

APPENDICES

Transcript of Learning Process

Appendix 1 Transcrip of learning Process.

- Teacher : Have you ever found this text?
- Students : Pernah...
- Teacher : When do you use this text? Kapan anak- anak menggunakan teks ini?
- Student A : Saat meminta barang pada orang tua untuk membelikan sesuatu.
- Teacher : To ask your parents to buy something? Like more. Seperti apa?
- Student A : Iya, seperti meminta dibelikan tas
- Teacher : To follow what you want! then, what do you do? kemudian apa yang kalian lakukan when you ask your parents to buy your desk? You just tell mother, father buy you disk all you say something more.
- Student B : Memberikan argument
- Teacher : Good
- Student C : Memberikan alasan untuk membujuk orang tua membelikan kita tas.
- Teacher : What are your reasons?
- Student B : Dengan mengutarakan pendapat yang mendukung bahwa kita memerlukan tas agar orang tua kita melakukan apa yang kita mau.
- Teacher : Why do you give the reason? Mengapa anak-anak memberikan alasan?
- Student B : Untuk meyakinkan orang lain agar melakukan apa yang kita mau
- Teacher : Good, the purpose of hortatory exposition text that is to get your goal. In this case your parent to allow you to buy your desk. Sehingga dengan alasan ini orang tua akan membelikan sepatu atau tas yang baru. In other words you create hortatory exposition text for his father or his mother to buy a bag for you with included some argument to support his request. It is simple example for using hortatory exposition text to show the aim of it. Another example? Untuk yang lain

Students E : Join dance club. When we ask my friend to join dance club

Teacher : Yes, That's right...Ehmm,,, annisa have a topic "Join Dance Club" What do you want?

Student E : Agar banyak siswa mengikuti Dance Club tersebut.

Teacher : You want your friend to join your Dance Club. So, What will you do that.

Student E : Dengan memberikan argument untuk mengikuti Dance Club.

Teacher : Can you give example of your reason?alasannya apa Annisa....

Apa yang teman kamu dapatkan ketika mengikuti dance Club kamu.

Student E : Kita bisa mempelajari beberapa jenis banyak tarian, seperti tarian Traditional

Teacher : Only that? Hanya itu berikan alasan lebih!

Student E : Hemm,, menambah kepercayaan diri kita. Dengan mengikuti Dance Club siswa akan menambah kepercayaan diri mereka, dan juga bisa mengikuti trend masa kini. Seperti fashionable

Teacher : So, Annisa wants her friend join dance club. According to Annisa when you joining dance club can be more self-confidence. You will have self-confidence, like that Annisa ..? Do we have healthy bodies? We will be healthier when join dance club is it right? So, by giving this reason another person will follow what we do, what we want. Just like your father, just like your mother, when you ask to buy your desk you give the reason just, for example father, mother my bag is broke. So, I need a new bag. Another reason? How many reasons you should give to get your goals?

Students : Sebanyak, banyaknya

Teacher : Good, as much as possible. Why?

Student C : To follow, to persuade

Teacher : Yes, to persuade another person to follow what you want.to get your goal. Do you remember about what are the exposition?

Student D : To persuade sir.

Teacher : Yes, to persuade. Look at the white board the most important that must you understand that exposition is to persuade other person should or should not to be the case. In Indonesian is persuasive. So, what are the jobs that require or use this form text? Dibidang apa atau pekerjaan apa saja yang membutuhkan atau menggunakan teks sini?

Student F : Sales.

Teacher : Good..Sales. Why a salesman need hortatory exposition?

Students : To persuade buyer

Teacher : Ok, to persuade the buyer. To buy...This product. Ok who else that have a program and need hortatory exposition?

Student C : Government

Teacher : Ok, government. Why the governments need this hortatory exposition?

Student D : Ok to persuade the people in politic or other program?

Teacher : Ok spouse, spouse. Ok, now give example program of government that using hortatory exposition text! Sekarang, berikan contoh program pemerintah yang menggunakan hortatory exposition ini?

Student C : Global warming.

Teacher : Can you explain with simple sentences?

Students :.....

Teacher : Global warming....another?

Student B : 2 anak cukup

Teacher : Ok good 2 anak cukup. What in English??

Student B : Family planning

Teacher : Why in Indonesia need a program family planning that should have enough two children? It is suggest don't pass two children.

Students : To handling the kepadatan penduduk

Teacher : Good. Because??

Students :.....

