. The validity test will to reassure that the study instrument could be proper to become pre-test and post-test. In order to determine the test validity, the researcher using SPSS v. 22 for windows program, which is as follow:

Table 3.10

The Result of Validity Test

Correlations				
				ScoreTotal
Soal1	Pearson Correlation	1	.688**	.930**
	Sig. (2-tailed)		.001	.000
	N	20	20	20
ScoreTotal	Pearson Correlation		.930**	1
	Sig. (2-tailed)		.000	
	N		20	20

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

⁴³ Sugiyono, "*Statistika Untuk Penelitian*", (Jakarta: Rineka Cipta, 1988), 172.

Items	R-Count	R-Table	Information
1	0,930	0,396	VALID

Based on the result of the variable validity test in table 3.10 above, it shows that the variable test results are declared valid. Because the item of r-count is 0,930. That means that the r-counts are greater than r-table 0,396.

2. Reliability

Reliability is the characteristic of very good test for it to be valid. A test must be reliable as a measuring instrument. A reliable test on two different occasion, the test should produce the same result.⁴⁴

In collecting data, reliability of test is necessary to be measured too, the pre-test and post-test are started by reliability test. A good instrument in collecting the data will be reliable. The research using SPSS v. 22 for windows program for collecting the data.

Table 3.11

The Result of Reliability Test

(Item 1)

Reliability Statistics

Cronbach's Alpha	N of Items
.810	2

⁴⁴ Brown, H. Douglas, and Teaching By Principles. "An interactive approach to language pedagogy." NY: Longman 430 (2001).

Items	The Value	Information
1	0,810	RELIABILITY

In inputting the data, if the value is greater than 0,60, then statement items can be relied on. Meanwhile, if the value is less than 0,60, that the statement items cannot be relied upon.

Based on the reliability test in the table above, it shows that the value is 0,810. Its means that is greater than 0,60. So it can be concluded that the test data is reliable.

To interpret the level of reliability coefficient can be categorized on the following criteria :

Table 3.12

Categorized of Reliability Coefficient⁴⁵

Criteria	Category
0,8-1	Highest
0,6-0,7	High
0,4-0,5	Enough
0,2-0,3	Low
0-0,1	Very low

⁴⁵ Ary, Donald, et al. *Introduction to research in education*. Cengage Learning, 2018.

Based on the result of the reliability test showed that the value is 0,810. its means that the value have a highest categorized level of reliability.

G. Technique of Data Analysis

The next step after conducting the pre-test and post-test is to analyze the data. The reseacher also analyzed the technique of data analysis examined the result of the data test. the data form the pre test and post test were analyzed to find out whether the results of the test were similar of different.

After the tests are administered to students in the pre-test and post-test, the students' pre-test and post-test scores will be tested. The test was focused on the normality and homogeneity of students' pre-test and post-test scores. If the students' pre-test and post-test scores are normally distributed and homogeneous, the researcher can produce with the paired sample t test and the independent sample t test. Following are the steps to analyze the data:

1. Normality Test

The researcher uses normality test to check whether the post test score of experimental group and control group are normally distributed or not. The test of normality in this study will be measured by using SPSS v. 22 for windows program. It is used to know whether both variables X (independent variable) and Y (dependent variable) are normally distributed. The score in the test of normality must be higher than 0.05 to obtain the normal data.

2. Homogeneity Test

Homogeneity test was used to check whether the post test score of experimental and control group have similar variance or not. The test of homogeneity will be conducted by using SPSS v. 22 for windows program. It is aimed to know the similarity of Y variable score that has been categorized to X variable score. The score of this test must be higher than 0.05 to obtain the homogeneous data.

3. T-Test

As stated before, the t-test is used to know the effect of TTW technique. on the other hand, it was adopted from the score that has been acquired by conducting pre-test and post-test. By using t-test formula, the researcher calculates the students post test score from experimental and control group. The terms in using t-test should be in normal distribution and homogenous variants. There are two kinds of t-test used in this research, paired sample t-test and independent sample t-test. Paired sample t-test used to see the different between pre-test and post-test of a group. Independent sample t-test is used to see the different between experimental group and control group.

CHAPTER IV

FINDING AND DISCUSSION

The research presents the researcher findings in this chapter. The results are based on pre-test evaluations of students' writing skill before to treatment and post- test evaluation of students writing skill using both Mind mapping and Think-Talk-Write (TTW) technique. The result of students' test in pre-test and post-test were scored by two raters. After the researcher got the data, the researcher used IBM SPSS v 22 to know the normality, homogeneity and t-test. Additionally, the researcher calculates the data as the foundation for the thesis discussion.

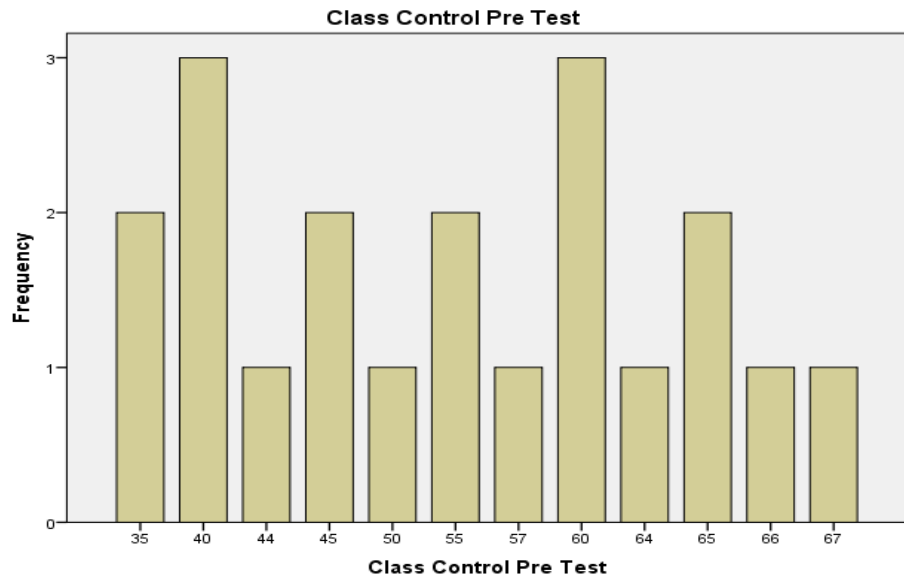
A. FINDING

1. Students' Writing Skill in Control Class (Mind Mapping Technique)

1) Pre-Test in Control Class

In this study, the control class also known as class XI IPS 1, received instruction according to Mind Mapping technique. The researcher administered a pre-test to pupils in order to collect the initial data prior to start of the learning process. The result of the pre-test which was reached can be viewed on the table below in which students' name were presented by students' sequence based on the attendance list.

Chart 4.1 Result of Pre-Test in Control Class



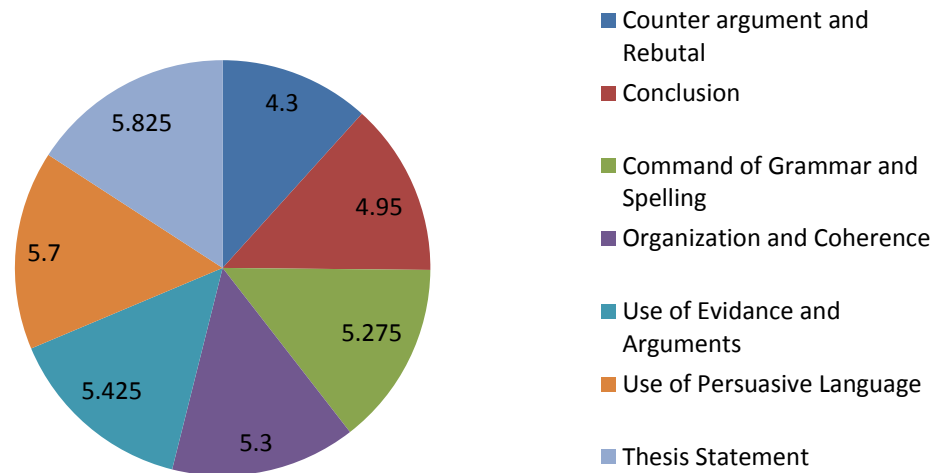
Notes:

Vertical : Number of Students

Horizontal : Students Score

Based on the chart above, it can be seen from 20 students there was 11 students who got score in range (35-55) and 9 students got score in range (56-70) it can be seen that in pre-test control class there was 11 students who had writing skill categorized poor and only 9 students who had writing skill categorized fair. This statement proved that students' writing skill in control class was low. With the mean score is 52,40.

Chart 4.2 The Result of Pre-Test on Control Class Based on the Indicator



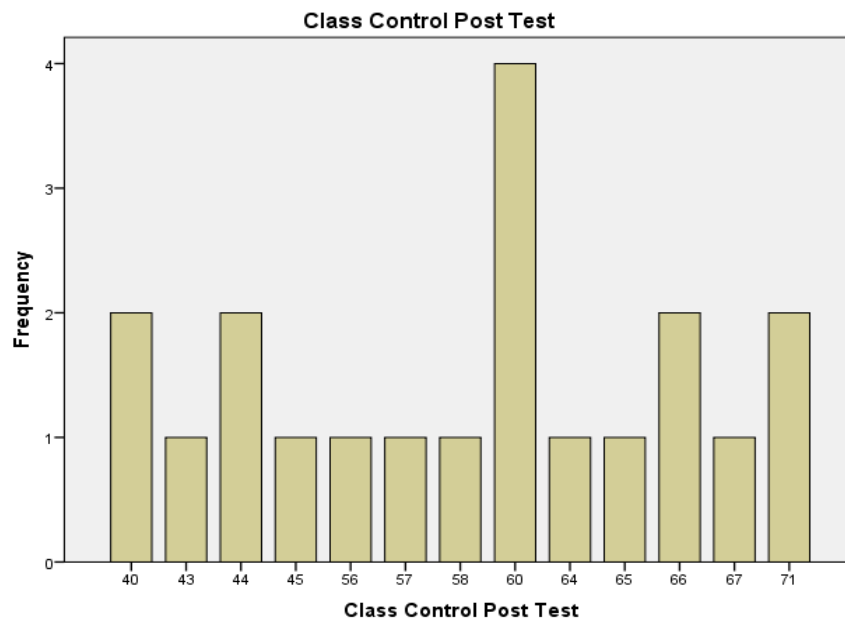
Based on the chart above, where the assessment of the two raters. Based on the assessment indicators of the writing test of argumentative text. It can be concluded that students pre-test of control class was weak on “Counter Argument and Rebuttal” indicator, with the mean score is 4,3. And high on “Thesis Statement” indicator, with the mean score is 5.825. With the mean of total score in pre-test class on control class is 52,40. Its means this mean was poor categorized.

2) Post-Test in Control Class

The result of the post-test given to 20 students in the control class or XI IPS 1 were used to determine the state of the students’ writing skill after the Mind Mapping technique was put into practice. The result of post-test in control class could be viewed based on the table below in which

students' names were represented by students' sequence based on the table list.

Chart 4.3 Result of Post-Test in Control Class



Notes:

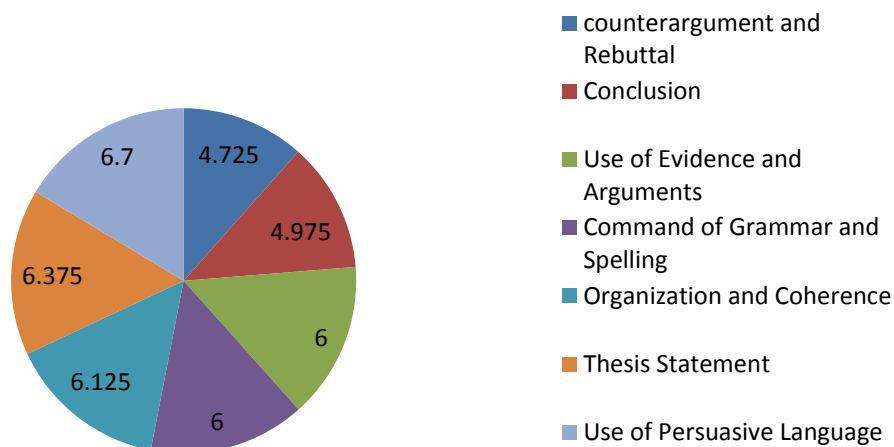
Vertical : Number of Students

Horizontal : Students Score

Based on chart above, it can be seen that from 20 students there was 18 students who got score in range (40-70) and 2 students got score in range (71- 85). It can be concluded that the post-test control class there was 2 students who had writing skill categorized good and 18 students

who had writing skill categorized fair. It can be concluded that there is the improvement of students writing skill in post-test control class. However, students' score in post-test control class did not show the significant result compared to the students score in post-test experimental class. With the mean score is 55,75.

Chart 4.4 The Result of Post-Test on Control Class Based on the Indicator



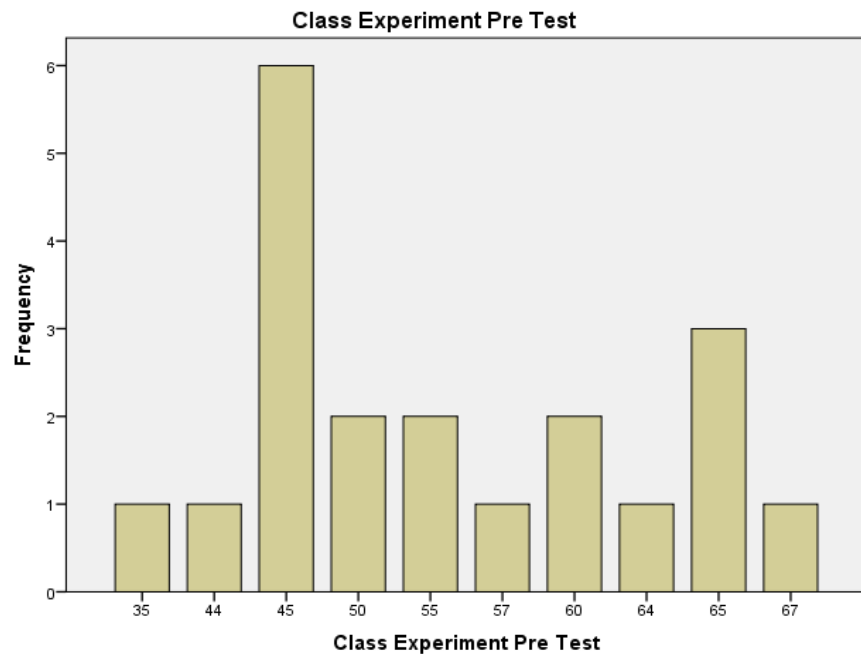
Based on the chart above, where the assessment of the two raters. Based on the assessment indicators of the writing test of argumentative text. It can be concluded that students post-test of control class still weak on “Counter Argument and Rebuttal” indicator, With the mean score is 4,725. And high on “Thesis Statement” indicator, with the mean score is 6,375. With the mean of total score in post-test on control class is 55,75. Its means this mean was poor categorized.

2. Students' Writing Skill in Experimental Class (TTW Technique)

1) Pre-Test in Experiment Class

In this study, a teaching technique known as the Think-Talk-Write (TTW) Technique was used in the experimental class or XI IPA. The researcher provided students a pre-test of argumentative text material in order to gather the initial data before to the learning process. The result of pre-test in the experimental class can be viewed on the table bellow :

Chart 4.5 Result of Pre-Test in Experimental Class

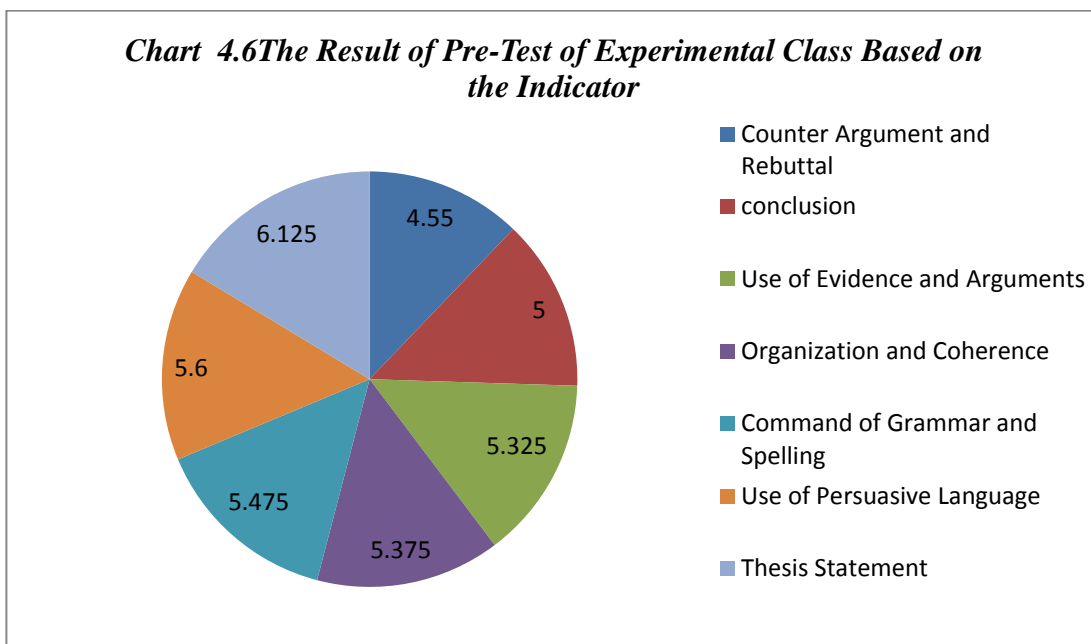


Notes:

Vertical : Number of Students

Horizontal : Students Score

Based on the chart above, it can be seen that from 20 students there was 12 students who got score in range (35-55) and 8 students got score in range (56-70). it can be seen that in pre-test experiment class there was 12 students who had writing skill categorized poor and only 8 students who had writing skill categorized fair With the mean score is 53,10.



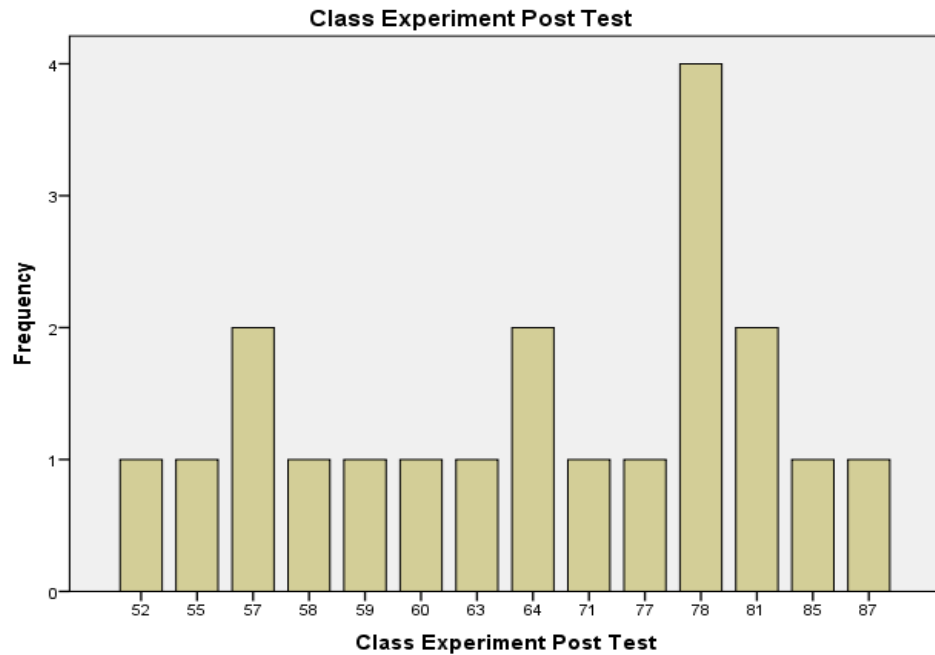
Based on the table above, where the assessment of the two raters. Based on the assessment indicators of the writing test of argumentative text. It can be concluded that the students pre-test of experimental class was weak on “Counter Argument Rebuttal” indicator, with the mean score is 4,55. And high on “Thesis Statement” indicator, with the mean score is 6,125. With the

mean of total score in post-test on control class is 53,10. Its means this mean was poor categorized.

2) Post-Test in Experimental Class

Following the implementation of the Think-Talk-Write (TTW) Technique for teaching argumentative text, the condition of students' writing skill was assessed using the results of a post-test administered to 20 students' in experimental class or XI IPA. The result of post-test in the experimental class can be viewed on the table below :

Chart 4.7 Result of Post-Test in Experiment Class



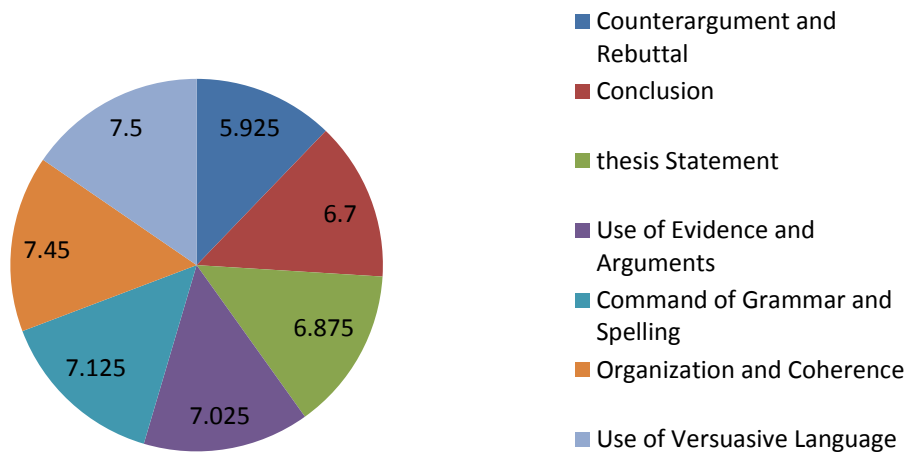
Notes:

Vertical : Number of Students

Horizontal : Students Score

Based on the chart above, it can be seen that from 20 students there was 10 students who got score in range (52-70) and 10 students got score in range (71-85). It can be concluded that in post-test experimental class there was 10 students who had writing skill categorized good and 10 students who had writing skill categorized fair. Based on the statement above, it can be said that students' writing skill was increased in post-test experimental class. With the mean score is 69,25.

Chart 4.8 The Result of Post-Test of Experimental Class Based on the Indicator



Based on the table above, where the assessment of the two raters. Based on the assessment indicators of the writing test of argumentative text. It can be concluded that students post-test of experiment class still weak on “Counter Argument and Rebuttal” indicator, with the mean score is 5,925. And high on “Use of Persuasive Language” indicator, with the mean score is 7,5. But it can be conclude that the final score of the both control class and experimental class are still highest in the experimental class then the control class. With the mean of total score in post-test on Experimental class is 69,25. Its means this mean was good categorized.

After giving the pre-test and post-test to the experimental and control classes, the results of both were given to the ratter to get a score. Then the score was re-tested by the researcher using IBM SPSS v 22. The following is the sequence of the next test.

a. Normality Test

The normality test was applied to find out whether the sample had normal distribution or not. The normality test is tested by using Kolmogorov-smirnov of SPSS v.22. of the result of significance was higher than 0,05 then the data is distributed normal. However, if the result of significance lower than 0,05 it means the data is not distributed normal.

Table 4.1

Normality Test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Class Control Pre Test	.155	20	.200*	.907	20	.057
Class Control Post Test	.174	20	.114	.882	20	.019
Class Experiment Pre Test	.206	20	.026	.909	20	.061
Class Experiment Post Test	.212	20	.019	.903	20	.047

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above was known that the significant value from each pre-test and post-test experimental class was higher than 0,05. The sig/p-values on pre-test of experimental class was 0,026 and it was higher than 0,05 it means that the data is in normal distribution. The p-values on post-test experimental class was 0,019 and it was higher than 0,05 it means that the data is in normal distribution. The significant value from each pre-test and post-test control class also higher than 0,05. The sig/p-values on pre-test of control class was 0,155 and it is higher than 0,05 it means that the data is it normal distribution. The p-values on post-test control class was 0,174 and it was higher than 0,05 it means that the data is in normal distribution. It can be concluded that all of data from pre-test and post-test both experimental and control class is in normal distribution. Therefore, it means that the researcher can continue the pair sample t test.

b. Paired Sample T-Test

Paired sample t-test was done to compare the two paired related class. In this the sample used was same. However both of the sample were given different treatment. To calculate the data in this research, the researcher used SPSS v.22.

Table 4.2
Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Class Control Pre Test - Class Control Post Test	-4.350	4.452	.995	-6.434	-2.266	-4.370	19	.000
Pair 2	Class Experiment Pre Test - Class Experiment Post Test	-15.850	8.165	1.826	-19.671	-12.029	-8.682	19	.000

It can be seen from the table above that score of sig (2-tailed) from pair 1 and pair 2 was 0,000 and it was smaller than 0,05. So it can be concluded that Think-Talk-Write (TTW) Technique enhances students' writing skill.

c. Homogeneity Test

The homogeneity test was carried out in order to know whether the data were homogenous or not. In calculating the homogeneity of the data, the researcher used SPSS v.22 if the result of homogeneity test was higher than criteria of test 0,05 means the data were homogenous.

Table 4.3
Homogeneity Test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Hasil Test Control dan Experimental Class	Based on Mean	1.286	1	38	.264
	Based on Median	.974	1	38	.330
	Based on Median and with adjusted df	.974	1	36.797	.330
	Based on trimmed mean	1.330	1	38	.256

Based on the table above was known that the sig/p value from each data was higher than 0,05 it means that the data is homogeny. Since the data is proven normal and have distribute variance, then the researcher can conduct paired sample t-test and independent sample t-test.

d. Independent Sample T-Test

Independent sample t-test was used to compare two means unrelated groups in order to know whether there was statistical evidence that associated

population means were significantly different. The researcher test the independent sample t-test by using SPSS v.22.

Table 4.4
Independent T-Test

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students' Writing Skill	Equal variances assumed	1.286	.264	3.574	38	.001	12.200	3.413	5.291	19.109
	Equal variances not assumed			3.574	37.669	.001	12.200	3.413	5.289	19.111

It can be seen from the table above that the output of independent sample t test showed that sig (2-tailed) is 0,001 and it was smaller than 0,05. From this output it can be concluded that there is significant difference between students who taught using Think-Talk-Write (TTW) Technique and those who are not.

3. The Significant Effect of Think-Talk-write (TTW) Technique on Student' Writing Skill

Based on the explanation in previous analysis the result showed that TTW technique enhance students' writing skill. And there is a significant difference between students who thought by using TTW technique and those who are not. It can be seen of the result mean score post-test of experiment class and control class. The mean score post-test in experiment class was 69,25 , while control class was 55,75 .