Teacher : Why the number of the people in Indonesia are so many so much,

the biggest in the world. So our government introduces this program to people. Ok, family planning

Teacher : Ok, how do the government to apply this program.

Student B : Untuk mendapatkan tujuan dengan Cara.....

Teacher : Yes, The parents must have two children, Ok should have maximum two children. What are the reasons to ask the people or families to follow this program?

Students : Dengan memberikan pemahaman family plan itu baik untuk keluarga indonesia.

Teacher : It is good?? Why do you give reason that it is good for family?

Students : Untuk menekan kepadatan penduduk Indonesia pak. Karena penduduk indonesia sudah terlalu banyak

Teacher : Yes, it is one of reasons why the family plans is required for Indonesian families. In the other hand if old woman are pregnant will be not good for healthy baby and Moms. Seperti itu ya! Kalau menurut kesehatan jika kehamilan terjadi pada wanita manula akan tidak baik untuk kesehatan ibu dan anaknya

It is good..Okey. So, Hortatory exposition is very important to be learned. With learning this text you will be smarter to persuade your parents to buy something what you want. Because you make some argument to convince your parents.....

Ok...anak anak saya yakin dengan kalian mempelajari menulis teks ini anak- anak akan bisa membujuk orang lain sederhananya membujuk orang tua untuk melakukan apa yang kita inginkan atau melakukan tujuan kita. Jadi ini sangat penting untuk dipelajari. Ini bisa dipakai saat kalian bekerja di masa depan. Teks ini bisa digunakan untuk sales atau marketing dalam memasarkan produk kalian. Ok.... now, what are your topic to make written of hortatory exposition text? Apa topik kalian untuk menulis hortatory exposition text

Student G : Organization, Karang Taruna

Teacher : What are your reasons to convince your friend of organization?

Student G : Because it is enjoy.

Teacher : Only enjoy? So, enjoy why you say enjoy?

Student G : Karena bisa bersosialisasi di lingkungan sekitar jadi bisa ada kegiatan positif. Kita juga bisa mempunyai banyak teman.

Teacher : So, the important of Karang Taruna for teenagers have many a lot of friends and can fill your spare time with positive activities for example socialization.

Teacher : Now, let's see the slide that shows the indicators and the purpose of learning in this discussion. Yes, do you read what are your indicator that should be passed. One of the important thing in this purpose of learning you are able to identify, comprehend, and create a hortatory Okey, I have a topic. Do you know facebook? What is facebook?

Student G : Social media...

Teacher : Who is person recognize the facebook

Students : Facebook cooperation

Teacher : Terus siapa orang yang mengenalkan facebook?

Students :.....

Teacher : Ok, What are the social media except facebook?

Students : Twitter

Teacher : twitter good,

Students : Pad,

Students : Whatsapp

Students : BBM

Students : Instagram

Students : Line.

Teacher : Good, good. I think if I say sosmed (social media) all of you are enthusiasm to answer it. Because it is familiar for you? Is it right?

Students : Yes sir...

Teacher : Ok, back to the slide. Definition of Hortatory exposition text what explained in the screen (reading) A hortatory exposition is a type of spoken or written text that is intended to explain the

listeners or readers that something should or should not happen or be done. Atau dalam bahasa indonesianya *Hortatory Exposition* adalah sebuah jenis teks (bacaan) yang dimaksudkan untuk menjelaskan pada para pembacanya bahwa sesuatu seharusnya dilakukan / tidak dilakukan (terjadi)

Students : (The students observed the material by the teacher explanation)

Teacher : Ok, next generic structure of hortatory exposition text. Thesis is introduction of the main idea of a effect or the event that will be raised or discussed. Do you understand? What is a thesis in hortatory exposition text by this slide?

Student C : Mengenalkan topic.

Teacher : Can you explain with the sample

Students :

Teacher : Next argumentation contains argument of the writer's opinion, reasons for concern that will lead to recommendation. And then recommendation is Statement of what should or should not happen or be done based on the given arguments. Next slide language features. Menurut kalian menggunakan tenses apa dalam menulis teks ini?

Student D : Simple present sir?

Teacher : Let's see, is it right or no? Yes, correct. It is using simple present tenses. Using temporal connectives; firstly, secondly, thirdly, etc. Using evaluative words; something that importantly, something that valuably, trustworthily, etc.

Students : (Took note what are the language features when teacher explain material)

Teacher : Ok now, this is example of writing hortatory exposition text. (Teacher presented the hortatory exposition text on the screen)

Students : (Collectively read the title of hortatory exposition text) the important for students.

Teacher : Do you need internet? Is it important for us?