Table 4.5

Descriptive Statistic

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Class Control Pre Test	20	35	67	52.40	11.028
Class Control Post Test	20	40	70	55.75	10.275
Class Experiment Pre Test	20	35	67	53.10	9.397
Class Experiment Post Test	20	52	87	69.25	11.288
Valid N (listwise)	20				

As the table 4.5 showed, the mean of post-test score of experimental class is 69,25 And the mean of post-test score of control class is 55,75 . it can be seen that there is a little difference between mean of post-test experiment and post-test control classes.

From explanation above, it can be concluded that the using of TTW technique in teaching and learning process is effective, especially in teaching writing. Based on research finding in this research, it can be seen that there is any significant difference between students who though by using TTW technique and those who are not. Thus it can be conclude that TTW technique enhance the writing skill of students grade eleventh at MAN 2 Lebong.

The goal of this research were to find out whether TTW technique enhance students' writing skill or not and those the significant different between students who were using TTW technique and those who are not. Based on the explanation in previous analysis, the result showed that TTW technique enhance students' writing skill and there is significant difference between students who thought using TTW technique and those who are not. It can be proved by the result of pre-test and post-test in both experimental and control class. However, before the researcher elaborated the result of the research the process would be discussed first in this part.

In conducting this research, the first step was conducted pre-test by giving writing test. Pre-test was given to the 40 students from experimental and control class to measure their ability before the researcher given them treatment by using TTW technique. After getting the result of pre-test the two groups are given different treatment. Meanwhile in control class the students were thought by using the Mind Mapping technique. The last step, the research conducted the post-test were in the form of writing an argumentative text. The test was used to

measure the students; ability after they were given treatment. The post-test was conducted in the last meeting.

Based on the analysis obtained by using SPSS v 22 from the students' post-test control the mean scores 55,75 . while the mean score of the students' post-test experiment class is 69,25 . it indicates that after giving treatment by using TTW technique student have better achievement.

The result showed that TTW technique enhance students' writing skill and there is significant difference between the students taught by TTW technique and those who thought by Mind Mapping technique. This can be seen from the result of pre-test and post-test in both groups. The mean score of pre-test in experimental class was 53,10 With minimum score was 35 and maximum score was 67. The mean score of post-test in experimental class was 69,25 With minimum score was 52 and maximum score was 87 . Meanwhile, the mean score of pre-test of control group was 52,40 with minimum score was 35 And maximum score was 67. The mean score of post-test in control class was 55,75 with minimum score was 40 and maximum score was 70 . From the data explained before, it can be seen that students score in experimental class is higher than students in control class. It means that TTW technique enhance students' writing skill and there is significant difference between students who thought by using TTW technique and those who thought by using Mind Mapping technique.

Based on the assessment indicators of the writing test of argumentative text. It can be concluded that students pre-test of control class was weak on “Counter Argument and Rebuttal” indicator, with the mean score is 4,3. And high on “Thesis Statement” indicator, with the mean score is 5,825. And of the students post-test of control class still weak on “Counter Argument and Rebuttal” indicator, With the mean score is 4.725. And high on “Thesis Statement” indicator, with the mean score is 6.375. For the pre-test in experimental class, students pre-test of experimental class was weak on “Counter Argument Rebuttal” indicator, with the mean score is 4,55. And high on “Thesis Statement” indicator, with the mean score is 6,125. And also students post-test of experiment class still weak on “Counter Argument and Rebuttal” indicator, with the mean score is 5,925. And high on “Use of Persuasive Language” indicator, with the mean score is 7,5. But it can be conclude that the final score of the both control class and experimental class are still highest in the experimental class then the control class. It can be seen from the mean score of experimental class (69,25) and control class (55,75).

From explanation above, it can be conclude that the using of TTW technique in teaching and learning process is effective especially in teaching writing. Based on the research finding in this research, it can be seen that there is any significant difference between students who thought by using TTW technique and those who are not. Thus, it can be concluded that TTW technique enhance the writing

skill of students grade eleventh at MAN 2 Lebong in the academic year 2022/2023.

B. Discussion

Research finding on students MAN 2 Lebong in control class and experimental class show the different writing ability after the treatment, which is the experimental class used TTW technique in learning and control used Mind Mapping technique. In this section, the findings are discussed more detailed based on the previous findings.

To figure out the writing skill of students at MAN 2 Lebong, researcher distributed essay writing to all students for the pre-test and post-test. The researcher used essay writing to assess the students' writing skill. After distributing the printed essay writing to 40 students of the eleventh grade students at MAN 2 Lebong and the researcher successfully collected and also got the result. The assess contains 1 instruction and 7 indicators: Thesis statement, Use of evidence and arguments, Counterargument and rebuttal, Organization and coherence, Use of persuasive language, Command of grammar and spelling, Conclusion.

a. Writing Skill Under The Teaching by Think-Talk-Write (TTW) Technique in Experimental Class

In this research XI IPA class is an experimental class that used the TTW technique as a treatment. From the research result obtained by the researcher through the data analysis, it show that this TTW technique has an enhances on

students' writing skill. It can be proved by the result of post-test 69,25 Means score of experiment class higher than 55,75 Mean score of control class.

Besides that, there was an increase from the pre-test to the post-test scores in the experimental class after being given treatment. This is proven through the result of the data from the assessment by two raters.

b. Writing Skill Under the Teaching by Using Mind Mapping Technique in Control Class

In this research, XI IPS 1 class is a control class that used the Mind Mapping technique. This class is not given treatment by using the TTW technique. The result of the post-test show that 55,75 Mean score of control class is lower than 69,25 Mean score of experimental class.

Although both classes' post-test averages improved, the experimental class outperformed the control class. Furthermore, after the pre-test, the researcher used TTW technique to increase the students writing skill. The researcher used a level significance of 0.05 in this study $T_{\text{value}} > T_{\text{table}}$ to is higher than t_t which the null hypothesis (H_0) was accepted. which means there is the significant effect of using TTW Technique on students' Writing Skill.

From the result, the researcher can prove that the use TTW technique is effective in increasing students' writing skill. It can be conclude with the statement bellow :

1) Control Class (Mind Mapping Technique)

In the control class the teacher though mind mapping techniques with the same material taught in the experiment class. Mind mapping do help students to plan and organize their ideas for writing tasks.⁴⁶ Based on findings in research, where in the control class using mind mapping technique could not improve students writing skill. It can be seen in previous discussion where the post-test of the mean score in control class(55,75) is lower than the class experiment(69,25).

2) Think-Talk-Write Technique

In the experiment class the researcher tough TTW technique. Think-Talk-Write technique builds in time for thought, reflection and for the organization of ideas among many students in writing. It is believed to be helpful for students in the writing process because they will express their ideas freely and can also improve student' writing skill themselves.⁴⁷ From the research result obtained by the researcher through the data analysis, it show that this TTW technique has an enhances on students' writing skill. It can be proved by the result of post-test 69,25 Means score of experiment class higher than 55,75 Mean score of control class.

Some relevant studies also show the great result of using TTW technique in teaching writing. The first previous related study by Siti Fitri Hasibuan who

⁴⁶ S.A Naqbi "The Use of Mind Mapping to Develop Writing Skills in UAE Schools", Education, Business and Society: Contemporary Middle Eastern Issues, Vol. 4 Iss: 2,-2011

⁴⁷ Huinker, D.A. dan Laughlin, C. (1996). Talk Your Way into Writing. Dalam P.C Elliot dan M.J Kenney (Eds). Yearbook Communication in Mathematics K-12 and Beyond. Reston, VA: The National Council of Teachers of Mathematics.

conducted a classroom action research to find whether TTW technique can improve the students' ability in writing text. Another relevant study is classroom action research which had done by Firda Hasna Hikmawati that investigated the implementation of Think-Talk-Write strategy in improving writing skill in descriptive text. The study showed that Think-Talk Write technique not only succeeded in improving students' writing skill. Meanwhile, in this research the researcher conducted a quasi-experimental research to see the effect of TTW technique on students' writing skill.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. Based on the findings obtained by the researcher, it can be concluded that the TTW technique can enhance the students' writing skill. It can be seen from the finding and discussion before.
2. Based on the results obtained by researcher, it was found that the student scores in the control class using Mind Mapping techniques were lower than the experimental class using TTW technique
3. The using of TTW technique in teaching and learning process is effective, especially in teaching writing. Based on research finding in this research, it can be seen that there is any significant difference between students who though by using TTW technique and those who are not. Thus it can be concluded that TTW technique enhance the writing skill of students grade eleventh at MAN 2 Lebong.

There are some limitation on the research. First the lack of participation from students during the researchers conducted the research. Second, the limited of time is very short in the research. And the last, the limited use of media in the learning process.

B. Suggestion

Based on the finding and discussion stated in the previous chapter, some suggestion are given the participants who are closely related to the research. They are presented as follows :

1. For English Teacher

The English teacher should consider the students' need and interest before designing writing materials. It is important for teacher to use various activities that is appropriate to the students' need. Because, it can reduce students' boredom and monotonous during teaching and learning process. the English teacher can consider to use Think-Talk-Write (TTW) technique as one of the appropriate activities on teaching writing. By applying this technique the teacher will reduce the stress of the students in facing the difficulty of writing. So it will make the students are motivated and confidence in writing.

2. For Students

The students should improve their writing ability and also have high motivation in writing because nowadays writing is very important in daily life even now writing is used as the tool to measure the students achievement particularly in language learning. By having a good ability in writing indicates they have a good achievement in learning English.

3. For the Other Researchers

The weakness of this study is its limited time in implementing the action. Other researchers who are interested in the same field are recommend to implement the action in longer period of time to get more maximum results. So that the improvement will be more significantly seen. The implementation of Think-Talk-Write (TTW) technique in teaching writing can be sustained to conduct in other schools or even other skill in English. Other researchers are expected to convey this treatment into a research in order to other schools can automatically be acquainted concerning with the effectiveness of using Think-Talk-Write (TTW) Technique in teaching writing.

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

Nomor : 366 Tahun 2023

Tentang
PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor 019558/B.11/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** : 1. Surat Rekomendasi dari Ketua Prodi TBI Nomor :B.147/FT.5 /PP.00.9/03/2023
2. Berita Acara Seminar Proposal Pada Hari Senin, 06 Maret 2023

MEMUTUSKAN :

- Menetapkan**
Pertama : 1. Dr. Eka Apriani, M.Pd 19900403 201503 2 005
2. Dr. Paidi Gusmuliana, M. Pd 19840817 201503 1 004

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Wulandari Ekawijaya

N I M : 19551066

JUDUL SKRIPSI : The Effect of Think-Talk-Write (TTW) Technique on Students' Writing Skill

- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;



Tembusan :

1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH

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Fax.(0732) 21010 Homepage [http:// www.iaincurup.ac.id](http://www.iaincurup.ac.id) E-Mail : admin@iaincurup.ac.id

09 Mei 2023

Nomor : 771 /In.34/FT/PP.00.9/05/2023
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

Kepada Yth. Kepala Kementerian Agama
Kabupaten Lebong

Assalamualaikum Wr.Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Wulandari Ekawijaya
Nim : 19551066
Fakultas/Prodi : Tarbiyah/ TBI
Judul Skripsi : The Effect Of Think-Talk-Write (TTW) Technique On Students' Writing Skill
Waktu Penelitian : 09 Mei - 09 Agustus 2023
Tempat Penelitian : MAN 2 Lebong

Mohon kiranya Bapak berkenan memberikan izin penelitian kepada mahasiswa yang bersangkutan.
Demikian atas kerja sama dan izinnya diucapkan terima kasih

A.n Dekan

Wakil dekan I



Tembusan disampaikan Kepada :

1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN LEBONG

Jl. Komplek Perkantoran, Tubei, Lebong Atas
Telepon (0738) 21317; Faksimili (0738) 21317;
Email : lebong.kemenag@gmail.com

SURAT IZIN PENELITIAN

Nomor: B- 1336 /Kk.07.09.2/TL.00/05/2023

Dasar : Surat Wakil Dekan I IAIN Curup Nomor: 771/In.34/FT.1/PP.00.9/05/2023 tanggal 09 Mei 2023 tentang Permohonan Izin Penelitian,

Kepala Kantor Kementerian Agama Kabupaten Lebong, memberikan izin kepada saudara:

No.	Nama	NIM	Fakultas/Prodi
1.	Wulandari Ekawijaya	19551066	Tarbiyah/TBI

Untuk melaksanakan Penelitian dengan Judul Skripsi "The Effect of Think-Talk-Write (TTW) Technique on Students' Writing Skill" bertempat di MAN 2 Lebong dengan waktu penelitian dari tanggal 09 Mei s.d 09 Agustus 2023.

Dengan catatan :

1. Selama melaksanakan kegiatan tidak boleh bertentangan dengan peraturan yang berlaku;
2. Kegiatan benar-benar dapat dilakukan dengan baik dan dapat dipertanggungjawabkan;
3. Setelah selesai melaksanakan penelitian melaporkan hasilnya ke Kantor Kementerian Agama Kabupaten Lebong dan Unit kerja yang bersangkutan.

Demikianlah Surat Izin Penelitian Skripsi ini diberikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.