Student E : Yes, internet is very important for students.

Teacher : Yes, so, it is very important for us. What is the purpose of this text?

Student C : To convince the students that internet is needed.

Teacher : Ok, Do you discover where is the thesis?

Students : (Collectively students read) Now days, in modern era, I think internet is very important for students (the students can identify where the part of thesis)

Teacher : Why is the writer says that internet is very important for students?

Student C : To show that internet is important as introduction.

Teacher : Okey good,so who is persuaded? Siapa yang dibujuk?

Students : (Collectively answer) Students.....

Teacher : What are the important issues in this text?

Students : Students can about education, entertainment, knowledge

Teacher : The writer Persuade students. To persuade the students that internet is important. Ok see.... to persuade the students to use internet for... for.... For study.... Ok, back at the thesis, what are the tenses that using in this thesis?

Students :(silent....) Simple present

Teacher : How do you know this use simple present? Dari mana kalian bisa menyimpulkan bahwa ini menggunakan tenses simple present

Student D : Menggunakan to be is. Now days, in modern era, I think internet is very important for students

Teacher : Good! ehmm,, I think internet is very important for students. Ok... The grammar simple present is S + V1s/es (auxiliary verb) + noun / adverb. Ok this is very important to should you remember when you writing hortatory exposition text. Today we will writing of hortatory exposition text. Ok, have you got a topic? Very what is your topic?

Students : Learning English with music

Teacher : Learning English with music Ok learning English by music. With your topic what is your thesis?

Student C : Learning English with Music.

Teacher : Ok learning English with music is.....

Student C : Easy and enjoyable

Teacher : When you are learning English by using music is easier and enjoyable. So from the title the writer persuade the reader to learn English by....

Student C : Music

Teacher : Yes, it is the purpose. The goal of the writer is to influence the reader learn English using music. When you create a topic make it interesting so that the reader will follow you. I hope you change your title more interesting. Like Learning English by music is easier and enjoy. Make a good topic in order to more interest other person. Ok F .what is your topic?

Student F : Untuk mengajak orang lain mengikuti karang taruna

Teacher : So, What is your title?

Student F : Organization in Karang Taruna is Important

Teacher : Why is it important?

Student F : Ehmm... karena punya banyak teman

Teacher : Ok, make more interest argument to convince the reader is more interest to follow you.

Student F : Dengan mengikuti kegiatan organisasi karang taruna kita bisa melakukan hal-hal positif seperti bersosialisasi.

Teacher : Yes, if you follow this organization you are filling up time with positive activity like socialization, and then have more friends , etc. Ok judul yang menarik.Ayo... judul kalian apa,,, pikirkan judul yang semenarik mungkin

Students : (Not yet responding a minute)

Teacher : Ok like product. When you offer the product or sales promote the product. the simple example like phone number or card number phone like for seluler phone Im3, three, axis, asia, simpati, smart fren. Do you remember what is the promotion may be in

advertisement by TV media or poster in the street? Kemudian kira-kira apa yang ditawarkan untuk menarik pelanggan yang pernah kalian temui di iklan televisi atau poster iklan.

Students : Three pak, internet gratis setahun.

Teacher : Nahh..mereka mengatakan seperti itu tujuannya agar si pembaca atau penonton mau membeli kartu three tersebut. Begitu ya kiranya... sekarang kalau kebersihan sekolah. Dengan menjaga kebersihan sekolah akan mendukung keberhasilan belajar. Trus kira-kira judulnya apa biar menarik. Bagaimana orang bisa menganggap bahwa kebersihan itu penting

Students : Pentingnya kebersihan dalam sekolah.

Teacher : Ya..kemungkinan judulnya begitu ya!

Ok, sekarang membujuk sesuatu yang kiranya kalian lakukan dalam kehidupan sehari-hari. Seperti contohnya kalian butuh laptop. Bagaimana kalimat yang kalian ajukan untuk pembelian laptop sebagai kebutuhan belajar kalian?

Students : Bu,, pak...laptop buu...

Teacher : Bu, pak,, belikan aku laptop. Apa langsung dibelikan

Students : (Completely say) tidak.....

Teacher : Ya. Trus bagaimana caranya...?

Students : Pak bu..sekarang ujian nasional diganti dengan UNBK yang butuh laptop

Teacher : Good,, pak bu sekarang ujiannya memakai system UNBK begitu ya kiranya. Terus alasan lain ...

Students : Ya karena UNBK sebagai salah satu penantuan kelulusan.