Tubei, 10 Mei 2023
Kepala

Agus Salim

Tembusan :

1. Rektor IAIN Curup;
2. Yang Bersangkutan.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN LEBONG
MADRASAH ALYAH NEGERI 2 LEBONG
Jln. Kampung Jawa No. 10 Telp. (0738) 21634
Kode Pos 39164 e-mail : manlebong@gmail.com

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor : B-057/Ma.07.14/PP.00/06/2023

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah Negeri 2 Lebong menerangkan bahwa :

Nama : **WULANDARA EKAWIJAYA**
NIM : 19551066
Perguruan Tinggi : IAIN Curup
Program Studi : Tarbiyah
Jurusan : Tadris Bahasa Inggris
Judul Skripsi : **"The Effect of Think-Talk-Write (TTW) Technique on Students' Writing Skill"**

Mahasiswa tersebut di atas, telah melaksanakan Penelitian dari tanggal 10 Mei s.d 15 Juni 2023.
Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Lebong, 15 Juni 2023



Kepala,
H. Kamidin, M.PMat
NIP. 198205252006041001



IAIN CURUP

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : MULANDARI EKAWIJAYA
 NIM : 19551066
 FAKULTAS/PRODI : TARBIYAH / TADRIS BAHASA INGGRIS (TBI)

PEMBIMBING I : DR. EKA APRIANI, M.Pd
 PEMBIMBING II : DR. PAIDI GUSMULIYANA, M.Pd
 JUDUL SKRIPSI : THE EFFECT OF THINK-TALK-WRITE (TTW) TECHNIQUE ON STUDENTS' WRITING SKILL

- * Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;
- * Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;
- * Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan diharapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.



IAIN CURUP

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : MULANDARI EKAWIJAYA
 NIM : 19551066
 FAKULTAS/PRODI : TARBIYAH / TADRIS BAHASA INGGRIS (TBI)

PEMBIMBING I : DR. EKA APRIANI, M.Pd
 PEMBIMBING II : DR. PAIDI GUSMULIYANA, M.Pd
 JUDUL SKRIPSI : THE EFFECT OF THINK-TALK-WRITE (TTW) TECHNIQUE ON STUDENTS' WRITING SKILL

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I.

DR. EKA APRIANI, M.Pd
 NIP. 199004032015032005

Pembimbing II.

DR. PAIDI GUSMULIYANA, M.Pd
 NIP. 196408172015031004



IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1		Revisi Background & Rubric Format.		
2		Revisi BAB 1-3		
3		Instrument ACC BAB 1-3		
4		Revisi Instrument (ACC Instrument & penelitian)		
5		BIMBINGAN RUBRIC		
6		BIMBINGAN BAB 4-5		
7		Revisi BAB 4-5		
8		ACC SIDANG MUMBASAH		



IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1		Revisi BAB 1 (Background, Research gap)		
2		Revisi BAB 1-2		
3		Instrument ACC BAB 1-3		
4		Revisi Instrument (ACC Instrument & penelitian)		
5		Bimbitangan BAB 4-5		
6		Revisi BAB 4-5		
7		Revisi BAB 4-5		
8		ACC SIDANG MUMBASAH		

Pre-Test
Students Worksheet (Instrument)

Name :
Class :
School :

 A cartoon illustration showing three children in school uniforms. One boy is pointing and shouting at a girl who is sitting on the ground, looking sad. Another boy is standing behind her, holding a small object.	 A photograph of a classroom. A teacher is standing at the front near a projector screen, and several students are raising their hands.	 A photograph of a young boy sitting at a desk, focused on using a laptop computer.
The Psychological Impact of Bullying	The Important of Education	The Impact of Technology in Education

Please write an Argumentative text based on the criteria below:

1. Choose one of the topics according to the pictures above and write an Argumentative text according to the topic you **choose**.
2. The Argumentative text consist of 3 generic structures (Thesis, Arguments, and Reiteration)
3. Your Argumentative text must consist of 5 paragraphs (each paragraph **consists** of 5 sentences)
4. Time **allocation**: 90 minutes

**Post-Test
Students Worksheet (Instrument)**

Name :
Class :
School :

		
The Psychological Impact of Bullying	The Important of Education	The Impact of Technology in Education

Please write an Argumentative text based on the criteria below:

1. Choose one of the topics according to the pictures above and write an Argumentative text according to the topic **you choose**.
2. The Argumentative text consist of 3 generic structures (Thesis, Arguments, and Reiteration)
3. Your Argumentative text must consist of 5 paragraphs (each paragraph **consists** of 5 sentences)
4. Time **allocation:** 90 minutes

Catatan Validator

1. Menurut Validator, prompt yang dibuat oleh peneliti yang disasarkan untuk mengukur keterampilan menulis argumentative text, sudah bagus dan sudah valid secara konten untuk digunakan sebagai soal pretest dan posttest.
2. Bagian yang diwarnai biru adalah kesalahan pengetikan yang sudah validator periksa.

3. Bagaimanapun juga, peneliti belum membuat rubrik yang bisa digunakan oleh Rater untuk mengukur atau memberi scoring terhadap tulisan argumentative text siswa. Prinsip instrument untuk mengukur performance test harus sepasang, yaitu prompt (soal tes) dan rubrik (patokan mengukur atau patokan menilai).
4. **Validator membantu membuat rubrik yang peneliti dan rater bisa gunakan untuk mengukur atau menilai hasil tulis argumentative text. Rubrik dapat dilihat pada sajian di halaman berikut ini.**

Rubric for Evaluating Argumentative Texts

Generic Structure	Indicators	Sub-indicators	Scoring (√)					Note (if any)	Final Score
			1	2	3	4	5		
1) Thesis Statement	Thesis Statement	The thesis statement clearly states the writer's position.							
		The thesis statement is identifiable and focused.							
2) Arguments	Use of Evidence and Arguments	The writer presents strong and relevant evidence to support the thesis statement.							
		The arguments presented are logical and well-supported.							
	Counterargument and Rebuttal	The writer acknowledges potential counterarguments.							
		The writer effectively addresses and refutes counterarguments.							
	Organization and Coherence	The text has a clear and well-organized structure, including introduction, body paragraphs, and conclusion.							
		The ideas flow logically and coherently throughout the text.							
	Use of Persuasive Language	The writer uses persuasive language to effectively influence the reader.							
		The writer employs appropriate and impactful language to strengthen the arguments.							
	Command of Grammar	The text demonstrates a high level of grammatical accuracy							

	and Spelling	and proper spelling.							
		The writer uses precise and appropriate language.							
3) Reiteration	Conclusion	The conclusion effectively summarizes the main arguments presented.							
		The conclusion leaves a strong impression and encourages further thought.							
Total Score									

Scoring Scale:

1-2: Limited or inadequate demonstration.

3-4: Satisfactory demonstration.

5: Strong and exceptional demonstration.

How to fill in the column of final score? **N-score / 70 X 100**

Catatan tambahan

1. Menurut validator, prompt dan rubric di atas sudah valid dan bisa digunakan sebagai alat ukur keterampilan menulis teks argumentative
2. Secara konten, instrument ini sudah valid, dan sudah siap digunakan untuk mengambil data.
3. Peneliti tidak perlu memvalidasi instrument dengan prinsip construct validation karena ini adalah performance test yang tidak menggunakan items seperti tes multiple choice atau kuesioner. Dengan demikian, peneliti tidak perlu melakukan tryout untuk menguji construct validity pada performance test (baik writing test maupun speaking test, dalam hal ini writing test). Peneliti cukup melakukan content validation.
4. **Silahkan peneliti gunakan prompt dan rubric ini untuk mengambil data pretest dan posttest.**

Curup, 4 Juni 2023

Validator



Ruly Morganna, M.Pd

**Pre-Test
Students Worksheet (Instrument)**

Name :
Class :
School :

 A cartoon illustration showing a group of four children in school uniforms. One boy is pointing and shouting at a girl who is sitting on the ground, looking distressed. Another boy is standing behind her, and a girl is holding a small object, possibly a toy or a piece of candy, near the girl on the ground.	 A photograph of a classroom. A teacher is standing at the front, pointing at a screen. Several students are sitting at desks, and some have their hands raised, indicating an active learning environment.	 A photograph of a young boy sitting at a desk, focused on using a laptop computer. He is wearing a light blue shirt and is looking intently at the screen.
The Psychological Impact of Bullying	The Important of Education	The Impact of Technology in on Education

Please write an Argumentative text based on the criteria below :

1. Choose one of the topics according to the pictures above and write an Argumentative text according to the topic you choose
2. The Argumentative text ~~consist~~ **consists** of 3 generic structures (Thesis, Arguments, and Reiteration)
3. Your Argumentative text must consist of 5 paragraphs (each paragraph ~~consist~~ **consists** of 5 sentences)
4. Time allocation : 90 minutes

**Post-Test
Students Worksheet (Instrument)**

Name :
Class :
School :

 A cartoon illustration showing four children in school uniforms. One boy is pointing and laughing at a girl who is sitting on the ground, looking sad. Another boy is standing behind her, and a girl is holding a small object, possibly a toy or a piece of candy, looking on.	 A photograph of a classroom. A teacher is standing at the front, pointing at a screen. Several students are sitting at desks, some with their hands raised, indicating an active learning environment.	 A photograph of a young boy sitting at a desk, focused on using a laptop computer. He is wearing a light blue shirt.
The Psychological Impact of Bullying	The Important of Education	The Impact of Technology in on Education

Please write an Argumentative text based on the criteria below :

1. Choose one of the topics according to the pictures above and write an Argumentative text according to the topic you choose
2. The Argumentative text ~~eonsist~~ **consists** of 3 generic structures (Thesis, Arguments, and Reiteration)
3. Your Argumentative text must consist of 5 paragraphs (each paragraph ~~eonsist~~ **consists** of 5 sentences)
4. Time allocation : 90 minutes

Notes from Validator:

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. In addition, please pay attention to your spelling.

- The **blue color words or statements** mean the validator's additional point for your instrument.
- The **red color** means something that you need to revise or delete.

Make sure your questions are appropriate for the students' level of English Competence.

Curup, th of May 2023

Validator

A handwritten signature in black ink, consisting of a large, stylized initial 'N' followed by several vertical strokes and a horizontal line at the bottom.

Nastiti Handayani, M.Pd

**Surat Pernyataan
(Informed Connect)
Sebagai Interrater Penelitian**

Yang bertanda tangan di bawah ini saya

Nama : Rizki Indra Gucci

Umur : 27 Tahun

Pekerjaan : Dosen

Setelah mendapat penjelasan dari penelitian dengan judul **“The Effect Of Think-Talk-Write (TTW) Technique on Students’ Writing Skill”** seta telah mendapat petunjuk tentang pelaksanaan penelitian, maka dengan ini saya menyatakan bahwa saya telah memberikan penelitian yang sungguh-sungguh dan bertanggung jawab atas penilaian writing teks dari siswa/i kelas XI IPA dan IPS 1 MAN 2 Lebong.

Demikian surat pernyataan ini saya buat dengan sungguh-sungguh tanpa ada paksaan dari pihak manapun. Kiranya dapat digunakan dengan sebaik-baiknya sebagai pegangan bagi peneliti dan pihak lain yang berkepentingan dalam penelitian ini.

Curup, 2023

Peneliti



Wulandari Ekawijaya

Interrater Reliability



Rizki Indra Gucci, M. Pd

**Surat Pernyataan
(Informed Connect)
Sebagai Interrater Penelitian**

Yang bertanda tangan dibawah ini saya

Nama : Melli Kusmaningrum

Umur :

Pekerjaan : Dosen

Setelah mendapatkan penjelasan dari peneliti tentang penelitian dengan judul **“The Effect of Think-Talk-Write (TTW) Technique on Students’ Writing Skill”**serta telah mendapat petunjuk tentang pelaksanaan penelitian, maka dengan ini saya menyatakan bahwa saya telah memberikan penilaian yang sungguh-sungguh dan bertanggung jawab atas penilaian Writing Teks dari siswa/i kelas XI IPA dan XI IPS 1 MAN 2 Lebong.

Demikian surat pernyataan ini saya buat dengan sungguh-sungguh tanpa ada paksaan dari pihak manapun. Kiranya dapat digunakan dengan sebaik-baiknya sebagai pengangan bagi peneliti dan pihak lain yang berkepentingan dalam penelitian ini.