Teacher : Ya,, trus apa lagi pak, bu.. dengan begitu saya butuh....

Students : Laptop untuk latihan

Teacher : Betulll..bu, saya butuh latihan mengerjakan UNBK dengan menggunakan laptop. Terus apa lagi selain UNBK

Students : Tugas dari guru

Teacher : Ya,,, pak bu.. sekarang tugas disekolah siswa harus aktif mencari materi dan biasanya mencari lewat internet. Kalau tidak ada laptop

- kalian kan, harus pergi ke warnet
- Students : ya dengan pergi kewarnet bapak ibu sering ngomel kalau anaknya sering main.
- Teacher : Bagus... pak kalau saya tidak mempunyai laptop jangan salahkan saya ya, jika saya sering berkunjung ke warnet untuk menyelesaikan tugas sampai larut malam.
- Students : Ya dari pada ke warnet lebih baik minta di belikan laptop
- Teacher : Ya g usah bilang pak, bu,,, belikan saya laptop. Tunjukkan saja tujuan kamu itu apa..dengan beberapa alasan yang kuat bapak ibu juga akan mempertimbangkan anaknya untuk membelikan laptop. Seperti pak bu,,, saya membutuhkan laptop... Tapi sebelumnya kalian dianjurkan mengenalkan kelebihan laptop untuk kalian gunakan. Untuk apa sih laptop itu untuk siswa sma seperti kalian.... Setelah mengenalkan laptop.Memberikan alasan dengan kuat pentingnya laptop buat kalian, manfaatnya.Setelah itu merekomendasikan untuk membeli laptop.Sehingga dengan recommendation itu sebagai kesimpulan orang tua kalian untuk membelikan laptop. Jika kalian berhasil mempengaruhi orang tua kalian berarti horatory exposition yang kalian terpakan sudah.... Sudahh...
- Students : Berhasil,,,
- Teacher : Ya berhasil.... Sukses....Dengan begitu orang tua kalian berfikir oh iya anak saya memang membutuhkan laptop. Sehingga bapak atau ibu kalian akan membelikan kalian laptop. Begitu ya!!!!
- Students : Ya...
- Teacher : Know you construct your thesis based on your topic or your tittle. You construct thesis. Of course firstly you write down your topic. Ok silahkan kalian tulis dulu apa judulnya. Silahkan ditulis...
- Student E : Pak tadi yang learning English with music bagaimana..
- Teacher : Bagaimana tadi... learning English with music is Enjoy and easy.
- Student E : Thesisnya pak,,
- Teacher : Kenalkan dulu bagaimana learning English by music itu. How do

learning English based on your judgment.

Students : Ok thank you...

Teacher : Ok sudah ditulis judulnya? Kalian tulis ya judulnya... kalian tulis di buku apa judul yang sudah kalian temukan. Boleh membuka kamus. Silahkan menulis (Teacher Rounded in the class).....
Ehmm have you breaking down your topic... have you breaking down your topic? Mari latihan nanti kita analisa bersama
(Teacher was asking the students' difficulties and helped what their problem)
Have you everybody create your tittle? Sudah ya??

Students : Sudah,,,,,,,,,,,,,,,,,,,,,

Teacher : Semuanya sudah... okey bagus what is your tittle?

Students : Why students need breakfast in the morning.

Teacher : Kalau kita sempurnakan bagaimana untuk kita

Students : The important of breakfast for students

Teacher : The important of breakfast for students. Yang lain... (point toward the other side) have you write your tittle? Sudah buat judulnya. Make your thesis. Your thesis is a introduction of main idea or effect what are the rise discussion. Nah,, apa pentingnya atau apa bahayanya topic yang nanti kalian bahas dan kalian kembangkan dalam sebuah tulisan hortatory expostiton text. Biasanya menggunakan kaliaamt cause and effect. OK. Ehmmmm menggunakan bentuk present tensesthat you should remember. Ok. Bagus thesisnya sudah?Dari judul kamu tersebut?
Breakfasts daily activity that important especially for students in order to be focus when study in the school.

Teacher : Good. ok,, lanjutkan kalian.. D what is your tittle

Students :Learning English is important. Thesisnya Learning English is very important for everyone, because English is included international language.

Teacher : Ok bagus D ..apa judulmu?

Students D :Don't try to smoke

Teacher :Don't try to smoke What is your thesis

Student D : Smoke is harms for our body.