Peneliti



Wulandari Ekawijaya

Curup, 2023
Interrater Reliability



Melli Kusmaningrum, M.Pd

APPENDIX 7

SATATISTIC DATA ANALYSIS

The Score of Students' Pre-Test and Post-Post Test in Control and Experimental Classes

No	Subject	Control Cass		Experiment Class	
1	Student 1	64	66	65	63
2	Student 2	45	56	45	71
3	Student 3	40	44	64	77
4	Student 4	40	44	55	78
5	Student 5	45	65	65	85
6	Student 6	44	45	57	78
7	Student 7	65	66	45	64
8	Student 8	35	40	67	87
9	Student 9	60	60	55	57
10	Student 10	57	60	44	57
11	Student 11	66	71	45	52
12	Student 12	55	58	65	78
13	Student 13	60	60	60	81
14	Student 14	40	43	45	78
15	Student 15	40	57	35	59
16	Student 16	35	40	45	55
17	Student 17	60	64	50	64
18	Student 18	55	60	50	60
19	Student 19	55	60	50	60
20	Student 20	65	67	45	58
Total		1.042	1.137	1.062	1.379
Average		52,1	55,75	53,1	69,25

Max	67	71	67	87
Min	35	40	35	52

APENDIX 8

SCORE DISTRIBUTING IN SEVEN INDICATORS OF ARGUMENTATIVE TEXT WRITING SKILL FROM RATER 1 AND RATER 2

PRE-TEST CONTROL CLASS

Subject	Indicator							Sum	Total Score N-score / 70 X 100
	Thesis Statement	Use of Evidence and Arguments	Counterargument and Rebuttal	Organization and Coherence	Use of Persuasive Language	Command of Grammar and Spelling	Conclusion		
Student 1	7	5.5	5	6.5	7.5	6.5	7	45	64
Student 2	6	4	4.5	4	4	5	4.5	32	45.5
Student 3	5.5	5.5	3	4	4	4	3.5	29	41.5
Student 4	4	5	4	4	4	5	3	28.5	40.5
Student 5	6	4	3.5	4	5	5	4.5	32	45.5
Student 6	6	5	3	4	4.5	4	4.5	31	44
Student 7	7	6.5	6	6.5	7.5	7	5.5	46	65
Student 8	4	4	3	3.5	3.5	3	4	25	35.5
Student 9	7	5.5	5	6	6.5	6	6	42	60
Student 10	6.5	5.5	5	6.5	6.5	4.5	5.5	40	57
Student 11	6.5	7	5	6	6.5	6	5	42	60
Student 12	5.5	5.5	3.5	6	7	6	5	38.5	55
Student 13	7	5.5	5	6	6.5	6	6	42	60
Student 14	6.5	7	7	7	6.5	6.5	6.5	47	67
Student 15	4	4.5	2	4.5	5	4	4	28	40
Student 16	5	5.5	4	5.5	5	5	5	35	50
Student 17	4	4	3	3.5	3.5	3	4	25	35.5
Student 18	6.5	7	5	6	6.5	6	5	42	60
Student 19	5.5	5.5	3.5	6	7	6	5	38.5	55
Student 20	7	6.5	6	6.5	7.5	7	5.5	46	65.5
Average	5.825	5.425	4.3	5.3	5.7	5.275	4.95	36.725	52.325

POST-TEST CONTROL CLASS

Subject	Indicator							Sum	Total Score N-score / 70 X 100
	Thesis Statement	Use of Evidence and Arguments	Counterargument and Rebuttal	Organization and Coherence	Use of Persuasive Language	Command of Grammar and Spelling	Conclusion		
Student 1	8	6.5	5	7	8	6.5	5.5	46.5	66
Student 2	6	6.5	3	6.5	6	5.5	6	39.5	56
Student 3	4	5	3	4.5	5	5	4.5	31	44
Student 4	4	5	3	4.5	5	5	4.5	31	44
Student 5	7	6.5	5	6.5	7.5	6.5	6.5	45.5	65
Student 6	6	6.5	5.5	7	6.5	5.5	6	43	61.5
Student 7	8	6.5	5	7	8	6.5	5.5	46.5	66
Student 8	5	5	4	5	4.5	4	3.5	31	44.5
Student 9	7	6	5	6	7	7	4.5	42.5	60.5
Student 10	7	6	5	6	7	7	4.5	41.5	60.5
Student 11	9.5	7	6	7	8	6.5	5.5	49.5	70.5
Student 12	6.5	5.5	5	6	7	5.5	5	40.5	58
Student 13	7	6	5	6	7	7	4.5	42.5	60.5
Student 14	9.5	7	6	7	8	6.5	5.5	49.5	70.5
Student 15	3	5.5	2	5.5	6	5.5	3	30	43
Student 16	5	6	5	6	7	6.5	4.5	40	57
Student 17	5	5	4	5	4.5	4	3.5	31	44.5
Student 18	5	6	7	7	7	6.5	7	45.5	64.5
Student 19	7	6	5	6	7	7	4.5	42.5	60.5
Student 20	8	6.5	6	7	8	6.5	5.5	47.5	67.5
Average	6.375	6	4.725	6.125	6.7	6	4.975	40.825	55.725

PRE-TEST EXPERIMENTAL CLASS

Subject	Indicator							Sum	Total Score N-score / 70 X 100
	Thesis Statement	Use of Evidence and Arguments	Counterargument and Rebuttal	Organization and Coherence	Use of Persuasive Language	Command of Grammar and Spelling	Conclusion		
Student 1	7	6.5	6	6.5	7.5	7	5	45.5	64.5
Student 2	6	4	4.5	4	4	5	4.5	32	45.5
Student 3	8	6.5	4	7.5	6.5	6.5	6.5	45.5	64.5
Student 4	5.5	5.5	3.5	6	7	6	5	38.5	55
Student 5	7	6.5	6	6.5	7.5	7	5.5	46	65
Student 6	6.5	5.5	5	6.5	6.5	4.5	5.5	40	57
Student 7	6	4	4.5	4	4	5	4.5	32	45.5
Student 8	6.5	7	7	7	6.5	6.5	6.5	47	67
Student 9	5.5	5.5	3.5	6	7	6	5	38.5	55
Student 10	6	5	3	4	4.5	4	4.5	31	44
Student 11	6	4	4.5	4	4	5	4.5	32	45.5
Student 12	7	6.5	6	6.5	7.5	7	5	45.5	64.5
Student 13	6.5	7	5	6	6.5	6	5	42	60
Student 14	7	5.5	5	6	6.5	6	6	42	60
Student 15	6	4	3.5	4	5	5	4.5	32	45.5
Student 16	4	4	3	3.5	3.5	3	4	25	35.5
Student 17	6	4	4.5	4	4	5	4.5	32	45.5
Student 18	5	5.5	4	5.5	5	5	5	35	50
Student 19	5	6	4	6	5	5	4.5	35.5	50
Student 20	6	4	4.5	4	4	5	4.5	32	45.5
Average	6.125	5.325	4.55	5.375	5.6	5.475	5	37.45	53.25

POST –TEST EXPERIMENTAL CLASS

Subject	Indicator							Sum	Total Score N-score / 70 X 100
	Thesis Statement	Use of Evidence and Arguments	Counterargument and Rebuttal	Organization and Coherence	Use of Persuasive Language	Command of Grammar and Spelling	Conclusion		
Student 1	6.5	6.5	7	6	6.5	6	6	44.5	63.5
Student 2	8	6.5	6	7	8	6.5	5.5	47.5	67.5
Student 3	8	8.5	5	9.5	8	7.5	8	54.5	77.5
Student 4	7	8	7	8.5	8	8	8.5	55	78.5
Student 5	8	8.5	8	9	8.5	8.5	9	59.5	85
Student 6	8.5	7.5	7.5	8	8.5	8	7	55	78.5
Student 7	5	6	7	7	7	6.5	7	45.5	64.5
Student 8	9	9.5	6.5	9.5	9	8.5	9	61	87
Student 9	5	6	5	6	7	6.5	4.5	40	57
Student 10	6	6.5	5	6.5	6	5.5	5	40.5	57.5
Student 11	5.5	5	4.5	6	5.5	6	4	36.5	52
Student 12	8	8.5	5.5	9	7.5	8	8.5	55	78.5
Student 13	8	8.5	8	8	9	8	7.5	57	81.5
Student 14	7	10	5.5	9	8	9	8.5	57	81
Student 15	8	8	5.5	9	8.5	8	8	55	78.5
Student 16	4.5	6	5.5	6.5	6.5	6.5	6	41.5	59
Student 17	5	4	5	5.5	7	6.5	5.5	38.5	55
Student 18	7	5.5	5	6.5	7.5	6.5	7	45	64
Student 19	7	6	5	6	7	7	4.5	42.5	60.5
Student 20	6.5	5.5	5	6.5	7	5.5	5	41	58.5
Average	6.875	7.025	5.925	7.45	7.5	7.125	6.7	48.6	69.25

APENDIX 9
INSTRUMENT OF THE RESEARCH

Pre-Test
Students Worksheet (Instrument)

Name :
Class :
School :

 A cartoon illustration showing four children in school uniforms. One boy is pointing and shouting at a girl who looks distressed. Another boy is standing behind her, and a girl is holding a small object, possibly a toy or a piece of candy, near the girl being bullied.	 A photograph of a classroom. A teacher is standing at the front, and several students are raising their hands, indicating an active learning environment.	 A photograph of a young boy sitting at a desk, focused on using a laptop computer.
The Psychological Impact of Bullying	The Important of Education	The Impact of Technology on Education

Please write a Argumentative text based on the criteria below :

5. Choose one of the topics according to the pictures above and write an Argumentative text according to the topic you choose
6. The Argumentative text consists of 3 generic structures (Thesis, Arguments, and Reiteration)
7. Your Argumentative text must consists of 5 paragraphs (each paragraph consists of 5 sentences)
8. Time Allocation : 90 minutes

**Post-Test
Students Worksheet (Instrument)**

Name :
Class :
School :

 A cartoon illustration showing a group of four children in school uniforms. One boy is being pushed or pulled by two other boys, and a girl is holding a small object, possibly a toy or a piece of candy, towards them. The scene depicts a bullying situation.	 A photograph of a classroom. A teacher is standing at the front, and several students are sitting at desks, some with their hands raised, indicating an active learning environment.	 A photograph of a young boy sitting at a desk, focused on using a laptop computer. He is wearing a light blue shirt.
The Psychological Impact of Bullying	The Important of Education	The Impact of Technology on Education

Please write a Argumentative text based on the criteria below :

- 1 Choose one of the topics according to the pictures above and write an Argumentative text according to the topic you choose
- 2 The Argumentative text consists of 3 generic structures (Thesis, Arguments, and Reiteration)
- 3 Your Argumentative text must consists of 5 paragraphs (each paragraph consists of 5 sentences)
- 4 Time Allocation : 90 minutes

APENDIX 10

SYLABUS

Satuan Pendidikan : SMA/MA
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI Genap
Tahun Pelajaran : 2022//2023

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

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan	Teks eksposisi analitis <ul style="list-style-type: none">• Fungsi Sosial Menyatakan pendapat/argument tentang topik yang hangat dibicarakan secara bertanggung	Mengamati <ul style="list-style-type: none">• Siswa menyimak berbagai contoh teks argumentasi yang diberikan/ diperdengarkan guru• Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya• Siswa belajar menemukan gagasan	Kriteria penilaian: <ul style="list-style-type: none">• Pencapaian fungsi sosial• Kelengkapan dan keruntutan struktur teks argumentasi• Ketepatan unsur kebahasaan: tata	4 x 2 JP	<ul style="list-style-type: none">• CD/ Audio/ VCD• Koran/ majalah berbahasa Inggris• Sumber dari
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<p>dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks argumentasi tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.</p> <p>4.14 Menangkap makna dalam teks argumentasi tentang topik yang hangat dibicarakan umum</p>	<p>jawab</p> <ul style="list-style-type: none"> • Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - Pendapat/pandangan - Argumentasi secara analitis - Kesimpulan • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan seperti <i>I believe, I think</i> - Adverbia <i>first, second, third ...</i> - Kata sambung <i>Therefore, consequently, based on the arguments</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 <p>Isu-isu aktual yang perlu dibahas yang menumbuhkan perilaku yang termuat di KI</p>	<p>utama, informasi rinci dan informasi tertentu dari teks eksposisi analitis</p> <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks argumentasi yang ada dalam bahasa Inggris, Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa mencari beberapa text argumentasi dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu • Siswa secara berkelompok menuliskan /menyalin teks argumentasi dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut • Siswa membacakan teks argumentasi kepada teman dengan menggunakan unsur kebahasaan yang tepat <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berpasangan siswa menganalisis beberapa teks argumentasi dengan fokus pada fungsi sosial, struktur, dan unsur 	<p>bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> • Kesesuaian format penulisan/ penyampaian <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks argumentasi • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam 	<p>internet:</p> <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/file/ae/resource_files - http://learnenglish.britishecouncil.org/en/
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		<p>kebahasaan</p> <ul style="list-style-type: none"> • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat laporan berupa catatan hasil membaca dan mendengarkan • Berkelompok, siswa bertukar cerita tentang teks eksposisi dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa mempresentasikannya di kelas • Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks argumentasi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami. • Siswa membuat 'learning journal' 	<p>membaca</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
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APENDIX 11
LESSON PLAN
(EXPERIMENT CLASS)

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : MAN 2 Lebong
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI / Genap
Materi Pokok : Teks Argumentasi
Alokasi Waktu : 2 X 45 menit
KD : 3.4 dan 4.4
Pertemuan ke : 1 (Thursday, May 11th 2023)

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menganalisis unsur-unsur argumentasi dari sebuah kalimat
- Memahami struktur teks argumentasi
- Memahami unsur kebahasaan dari teks argumentasi
- Membuat teks argumentasi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya

B. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- **Media:** Worksheet atau lembar kerja (siswa), Lembar penilaian
- **Alat/Bahan:** Spidol, Papan tulis, Laptop dan Gambar
- **Sumber Belajar:** Buku Pathway to English for SMA/MA Grade XI Jakarta; Penerbit Erlangga

C. Metode / Technique

Think-Talk-write Technique

D. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)

- Peserta didik memberi salam dan berdoa
- Guru mengecek kehadiran peserta didik dan memberi motivasi (yel-yel/ice breaking)
- Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan
- Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran

Kegiatan Inti (70 Menit)

Kegiatan Literasi

Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi gambaran dan bahan bacaan terkait materi *Pengertian Teks Argumentasi dan konteks penggunaannya*

Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Pengertian Teks Argumentasi dan konteks penggunaannya</i>
Collaboration	<ul style="list-style-type: none"> • peserta didik dibentuk dalam sebuah kelompok beranggotakan 3-5 orang didalam tiap kelompok. • Siswa memberikan tanggapannya tentang peristiwa yang ditampilkan oleh guru dengan bahasanya sendiri dan membuat catatan kecil. secara individual. Setiap siswa dalam kelompok harus memiliki tanggapannya masing-masing. • Siswa berdiskusi dengan teman secara berkelompok. Pada kegiatan ini, Siswa mendiskusikan hasil kumpulan ide yang mereka buat secara individu di dalam catatan. • Setelah siswa mengumpulkan dan mendiskusikan hasil dari setiap ide mereka. Kegiatan akhir Siswa menuliskan dari pengertian teks argumentasi yang mereka buat dalam sebuah kertas dan dari masing-masing kelompok mempresentasikan jawaban mereka.
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Pengertian Teks Argumentasi dan konteks penggunaannya</i> Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (10 Menit)	
<ul style="list-style-type: none"> • Guru bersama peserta didik merefleksikan pengalaman belajar • Guru memberikan writing test secara acak dan singkat • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa 	

E. Penilaian Hasil Pembelajaran

- **Penilaian Pengetahuan** berupa tes tertulis / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

F. Pedoman Penilaian

Scoring for Assessing Students' Argumentative Text

Adopted from Saeed Latifi and Omid Noroozi (2021)

Generic Structure	Indicators	Sub-indicators	Scoring (√)					Note (if any)	Final Score	
			1	2	3	4	5			
1) Thesis Statement	Thesis Statement	The thesis statement clearly states the writer's position.								
		The thesis statement is identifiable and focused.								
2) Arguments	Use of Evidence and Arguments	The writer presents strong and relevant evidence to support the thesis statement.								
		The arguments presented are logical and well-supported.								
	Counterargument and Rebuttal	The writer acknowledges potential counterarguments.								
		The writer effectively addresses and refutes counterarguments.								
	Organization and Coherence	The text has a clear and well-organized structure, including introduction, body paragraphs, and conclusion.								
		The ideas flow logically and coherently throughout the text.								
	Use of Persuasive Language	The writer uses persuasive language to effectively influence the reader.								
		The writer employs appropriate and impactful language to strengthen the arguments.								
	Command of Grammar and Spelling	The text demonstrates a high level of grammatical accuracy and proper spelling.								
		The writer uses precise and appropriate language.								
	3) Reiteration	Conclusion	The conclusion effectively summarizes the main arguments presented.							
			The conclusion leaves a strong impression and encourages further thought.							