Teacher : Ok good. sekarang kalian harus berusaha construct your opinion, construct your argument , construct your judgment when you found something which valuable write to be hortatory exposition text. Writing is need much times and must focus. You consideration what are the word to included your thesis, how to apply the grammar, and then found the good reason to convince the reader or other person. Ok, saya mohon tulisannya diganti di buku lemaran ya! Hasilnya nanti dikumpulkan dan minggu depan dilanjutkan kembali semoga kalian bisa membuat argument yang kuat agar si pembaca atau orang lain tersebut semakin tertarik pada tulisan kalian dan terpengaruh untuk mengikuti apa yang kalian tuliskan. To follow what you want.

(Teacher rounded the class and helped the students' difficulties)

Do you remember? The more argument we have the better will be to get the goal. Semakin banyak pendapat yang kalian utarakan atau tuliskan akan baik untuk mendapat tujuan kalian. Dan tentunya alasannya harus berhungan ya! Jangan membuat alasan yang biasa saja karena dengan alasan yang masuk akal mempermudah orang lain semakin mempercayai pendapat kita. Kalau topicnya kebersihan sekolah misalkan. Jika thesisnya kebersihan sekolah diperlukan untuk mempelancar keberhasilan kegiatan pembelajaran berhubungan atau tidak?

Students : Berhubungan,,,

Teacher : Ok. Great!!!!!!

Teacher :(Teacher was answering some students who ask difficulty)

(Teacher was guiding the students that do wrong in writing generic structure.)

(Teacher was checking all of students' written and work of originality).

(Eighty minutes had been finished, so the teacher and students reflect the

material and review to concluded this discussion)

- Teacher : Ok. Apa saja yang sudah kita pelajari?
Ok, times is enough. Pay attention. Mohon perhatiannya anak2..apa yang sudah kita pelajari hari ini?
- Students : Hortatory Exposition Text
- Teacher : What is the purpose of Hortatory Exposition Text
- Students : To persuade reader
- Teacher : What are the generic structure of Hortatory Exposition Text? apa saja tadi generic structure Hortatory Exposition Text?
- Students : Theeeesssiiiiss, Argumeeent, Recommendation.
- Teacher : good,,,what is a thesis students?
- Students : Introduction of topic
- Teacher : Great the important that should you remember is to persuade, to convince the other person to follow what you want. so, you get your goals. And constructs your reason, your opinion, your argument as well as possible. The more argument we have the better will be to get the goal
- Baiklah anak – anak cukup untuk hari ini dan kita lanjutkan minggu depan hari rabu jam ke 7-8 ya! Kalian harus lanjutkan menulis, memang butuh waktu dan ide-ide yang kreatif untuk membangun gagasan kalian. Mari kita bersama- sama mengucapkan hamdalah (the second bell is ringing thus teacher closing the learning process and said hamdalah)

Finally teacher and students said Hamdalah together. “Alhamdulillah” to finished the class.

Observation Checklist and Field Notes

Appendix 2 Observation Check list and Field notes

No.	Indikator/butir-butir pengamatan	Yes	No	Field Notes
1	Teacher gave greeting in the beginning class	√		
2	Teacher check attendance	√		
3	Teacher checked the students' readiness	*		Need improvement, some students were still found who friend yet arrive.
4	Teacher checked the students' readiness as physically follow the learning process		√	Two students were still busy with put the bag and jacket. But teacher begin directly before all of students had already to follow the learning process
5	Teacher drew up students mentally.	√		
6	Teacher gave motivation	√		Previously some students were late. Then teacher gave motivation to disciplines and the benefit of wake up early in the morning.
7	Teacher organized class be active	√		Singing Indonesia Raya
8	Teacher explained the competency will be discussed	√		Present on the screen
9	Teacher explained the indicator will be discussed	√		Teacher presented and explained hortatory exposition text by the slide of power point in the screen
10	Teacher asked the meaning of hortatory exposition text	√		Teacher used open ended question with elicit students comprehension about the meaning of hortatory exposition text
11	Teacher asked students demonstrate their argument about the purpose of hortatory exposition Text	√		Teacher implemented the constructed response items that asking about the purpose of hortatory exposition, the answer based their experience.
12	Students advised to demonstrate argument as topic that discussed in hortatory exposition text.	√		Teacher gave the motivation word that more argument we have the better to get the goal in Hortatory Exposition. With wise judgment to be better to persuade someone to should do something.
13	Teacher gave opportunities for students to argument freely as their knowledge.	√		Students answered freely as their knowledge and might use Indonesian

No.	Indikator/butir-butir pengamatan	Yes	No	Field Notes
14	Teacher explained generic structure of hortatory exposition text	√		Teacher explained generic structure of hortatory exposition text. The implementation of constructed response items are only for thesis and argument. Recommendation structure did not ask for students because time pass quickly
15	Teacher clarified the language features by the slide of power point.	√		Previously, implementation asked using open ended question to elicit students' comprehension about the language features or grammatical features then teacher explained grammar on hortatory exposition text completely or detail.
16	Students comprehended the teacher's explanation about hortatory exposition text.	√		Students responds correct answer when teacher asks the open ended question about language features of grammar in hortatory exposition text
17	Students did well activity	√		All of the students attended the learning process but about 8-10 students can response actively.
18	Teacher asked the students if they get difficultness during the learning process	√		
19	Students answered and responded the teacher question.	√		
20	Teacher helped the students if they found difficultness.	√		Teacher asks what part that not understanding
21	Teacher answers the students' questions.	√		
22	Teacher supported students to finish the exercise of writing hortatory exposition text	√		Teacher setting the students mind that must be diligent to finish the assignment of writing hortatory exposition text. He said that it aims for apply in now or future when get a job.
23	Teacher checked that all of the students wrote the hortatory exposition text	√		Teacher rounded the class and check all of the students paper
24	Teacher asked students' difficultness classically	√		Teacher rounded the class and check students if they have difficultness or asks the problem.
25	Teacher explained the students problem	√		Teacher discussed together about the students' and gave opportunities for other students

No.	Indikator/butir-butirpengamatan	Yes	No	Field Notes
				to answer freely
26	Teacher managed the time of learning process of hortatory exposition text		√	The implementation of constructed response items is time consuming. Not all of the generic structure is asked in this class.
27	Teacher rounded the class and check students one by one	√		
28	Teacher asks students' difficultness one by one	√		
29	Teacher explains the students problem one by one	√		
30	Teacher supported students to finished the assignment as well as possible	√		Teacher motivated students that writing is not easy but writing have benefit that we have many ideas and wrote text be successfulness in the future
31	Teacher conclude and review the material	√		Reflected back and concluded what be learnt
32	Teacher and students ended the class with greeting	√		

Result of Analysis the Students Response

Appendix 3 the levels of students' responses from teacher's open ended question in learning

No	Questions	Students' response	Point	Thesis	Evidence	Reasoning And Clarify
1	What do you do, when you ask your parents to buy you desk?	Memberikan argument	3	1	1	1
2	What are your reasons	Dengan mengutarakan pendapat yang mendukung bahwa kita memerlukan tas agar orang tua kita melakukan apa yang kita mau	6	2	2	2
3	Why do you give the reasons?	Untuk meyakinkan oarang lain agar melakukan apa yang kita mau	6	2	2	2
4	Another Example! Of hortatory exposition text	Joint dance Club	3	1	1	1
5	What do you want if you have a topic joint Dance Club	agar banyak siswa yang mengikuti Dance Club	4	1	1	2
6	What are your reasons to convince your friends to joint dance Club?	Dengan mengikuti Dance club kita bisa mempelajari banyak tarian seperti tarian traditional maupun modern,	6	2	2	2
7	Only That, Hanya itu berikan alasan lebih	Menambah rasa percaya diri kita dan juga bisa mengikuti trend masa kini	3	2	1	0
8	Why we should create as many as possible reasons in this hortatory exposition text?	to follow, to persuade	3	0	2	1
9	Why Government need Hortatory Exposition Text	to persuade the people in politic or government program	4	1	1	2

No	Questions	Students' response	Point	Thesis	Evidence	Reasoning And Clarify
10	Can you explain with simple sentences?	-	0	0	0	0
11	Why Indonesia need a program family planning that should have enough two children?	-	0	0	0	0
12	How do the government to apply this program	Untuk mendapatkan tujuan dengan Cara	1	0	1	0
13	What are the reasons to ask the people or families to follow this program	Dengan memberikan pemahaman bahwa family plan itu baik untuk keluarga Indonesia	3	1	1	1
14	Why do you give reason that it is good for family	Untuk menekan kepadatan penduduk Indonesia	5	1	2	2
15	What are your topic to make written of hortatory exposition text	Organization, Karang Taruna	5	1	2	2
16	What are your reason to convince your friend of organization	Because it is Enjoy	3	1	1	1
17	Only Enjoy? So, why you say enjoy	karena bisa bersosialisai dilingkungan sekitar jadi bisa ada kegiatan positif. Kita juga bisa memounyai banyak teman	4	1	2	1
18	Can you explain with simple sentences	-	0	0	0	0
19	what is the purpose of this text	To convince the students internet is very important so we need internet	6	2	2	2
20	Very, What is your topic	Learning English with music	6	2	2	2
21	Learning English by music is your topic, so what is your thesis	Learning English by music is easy and enjoyable	5	1	2	2