Total Score			
<p>Scoring Scale: 1-2: Limited or inadequate demonstration. 3-4: Satisfactory demonstration. 5: Strong and exceptional demonstration.</p> <p>How to fill in the column of final score? N-score / 70 X 100</p>			

Qualification Score of Writing Test

No	Qualification	Score
1	Very Good	86 - 100
2	Good	71 - 85
3	Fair	56 - 70
4	Poor	41 - 55
5	Very Poor	< 40

G. 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	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	Student 1	75	75	50	75	275	68,75	C
2		...	...	...	...	...	...	...

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria:
 - 100 = Sangat Baik
 - 75 = Baik
 - 50 = Cukup
 - 25 = Kurang

2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$
3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$
4. 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)
5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

- **Penilaian Diri**

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya. Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut Contoh format penilaian :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut serta mengemukakan ide/gagasan.	50		250	62,50	C
2	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara.		50			
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.	50				
4	...	100				

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $4 \times 100 = 400$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(250 : 400) \times 100 = 62,50$
4. 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)
5. Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

- **Penilaian Teman Sebaya**

Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya. Berikut Contoh format penilaian teman sebaya :

Nama yang diamati : ...
Pengamat : ...

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Mau menerima pendapat teman.	100		450	90,00	SB
2	Memberikan solusi terhadap permasalahan.	100				
3	Memaksakan pendapat sendiri kepada anggota kelompok.		100			
4	Marah saat diberi kritik.	100				
5	...		50			

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50 untuk pernyataan yang positif, sedangkan untuk pernyataan yang negatif, Ya = 50 dan Tidak = 100
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = 5 x 100 = 500
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(450 : 500) \times 100 = 90,00$
4. 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 Jurnal** (*Lihat lampiran*)

2. Penilaian Pengetahuan

Tabel Penilaian Aspek Pengetahuan

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Tujuan Komunikatif	Sangat memahami	5	4	
		Memahami	4	3	
		Cukup memahami	3	2	
		Kurang memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	

2	Keruntutan Teks	Struktur teks yang digunakan sangat runtut		5	4
		Struktur teks yang digunakan runtut		4	3
		Struktur teks yang digunakan cukup runtut		3	2
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut		1	
3	Pilihan Kosakata	Sangat variatif dan tepat		5	4
		Variatif dan tepat		4	3
		Cukup variatif dan tepat		3	2
		Kurang variatif dan tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

3. Penilaian Keterampilan

a. Penilaian Presentasi/Monolog

Nama peserta didik: _____

Kelas: _____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		
	Ucapan		
	Tata bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
Skor yang dicapai			
Skor maksimum		10	

Keterangan:

Baik mendapat skor 2

Kurang baik mendapat skor 1

4. Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

5. Pengayaan

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MAN 2 Lebong
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI / Genap
Materi Pokok : Teks Argumentasi
Alokasi Waktu : 2 X 45 menit
KD : 3.4 dan 4.4
Pertemuan ke : 2 (Wednesday, 17th 2023)

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menganalisis unsur-unsur argumentasi dari sebuah kalimat
- Memahami struktur teks argumentasi
- Memahami unsur kebahasaan dari teks argumentasi
- Membuat teks argumentasi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya

B. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- **Media:** Worksheet atau lembar kerja (siswa), Lembar penilaian
- **Alat/Bahan:** Spidol, Papan tulis, Laptop dan Gambar
- **Sumber Belajar:** Buku Pathway to English for SMA/MA Grade XI Jakarta; Penerbit Erlangga

C. Metode / Technique

Think-Talk-write Technique

D. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)

- Peserta didik memberi salam dan berdoa
- Guru mengecek kehadiran peserta didik dan memberi motivasi (yel-yel/ice breaking)
- Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan
- Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran

Kegiatan Inti (70 Menit)

Kegiatan Literasi

Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi gambaran dan bahan bacaan terkait materi *Unsur-unsur Teks Argumentasi*

Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Unsur-unsur Teks Argumentasi</i>
Collaboration	<ul style="list-style-type: none"> • peserta didik dibentuk dalam sebuah kelompok beranggotakan 3-5 orang didalam tiap kelompok. • Siswa memberikan tanggapannya tentang peristiwa yang ditampilkan oleh guru dengan bahasanya sendiri dan membuat catatan kecil. secara individual. Setiap siswa dalam kelompok harus memiliki tanggapannya masing-masing. • Siswa berdiskusi dengan teman secara berkelompok. Pada kegiatan ini, Siswa mendiskusikan hasil kumpulan ide yang mereka buat secara individu di dalam catatan. • Setelah siswa mengumpulkan dan mendiskusikan hasil dari setiap ide mereka. • Kegiatan akhir Siswa menuliskan dari pengertian dan unsur-unsur teks argumentasi yang mereka buat dalam sebuah kertas dan dari masing-masing kelompok mempresentasikan jawaban mereka.
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Unsur-unsur Teks Argumentasi</i> Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (10 Menit)	
<ul style="list-style-type: none"> • Guru bersama peserta didik merefleksikan pengalaman belajar • Guru memberikan writing test secara acak dan singkat • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa 	

E. Penilaian Hasil Pembelajaran

- **Penilaian Pengetahuan** berupa tes tertulis / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

F. Pedoman Penilaian

Scoring for Assessing Students' Argumentative Text

Adopted from Saeed Latifi and Omid Noroozi (2021)

Generic Structure	Indicators	Sub-indicators	Scoring (√)					Note (if any)	Final Score	
			1	2	3	4	5			
1) Thesis Statement	Thesis Statement	The thesis statement clearly states the writer's position.								
		The thesis statement is identifiable and focused.								
2) Arguments	Use of Evidence and Arguments	The writer presents strong and relevant evidence to support the thesis statement.								
		The arguments presented are logical and well-supported.								
	Counterargument and Rebuttal	The writer acknowledges potential counterarguments.								
		The writer effectively addresses and refutes counterarguments.								
	Organization and Coherence	The text has a clear and well-organized structure, including introduction, body paragraphs, and conclusion.								
		The ideas flow logically and coherently throughout the text.								
	Use of Persuasive Language	The writer uses persuasive language to effectively influence the reader.								
		The writer employs appropriate and impactful language to strengthen the arguments.								
	Command of Grammar and Spelling	The text demonstrates a high level of grammatical accuracy and proper spelling.								
		The writer uses precise and appropriate language.								
	3) Reiteration	Conclusion	The conclusion effectively summarizes the main arguments presented.							
			The conclusion leaves a strong impression and encourages further thought.							

Total Score			
<p>Scoring Scale: 1-2: Limited or inadequate demonstration. 3-4: Satisfactory demonstration. 5: Strong and exceptional demonstration.</p> <p>How to fill in the column of final score? N-score / 70 X 100</p>			

Qualification Score of Writing Test

No	Qualification	Score
1	Very Good	86 - 100
2	Good	71 - 85
3	Fair	56 - 70
4	Poor	41 - 55
5	Very Poor	< 40

G. 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	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	Student 1	75	75	50	75	275	68,75	C
2		...	...	...	...	...	...	...

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria:
 - 100 = Sangat Baik
 - 75 = Baik
 - 50 = Cukup
 - 25 = Kurang

2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$
3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$
4. 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)
5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

- **Penilaian Diri**

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya. Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut Contoh format penilaian :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut serta mengemukakan ide/gagasan.	50		250	62,50	C
2	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara.		50			
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.	50				
4	...	100				

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $4 \times 100 = 400$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(250 : 400) \times 100 = 62,50$
4. 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)
5. Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

- **Penilaian Teman Sebaya**

Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan

maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya. Berikut Contoh format penilaian teman sebaya :

Nama yang diamati : ...

Pengamat : ...

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Mau menerima pendapat teman.	100		450	90,00	SB
2	Memberikan solusi terhadap permasalahan.	100				
3	Memaksakan pendapat sendiri kepada anggota kelompok.		100			
4	Marah saat diberi kritik.	100				
5	...		50			

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50 untuk pernyataan yang positif, sedangkan untuk pernyataan yang negatif, Ya = 50 dan Tidak = 100
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $5 \times 100 = 500$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(450 : 500) \times 100 = 90,00$
4. 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 Jurnal** (*Lihat lampiran*)

2) Penilaian Pengetahuan

Tabel Penilaian Aspek Pengetahuan

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Tujuan Komunikatif	Sangat memahami	5	4	
		Memahami	4	3	
		Cukup memahami	3	2	
		Kurang memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	
2	Keruntutan Teks	Struktur teks yang digunakan sangat runtut	5	4	

		Struktur teks yang digunakan runtut	4	3	
		Struktur teks yang digunakan cukup runtut	3	2	
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut		1	
3	Pilihan Kosakata	Sangat variatif dan tepat	5	4	
		Variatif dan tepat	4	3	
		Cukup variatif dan tepat	3	2	
		Kurang variatif dan tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat	5	4	
		Pilihan tata bahasa tepat	4	3	
		Pilihan tata bahasa cukup tepat	3	2	
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

3) Penilaian Keterampilan

b. Penilaian Presentasi/Monolog

Nama peserta didik: _____

Kelas: _____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		
	Ucapan		
	Tata bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
Skor yang dicapai			
Skor maksimum		10	

Keterangan:

Baik mendapat skor 2

Kurang baik mendapat skor 1

4) Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

5) Pengayaan

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MAN 2 Lebong
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI / Genap
Materi Pokok : Teks Argumentasi
Alokasi Waktu : 2 X 45 menit
KD : 3.4 dan 4.4
Pertemuan ke : 3 (Wednesday, May 24th 2023)

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menganalisis unsur-unsur argumentasi dari sebuah kalimat
- Memahami struktur teks argumentasi
- Memahami unsur kebahasaan dari teks argumentasi
- Membuat teks argumentasi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya

B. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- **Media:** Worksheet atau lembar kerja (siswa), Lembar penilaian
- **Alat/Bahan:** Spidol, Papan tulis, Laptop dan Gambar
- **Sumber Belajar:** Buku Pathway to English for SMA/MA Grade XI Jakarta; Penerbit Erlangga

C. Metode / Technique

Think-Talk-write Technique

D. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)	
	<ul style="list-style-type: none">• Peserta didik memberi salam dan berdoa• Guru mengecek kehadiran peserta didik dan memberi motivasi (yel-yel/ice breaking)• Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan• Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran
Kegiatan Inti (70 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi gambaran dan bahan bacaan terkait materi <i>Struktur Teks Argumenasi</i> dapat mencakup <i>Thesis, Series of Arguments, Reiteration</i>
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik.

	Pertanyaan ini harus tetap berkaitan dengan materi <i>Struktur Teks Argumenasi</i>
Collaboration	<ul style="list-style-type: none"> • peserta didik dibentuk dalam sebuah kelompok beranggotakan 3-5 orang didalam tiap kelompok. • Siswa memberikan tanggapannya tentang peristiwa yang ditampilkan oleh guru dengan bahasanya sendiri dan membuat catatan kecil. secara individual. Setiap siswa dalam kelompok harus memiliki tanggapannya masing-masing. • Siswa berdiskusi dengan teman secara berkelompok. Pada kegiatan ini, Siswa mendiskusikan hasil kumpulan ide yang mereka buat secara individu di dalam catatan. • Setelah siswa mengumpulkan dan mendiskusikan hasil dari setiap ide mereka. Siswa menyimpulkan hasil ide mereka ke dalam paragraf argumentatif dan kemudian mereka menentukan di mana struktur generik paragraf yang mereka buat. • Kegiatan akhir Siswa menuliskan paragraf argumentative yang mereka buat dalam sebuah kertas dan dari masing-masing kelompok mempresentasikan jawaban mereka.
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Struktur Teks Argumenasi</i> Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (10 Menit)	
<ul style="list-style-type: none"> • Guru bersama peserta didik merefleksikan pengalaman belajar • Guru memberikan writing test secara acak dan singkat • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa 	

E. Penilaian Hasil Pembelajaran

- **Penilaian Pengetahuan** berupa tes tertulis / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

F. Pedoman Penilaian

Scoring for Assessing Students' Argumentative Text

Adopted from Saeed Latifi and Omid Noroozi (2021)

Generic Structure	Indicators	Sub-indicators	Scoring (√)					Note (if any)	Final Score
			1	2	3	4	5		
1) Thesis Statement	Thesis Statement	The thesis statement clearly states the writer's position.							
		The thesis statement is identifiable and focused.							
2) Arguments	Use of Evidence and Arguments	The writer presents strong and relevant evidence to support the thesis statement.							
		The arguments presented are logical and well-supported.							
	Counterargument and Rebuttal	The writer acknowledges potential counterarguments.							
		The writer effectively addresses and refutes counterarguments.							
	Organization and Coherence	The text has a clear and well-organized structure, including introduction, body paragraphs, and conclusion.							
		The ideas flow logically and coherently throughout the text.							
	Use of Persuasive Language	The writer uses persuasive language to effectively influence the reader.							
		The writer employs appropriate and impactful language to strengthen the arguments.							
	Command of Grammar and Spelling	The text demonstrates a high level of grammatical accuracy and proper spelling.							
		The writer uses precise and appropriate language.							
3) Reiteration	Conclusion	The conclusion effectively summarizes the main arguments presented.							
		The conclusion leaves a strong							

		impression and encourages further thought.						
Total Score								
<p>Scoring Scale: 1-2: Limited or inadequate demonstration. 3-4: Satisfactory demonstration. 5: Strong and exceptional demonstration.</p> <p>How to fill in the column of final score? N-score / 70 X 100</p>								

Qualification Score of Writing Test

No	Qualification	Score
1	Very Good	86 - 100
2	Good	71 – 85
3	Fair	56 – 70
4	Poor	41 - 55
5	Very Poor	< 40

G. 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	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	Student 1	75	75	50	75	275	68,75	C
2		...	...	...	...	...	...	...

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria:

- 100 = Sangat Baik
 75 = Baik
 50 = Cukup
 25 = Kurang
2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$
 3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$
 4. 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)
 5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

- **Penilaian Diri**

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya. Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut Contoh format penilaian :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut serta mengemukakan ide/gagasan.	50		250	62,50	C
2	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara.		50			
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.	50				
4	...	100				

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $4 \times 100 = 400$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(250 : 400) \times 100 = 62,50$
4. 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)
5. Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

- **Penilaian Teman Sebaya**

Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya. Berikut Contoh format penilaian teman sebaya :

Nama yang diamati : ...

Pengamat : ...

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Mau menerima pendapat teman.	100		450	90,00	SB
2	Memberikan solusi terhadap permasalahan.	100				
3	Memaksakan pendapat sendiri kepada anggota kelompok.		100			
4	Marah saat diberi kritik.	100				
5	...		50			

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50 untuk pernyataan yang positif, sedangkan untuk pernyataan yang negatif, Ya = 50 dan Tidak = 100
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = 5 x 100 = 500
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(450 : 500) \times 100 = 90,00$
4. 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 Jurnal** (*Lihat lampiran*)

2) **Penilaian Pengetahuan**

Tabel Penilaian Aspek Pengetahuan

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Tujuan Komunikatif	Sangat memahami	5	4	
		Memahami	4	3	
		Cukup memahami	3	2	
		Kurang memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	

2	Keruntutan Teks	Struktur teks yang digunakan sangat runtut		5	4
		Struktur teks yang digunakan runtut		4	3
		Struktur teks yang digunakan cukup runtut		3	2
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut		1	
3	Pilihan Kosakata	Sangat variatif dan tepat		5	4
		Variatif dan tepat		4	3
		Cukup variatif dan tepat		3	2
		Kurang variatif dan tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

3) Penilaian Keterampilan

c. Penilaian Presentasi/Monolog

Nama peserta didik: _____

Kelas: _____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		
	Ucapan		
	Tata bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
Skor yang dicapai			
Skor maksimum		10	

Keterangan:

Baik mendapat skor 2

Kurang baik mendapat skor 1

4) Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

5) Pengayaan

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MAN 2 Lebong
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI / Genap
Materi Pokok : Teks Argumentasi
Alokasi Waktu : 2 X 45 menit
KD : 3.4 dan 4.4
Pertemuan ke : 4 (Thursday, May 25th 2023)

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menganalisis unsur-unsur argumentasi dari sebuah kalimat
- Memahami struktur teks argumentasi
- Memahami unsur kebahasaan dari teks argumentasi
- Membuat teks argumentasi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya

B. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- **Media:** Worksheet atau lembar kerja (siswa), Lembar penilaian
- **Alat/Bahan:** Spidol, Papan tulis, Laptop dan Gambar
- **Sumber Belajar:** Buku Pathway to English for SMA/MA Grade XI Jakarta; Penerbit Erlangga

C. Metode / Technique

Think-Talk-write Technique

D. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)	
	<ul style="list-style-type: none">• Peserta didik memberi salam dan berdoa• Guru mengecek kehadiran peserta didik dan memberi motivasi (yel-yel/ice breaking)• Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan• Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran
Kegiatan Inti (70 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi gambaran dan bahan bacaan terkait materi <i>Unsur kebahasaan dari teks argumentas</i> . Ungkapan seperti I believe, i think, Adverbial first, second, third,... kata sambung therefore, consequently, based on arguments, Nominal singular and plural with and without a, the, this, those, my, their, dsb.
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Unsur kebahasaan dari teks</i>

	<i>argumentasi</i>
Collaboration	<ul style="list-style-type: none"> • peserta didik dibentuk dalam sebuah kelompok beranggotakan 3-5 orang didalam tiap kelompok. • Siswa memberikan tanggapannya tentang peristiwa yang ditampilkan oleh guru dengan bahasanya sendiri dan membuat catatan kecil. secara individual. Setiap siswa dalam kelompok harus memiliki tanggapannya masing-masing. • Siswa berdiskusi dengan teman secara berkelompok. Pada kegiatan ini, Siswa mendiskusikan hasil kumpulan ide yang mereka buat secara individu di dalam catatan. • Setelah siswa mengumpulkan dan mendiskusikan hasil dari setiap ide mereka. Siswa menyimpulkan hasil ide mereka ke dalam paragraf argumentative. dan kemudian mereka menentukan harus menggunakan unsur-unsur kebahasaan yang mereka pelajari sebelumnya • Kegiatan akhir Siswa menuliskan paragraf argumentative yang mereka buat dalam sebuah kertas dan dari masing-masing kelompok mempresentasikan jawaban mereka.
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Unsur kebahasaan dari teks argumentasi</i> Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (10 Menit)	
<ul style="list-style-type: none"> • Guru bersama peserta didik merefleksikan pengalaman belajar • Guru memberikan writing test secara acak dan singkat • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa 	

E. Penilaian Hasil Pembelajaran

- **Penilaian Pengetahuan** berupa tes tertulis / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio.

F. Pedoman Penilaian

Scoring for Assessing Students' Argumentative Text

Adopted from Saeed Latifi and Omid Noroozi (2021)

Generic Structure	Indicators	Sub-indicators	Scoring (√)					Note (if any)	Final Score	
			1	2	3	4	5			
1) Thesis Statement	Thesis Statement	The thesis statement clearly states the writer's position.								
		The thesis statement is identifiable and focused.								
2) Arguments	Use of Evidence and Arguments	The writer presents strong and relevant evidence to support the thesis statement.								
		The arguments presented are logical and well-supported.								
	Counterargument and Rebuttal	The writer acknowledges potential counterarguments.								
		The writer effectively addresses and refutes counterarguments.								
	Organization and Coherence	The text has a clear and well-organized structure, including introduction, body paragraphs, and conclusion.								
		The ideas flow logically and coherently throughout the text.								
	Use of Persuasive Language	The writer uses persuasive language to effectively influence the reader.								
		The writer employs appropriate and impactful language to strengthen the arguments.								
	Command of Grammar and Spelling	The text demonstrates a high level of grammatical accuracy and proper spelling.								
		The writer uses precise and appropriate language.								
	3) Reiteration	Conclusion	The conclusion effectively summarizes the main arguments presented.							
			The conclusion leaves a strong impression and encourages further thought.							

Total Score			
<p>Scoring Scale: 1-2: Limited or inadequate demonstration. 3-4: Satisfactory demonstration. 5: Strong and exceptional demonstration.</p> <p>How to fill in the column of final score? N-score / 70 X 100</p>			

Qualification Score of Writing Test

No	Qualification	Score
1	Very Good	86 - 100
2	Good	71 - 85
3	Fair	56 - 70
4	Poor	41 - 55
5	Very Poor	< 40

G. 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	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	Student 1	75	75	50	75	275	68,75	C
2		...	...	...	...	...	...	...

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria:
 - 100 = Sangat Baik
 - 75 = Baik
 - 50 = Cukup
 - 25 = Kurang

2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$
3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$
4. 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)
5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

- **Penilaian Diri**

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya. Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut Contoh format penilaian :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut serta mengemukakan ide/gagasan.	50		250	62,50	C
2	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara.		50			
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.	50				
4	...	100				

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $4 \times 100 = 400$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(250 : 400) \times 100 = 62,50$
4. 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)
5. Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

- **Penilaian Teman Sebaya**

Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan

maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya. Berikut Contoh format penilaian teman sebaya :

Nama yang diamati : ...

Pengamat : ...

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Mau menerima pendapat teman.	100		450	90,00	SB
2	Memberikan solusi terhadap permasalahan.	100				
3	Memaksakan pendapat sendiri kepada anggota kelompok.		100			
4	Marah saat diberi kritik.	100				
5	...		50			

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50 untuk pernyataan yang positif, sedangkan untuk pernyataan yang negatif, Ya = 50 dan Tidak = 100
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $5 \times 100 = 500$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(450 : 500) \times 100 = 90,00$
4. 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 Jurnal** (*Lihat lampiran*)

2) Penilaian Pengetahuan

Tabel Penilaian Aspek Pengetahuan

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Tujuan Komunikatif	Sangat memahami	5	4	
		Memahami	4	3	
		Cukup memahami	3	2	
		Kurang memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	
2	Keruntutan Teks	Struktur teks yang digunakan sangat runtut	5	4	

		Struktur teks yang digunakan runtut	4	3	
		Struktur teks yang digunakan cukup runtut	3	2	
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut		1	
3	Pilihan Kosakata	Sangat variatif dan tepat	5	4	
		Variatif dan tepat	4	3	
		Cukup variatif dan tepat	3	2	
		Kurang variatif dan tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat	5	4	
		Pilihan tata bahasa tepat	4	3	
		Pilihan tata bahasa cukup tepat	3	2	
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

3) Penilaian Keterampilan

d. Penilaian Presentasi/Monolog

Nama peserta didik: _____

Kelas: _____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		
	Ucapan		
	Tata bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
Skor yang dicapai			
Skor maksimum		10	

Keterangan:

Baik mendapat skor 2

Kurang baik mendapat skor 1

4) Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

5) Pengayaan

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MAN 2 Lebong
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI / Genap
Materi Pokok : Teks Argumentasi
Alokasi Waktu : 4 X 45 menit
KD : 3.4 dan 4.4
Pertemuan ke : 5 (Wednesday, May 31th 2023) & 6 (Thursday, June 1st 2023)

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menganalisis unsur-unsur argumentasi dari sebuah kalimat
- Memahami struktur teks argumentasi
- Memahami unsur kebahasaan dari teks argumentasi
- Membuat teks argumentasi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya

B. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- **Media:** Worksheet atau lembar kerja (siswa), Lembar penilaian
- **Alat/Bahan:** Spidol, Papan tulis, Laptop dan Gambar
- **Sumber Belajar:** Buku Pathway to English for SMA/MA Grade XI Jakarta; Penerbit Erlangga

C. Metode / Technique

Think-Talk-write Technique

D. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)	
	<ul style="list-style-type: none">• Peserta didik memberi salam dan berdoa• Guru mengecek kehadiran peserta didik dan memberi motivasi (yel-yel/ice breaking)• Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan• Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran
Kegiatan Inti (70 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi gambaran dan bahan bacaan terkait materi <i>Teks Argumentasi</i> yang telah dipelajari sebelumnya.
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Teks Argumentasi</i> yang telah dipelajari

	sebelumnya.
Collaboration	<ul style="list-style-type: none"> • peserta didik dibentuk dalam sebuah kelompok beranggotakan 3-5 orang didalam tiap kelompok. • Siswa memberikan tanggapannya tentang peristiwa yang ditampilkan oleh guru dengan topic why is the healthy breakfast the most important meal of the day? dengan bahasanya sendiri dan membuat catatan kecil. secara individual. Setiap siswa dalam kelompok harus memiliki tanggapannya masing-masing. • Siswa berdiskusi dengan teman secara berkelompok. Pada kegiatan ini, Siswa mendiskusikan hasil kumpulan ide yang mereka buat secara individu di dalam catatan. • Setelah siswa mengumpulkan dan mendiskusikan hasil dari setiap ide mereka. Siswa menyimpulkan hasil ide mereka ke dalam paragraf argumentative. dan kemudian mereka menentukan di mana struktur generik paragraf yang mereka buat. • Kegiatan akhir Siswa menuliskan paragraf argumentative yang mereka buat dalam sebuah kertas dan dari masing-masing kelompok mempresentasikan jawaban mereka.
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Teks Argumentasi</i> Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (10 Menit)	
<ul style="list-style-type: none"> • Guru bersama peserta didik merefleksikan pengalaman belajar • Guru memberikan writing test secara acak dan singkat • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa 	

E. Penilaian Hasil Pembelajaran

- **Penilaian Pengetahuan** berupa tes tertulis / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio.