No	Questions	Students' response	Point	Thesis	Evidence	Reasoning And Clarify
22	what is your topic hortatory exposition text?	Organization, Karang Taruna	5	1	2	2
23	so, what is your title	Organization Of Karang Taruna is important	5	2	2	1
24	why is it important for us?	karena dengan bergabung organisasi ini kita bisa mempunyai banyak teman	3	1	1	1
25	Make more interest argument to convince the reader is more interest to follow you.	Dengan mengikuti kegiatan organisasi karang taruna kita bisa melakukan hal-hal positif seperti bersosialisasi	6	2	2	2
26	Do you remember what is the promotion may be in advertisement by TV media or poster in the street?	Three, internet gratis setahun	5	1	2	2
27	bagaimana cara kalian meminta dibelikan laptop	Memberikan alasan kalau laptop itu sangat penting untuk siswa SMA seperti kita	6	2	2	2
28	seperti apa alasan kalian?	Pak bu.. sekarang ujian nasional diganti dengan UNBK yang butuh laptop	5	1	2	2
29	kalau ibu kalian masih menggap itu kurang penting bagaimana?	laptop itu penting sekali bu, karena UNBK sebagai salah satu penantuan kelulusan bu,,	6	2	2	2
30	ya terus alasan lain?	bu, saya butuh latihan mengerjakan UNBK dengan menggunakan laptop	6	2	2	2
31	what is your title, (ask students to read your title for students have been wrote the hortatory exposition text?	The important of learning English	6	2	2	2

No	Questions	Students' response	Point	Thesis	Evidence	Reasoning And Clarify
32	With your topic so, what is your thesis?	Learning English is very important for everyone, because English is included international language	6	2	2	2
33	Ask other students, F what is your topic	Don't try to smoke	6	2	2	2
34	What is your thesis	Smoke is harms for our body	6	2	2	2
35	what is the purposed of hortatory exposition text	To persuade reader	5	1	2	2

Opening Interview

Appendix 4 Opening Interview

- Researcher : I am from university Muhammadiyah of Surabaya. I am intended want research in this school.
- Teacher : Oh..yeahhh. Have a shit, can I see you tittle of research
- Researcher : Yes Sir, have read the title of thesis!
- Teacher : Uhhuum,,these thesis on the material of hortatory exposition text, is it right?
- Researcher : Yes, Sir
- Teacher : Okey, Opportunely tomorrow I will learn lesson of hortatory Exposition Text.
- Researcher : Is it right? Would you please I borrow your lesson plan sir?
- Teacher : Yes, I will give my lesson plan of hortatory exposition text.
- Researcher : Oh Sir, May I know when this school begin using authentic assessment?
- Teacher : Since on 2006 curriculum that basis competency, we have used authentic assessment.
- Researcher : Back to hortatory exposition text sir, according you how to invite students to demonstrate argument?
- Teacher : Usually in learning process of hortatory exposition text often questions that appropriate their experience. In other words asks the questions that considerate their prior knowledge. So, before I explain in detail, give opportunities for students to think creatively and critically how to find sample sentences like what I want. If in lesson of hortatory exposition text, students should demonstrate argument. I invite students to argue or answer the question appropriate whatever they found like their experience in daily activities. It is the simple ways. I commonly invest students mind set, to make ideas as much as possible, *The more argument we have the better to get the goal* in hortatory exposition text. It is word of motivation to stimulate students demonstrate argument. In other words students were motivated to demonstrate argument or

judgment in writing hortatory exposition text. If they express the opinion uncritical we stimulate students with give clue or brainstorming ideas. Like what do you want if persuade someone? If they don't answer we give clue, do you ever persuade your parents? Surely they remember what should do to persuade their parents. They usually answer to persuade my father in order to buy what we want. When we gives the simple clue that considerate their prior knowledge we elicit students' comprehension first, after that expand their mind to demonstrate the argument critically. Thus the students can apply the material with her real life and know what purpose of hortatory exposition text. Indirectly the students try to make sentences of hortatory exposition text

Researcher : hmm.. In other words you as a teacher often gives open ended question (that have answer more than one) in learning process to elicit students comprehension and invite to think critically in create argument.