F. Pedoman Penilaian

Scoring for Assessing Students' Argumentative Text

Adopted from Saeed Latifi and Omid Noroozi (2021)

Generic Structure	Indicators	Sub-indicators	Scoring (√)					Note (if any)	Final Score	
			1	2	3	4	5			
1) Thesis Statement	Thesis Statement	The thesis statement clearly states the writer's position.								
		The thesis statement is identifiable and focused.								
2) Arguments	Use of Evidence and Arguments	The writer presents strong and relevant evidence to support the thesis statement.								
		The arguments presented are logical and well-supported.								
	Counterargument and Rebuttal	The writer acknowledges potential counterarguments.								
		The writer effectively addresses and refutes counterarguments.								
	Organization and Coherence	The text has a clear and well-organized structure, including introduction, body paragraphs, and conclusion.								
		The ideas flow logically and coherently throughout the text.								
	Use of Persuasive Language	The writer uses persuasive language to effectively influence the reader.								
		The writer employs appropriate and impactful language to strengthen the arguments.								
	Command of Grammar and Spelling	The text demonstrates a high level of grammatical accuracy and proper spelling.								
		The writer uses precise and appropriate language.								
	3) Reiteration	Conclusion	The conclusion effectively summarizes the main arguments presented.							
			The conclusion leaves a strong impression and encourages further thought.							

Total Score			
<p>Scoring Scale: 1-2: Limited or inadequate demonstration. 3-4: Satisfactory demonstration. 5: Strong and exceptional demonstration.</p> <p>How to fill in the column of final score? N-score / 70 X 100</p>			

Qualification Score of Writing Test

No	Qualification	Score
1	Very Good	86 - 100
2	Good	71 - 85
3	Fair	56 - 70
4	Poor	41 - 55
5	Very Poor	< 40

G. 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	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	Student 1	75	75	50	75	275	68,75	C
2		...	...	...	...	...	...	...

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria:
 - 100 = Sangat Baik
 - 75 = Baik
 - 50 = Cukup
 - 25 = Kurang

2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$
3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$
4. 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)
5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

- **Penilaian Diri**

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya. Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut Contoh format penilaian :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut serta mengemukakan ide/gagasan.	50		250	62,50	C
2	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara.		50			
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.	50				
4	...	100				

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $4 \times 100 = 400$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(250 : 400) \times 100 = 62,50$
4. 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)
5. Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

- **Penilaian Teman Sebaya**

Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan

maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya. Berikut Contoh format penilaian teman sebaya :

Nama yang diamati : ...

Pengamat : ...

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Mau menerima pendapat teman.	100		450	90,00	SB
2	Memberikan solusi terhadap permasalahan.	100				
3	Memaksakan pendapat sendiri kepada anggota kelompok.		100			
4	Marah saat diberi kritik.	100				
5	...		50			

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50 untuk pernyataan yang positif, sedangkan untuk pernyataan yang negatif, Ya = 50 dan Tidak = 100
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $5 \times 100 = 500$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(450 : 500) \times 100 = 90,00$
4. 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 Jurnal** (*Lihat lampiran*)

2) Penilaian Pengetahuan

Tabel Penilaian Aspek Pengetahuan

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Tujuan Komunikatif	Sangat memahami	5	4	
		Memahami	4	3	
		Cukup memahami	3	2	
		Kurang memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	
2	Keruntutan Teks	Struktur teks yang digunakan sangat runtut	5	4	

		Struktur teks yang digunakan runtut	4	3	
		Struktur teks yang digunakan cukup runtut	3	2	
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut		1	
3	Pilihan Kosakata	Sangat variatif dan tepat	5	4	
		Variatif dan tepat	4	3	
		Cukup variatif dan tepat	3	2	
		Kurang variatif dan tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat	5	4	
		Pilihan tata bahasa tepat	4	3	
		Pilihan tata bahasa cukup tepat	3	2	
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

3) Penilaian Keterampilan

e. Penilaian Presentasi/Monolog

Nama peserta didik: _____

Kelas: _____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		
	Ucapan		
	Tata bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
Skor yang dicapai			
Skor maksimum		10	

Keterangan:

Baik mendapat skor 2

Kurang baik mendapat skor 1

4) Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

5) Pengayaan

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

APENDIX 12
DOCUMENTATION

Pre-Test



Treatment





Post-Test



Pre-Test

Name : Syahid
Class : XI IPA
School : Man 2 Lebong

Education is a studying something all, and very important
and studying education the people's human need education, to become
from don't know to know, education, we need education for to next alive,

Education the part of life, because we need education
for take the information to have something in the future, and create life
to become good life, we need education for to know true and wrong to life
we know something act positive and negative, on life, we studying the
reading, counting, speaking in the education

Education is very important for living the people's human,
to become smart people's and not stupid people's

Pre-Test

Name : REVI DWI LESTARI
Class : XI IPS I
School : MAN 2 LEBONG

The important of Education

- Education is a lesson important for every human, because education plus an important role in everyday life
- Noval's opinion, education is very important because it can play a role in the future. Can revive a developed famous country
- So if there is no education, our country will not progress, for example, if there is no education the country we love not progress. Therefore education is important.

Pre-test

Name : M. AFIF AL ZIKRI
Class : IPS 1
School : MAN 2 Lebong.

The Important of Education

Education is vary important for training generation so that have the smart people

my opini : the peoples need education be cause

with out education we can not know the difference between bad and good

So, with out education we will be stupid and retard

Post-Test

Name : Ann Kurriawan
Class : XI IPS I
School : MAN 02 Lebong

the impact of technology in education

technology is an advancement in means of communication, transportation and many technology can also help speed up our knowledge easily, it can also make countries more developed

the first impact of technology on education is that it can eliminate students' interest in reading. the second makes it difficult for students to let go of the technology used. the third is reduced interest in learning. the fourth is increasing laziness if you already hold technology. the fifth is depleting thinking because it's influenced by technology

technology can sometimes be good or not for education, therefore we as students must use technology as well as possible.

and use technology for very important purposes only.

the positive impact of information technology in the world of education is that the information needed will be more quickly and easily accessible for educational purposes, innovation in learning is growing with the existence of e-learning

innovations which make the education process easier. advances in information and communication technology will also enable the development of virtual classes or teleconference-based classes that do not require educators and students to be in one room, the administration system in an educational institution will be easier and smoother due to the application of information and communication systems technology

Post-Test

Name : M. TAUCIK, K
Class : XI IPS 1
School : MAN 2 Lebong

- ~~* Education is an important thing that everyone has the right to get~~
- ~~# Education is also important in everyday life~~
- ~~# With Education, things that were previously unknown become known~~
- ~~#~~

Education is an important thing that is mandatory that everyone has the right to get it. With Education Petrified Scientific or Positif mind Set. Can Create the Next Generation of Superior Nation Get New things and as a means of information and Under Standing

The importance of Education for the development of human resources is expected by everyone because through Education a person who is Capable.

Skilled and know legible will be created as a Proposion for life in the future

an is able to live independently in the midst of the rapid advancement of science and technology today

Education becomes a listener to Prepare for a a bright future Education can help build a person's character and Personality for the in Society Education is a place for everyone to Maximaze their Potential and talents

Education can also help Foster Creativity and Innovation in the younger Generation in Indonesia A Good Education can help improve the ability to think critically, Solve Problems, and Innovate in any way

Education is important and needed by everyone and needed when ever and wherever

Post-Test

Name : Haziza Purnama Sari
Class : XI IPS 1.
School : Man 02 Lebong

Education is very important for students and female students, therefore we must go to school to become smart and educated people.

In my opinion education is very important for the future, therefore we must study diligently and study hard so that our goals can be achieved and we can make our parents proud.

The benefits of being educated are many, one of which is that we become smart people and have good manners and become civilized people.

One of the goals of being educated is to become a smart child and to make it easier to get a decent job.

So in conclusion education is very important because with education it is easier for us to get a decent job then get the best title and become a useful person the homeland and the nation.

Pre-Test

Name : Mardiansyah
Class : XI IPA
School : Man 2 Lebong

The important of Education

Education is a lesson that important for all people, because with education, people's life can changed to be better.

I think education is very important for everyone with education, someone's life can be better, education could also make we be smart and get new knowledge

So, without education, our country's citizen will be stupid and uneducated

Pre-Test

Name : DELA SISWANTI

Class : XI. IPA

School : MAN. 02 LEBONG

"The important of Education"

Education is case she very interest to devide child small, young, to arrive adult too to build generation advanced, work, clever, and, creation.

in my opinion education is very important because with the service of knowing my things in the world in vary ous fields and expanding knowiege.

Therefore how important education is to broaden knowledge.

Pre-Test

Name : M. Husyad Alfahri
Class : XI IPA
School : MAN 2 Lebong.

The important of Education

Education is fact important in our live and to have influence in the future. someone must to have education maybe at home or school. First education we get from our parents because they is our first school in our life

Why education very important? in my opinion education very important because to have influence our life if we don't have education it well. make we difficult in everything. for example difficult to get a job.

From the text we know why education very important. and we know we are most to have education for our future.

Post-Test

Name : Fikri Pangah Wijaya
Class : XI IPA
School : MAN 2 Lebong

Technology in education is ~~has~~ increasingly developing as time goes by. We can see in the world of education a lot of technology is used to facilitate education. Apart from education, technology can also be used by Indonesia citizen to introduce Indonesia language to foreigners. Technology can be related to education, because it can make us search new information much easier.

Technology have a positive and negative impact for education, depending on how we use it, it can make us smarter or dumber. There is a lot of positive impact for education, it can provide convenience in accessing information, facilitate the communication process, facilitate education ~~for~~ media for students and teachers, or making it easier for students to innovate in research development, because of that, education can make us a useful person for society.

But technology also has negative impact for education, it make students using handphone too much and cause health problem, handphone will make students forget about time and stay up all the time, it make students lazy to learn. Appears the influence of foreign cultures that are different from Indonesian culture, as well increasing crime on the internet that can be done by students.

The benefits of technology for students are as a means of support for students and educators to seek broader information. In addition to using sources from books, technology saves a lot of time for student in searching, making students gaining new knowledge much faster, as well as searching knowledge from other country far away from us.

Therefore, technology is very important in life, both in the world of education, work, business, social, and others. The impact of technology is depends on how we use it. When we use it well, then we will get a lot of benefits, but when we use it badly it will cause a lot of problem for us.

Post-Test

Name : Fika Amella
Class : XI IPA
School : PTAM 02 LEBONG

Thesis

Technology is a means for us to know about informants circulating in foreign countries or outside eagle countries. Technology can help students' education at the present time this because we have to do whatever we want to make it honor era uses sudanese technology because this modern

Arguments

I think technology is important to be in education because able to find but there it is information in are also students who helping students, information him are not yet aware of students by who use abusing technology. Technology should be used for learning because however with the development era students now.

Technology has positive values and how negative value defening on a person also uses technology, if someone uses technology will, his insight will be broader because he already knows hu mformation before other people know it. like to of plajar to play and it forget until they learn that regard the game that the students will forget the time

peiteration

The conclusion from the above statements is the use of technology can make students more comfortable and not seem bored or monotonous because the delivery of information through advanced technology looks more varied and modern. Learning to use technology is not only at school but can be done outside of school or remotely because it makes it easier for students not yet obtained through handbooks can be obtained through technology

Stop using technology for useless things let's use technology to learn and we must make the best use of technology so that we don't get carried away by this sophisticated technology.

Post-Test

Name : M. Nur Abdullah (aab)
Class : XI IPA
School : MAN 2 Lebong.

The Impact of Technology In Education

Technology is a tool used to make work easier. Technology can also be a tool, an example is a handphone. This technology can be used in education. The point is that, learning process can be easier with technology.

I think with development of today's modern era, so technology is needed for education so that can help the learning process become easier and more practical so no trouble.

And I think Technology has many impacts positive and negative on education. some positive impact on education is the existence of technological tools such as handphone, school computer labs and internet network that can facilitate learning in school and from home.

Technology not only has a positive impact, Technology has a negative impact on education such as frequent access to the internet which should be used for the learning process but is instead used for negative things such as playing excessive online games so they don't think about the situation.

The conclusion of the impact of technology in education is that education and technology are developing very rapidly due to the advancement of modern technology era at this time, so that it has many impact positive and negative on education, so as a smart student, use technology for positive things ~~and don't use~~ in education and don't use technology for negative things.

APPENDIX 13

BIOGRAHY



Wulandari Ekawijaya was born on Bogor February 3rd 2001. She is the only daughter of Mr. Romi and Mrs. Rozi Lenti. She completed her studies in elementary school SDN 04 Uram Jaya and graduate in 2013. Then she continued her studies to Junior High School at SMPN 01 Uram Jaya and graduate in 2016. After that, she continued her studies to Senior High School at SMAN 3 Lebong (SMANDOLI) and majored in science and graduate in 2019. It didn't stop there, she continued her studies at State Islamic Institute of Curup (IAIN Curup) through the SPANPTKIN route and majored in English Tadris Study Program at the Tarbiyah Faculty. With the intention, persistence to continue learning and trying, she has successfully completed the work on this final thesis and graduate in 2023 with a bachelor of education degree. Hopefully by writing this thesis assignment can make a positive contribution to the world of education.