Teacher : Of course, a teacher during learning process to get students' responses uses open ended question. It aims elicit students comprehension, to know their knowledge. We ask students to analyze material from question that gave. They are practiced how to think when create sentences of argument critically and creatively. In this case they find the argument independently, not monotone the entire materials teacher gives many sample directly. Opposite seldom teacher explains all of the lessons, and end students asked whether students are understand or not. Those teacher don't know how far students' comprehension to apply the material.

Researcher : How about the obstacles in this learning process sir? According to you what are the most difficult obstacle to ask students argue critically and can higher order thinking?

Teacher : The most difficult obstacles are to ask students argue critically and active using English fluently. When I ask students to think

critically in create judgment and argument, they answer using Indonesia orally. Since, I give opportunities for students to create argument freely. So, they answer appropriate their knowledge still using Indonesian as part of students. Yeah, I don't force students to argument using English because in this content should argue as critic as possible in persuade someone. If I want to students speaking English fluently may be in other content not to hortatory exposition text. It requires process to asking students demonstrate English argument critically and fluently. But, in different content when give assignment, use English in writing hortatory exposition text.

Closing Interview

Appendix 5 Closing Interview

Researcher : Do you always begin with singing of Indonesia Raya song in learning process as together sir?

Teacher : Yes, firstly in learning process, the students always sing of Indonesia Raya song as rule in this school and become habitual.

Researcher : What is the purpose of singing Indonesia Raya song Sir?

Teacher : Yeah, beside it is rule that singing of Indonesia raya song, it has a lot of purpose. Firstly, to organize class being active, secondly to invest students mind set soul of nationality, thirdly invite students love our country of Indonesia, and the last can motivate students be spirit.

Researcher :When learning process, Do you always give motivation for students like wake up early and disciplines like what you said in yesterday sir?

Tecaher : Ahhahh, yesterday I gave motivation spontaneity, because at the time some students were late. So, I gave motivation about disciplines and the important of wake up early in the morning. We are educator give guidelines that we always do positive action to invest their mind set that students' consciousness require built. We learn about life as rule that do positive action and leave the negative action. Like I invite them to wake up early because students who late have reason that they had been accident. I advise students to encourage their consciousness if they wake up early and don't be hurried when drive motor we don't get accident. The big possibility that students had been accident because they were late and drive hurried (less carefully). In actually in this school have rule that students should arrive on time. But if they don't have consciousness disciplines the rule is merely. Thus, I want my students have consciousness to be disciplines.

Researcher : When you learn about hortatory exposition text especially in this

case, whether always replay asking the purpose of the material and apply with the real life in daily activities?

Teacher : Yes, Of course, I always ask the purpose of the material. I push what purpose to relate with real life. As my experience when I was a students during learning process didn't know the purpose of the material was so confusing. How I could apply this material in my life? What was the aim? Why I learnt it in this school? It means when the students do not understand the puporse of the material, the students get difficulties to apply with the real life. So, students could not understand fully. We are educator is it right? We always teach learners to be excellent that can relate the material with real life as content of authentic assessment. So, the students is hoped not only recall but also create and apply the real life setting. In my learning process I want give as well as possible learning for students with asking purpose of hortatory exposition text.

Researcher : Yesterday, in learning process majorities of students responds orally Indonesia in English course.

Teacher : It requires process to make students argue critically and fluently in English. To Hortatory Exposition Text is difficult to asks students responds English fluently and critically. Since I focus to demonstrate students' argument critically the use of English fluently is not be important content. In the learning process I gave opportunities are freely to demonstrate their argument. English in our country is foreign language is it right? Thus students respond orally in Indonesia, and after that I translated their argument

Rencana Pelaksanaan Pembelajaran

(RPP)

Appendix 6 Teacher's Lesson plan

Satuan Pendidikan	: SMAN 1 TARIK
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X1 /2
Alokasi Waktu	: 2 x 45 menit (1x pertemuan)
Topik Pembelajaran	: Hartotary Exposition

A. Tujuan Pembelajaran

1. Siswa mampu mengidentifikasi fungsi sosial dari beberapa teks *hortatory exposition*.
2. Siswa mampu mengidentifikasi struktur teks dari beberapa teks *hortatory exposition*.
3. Siswa mampu mengidentifikasi unsur kebahasaan beberapa teks *hortatory exposition*.
4. Siswa mampu menganalisa fungsi sosial dari beberapa teks *hortatory exposition*.
5. Siswa mampu menganalisa unsur kebahasaan dari beberapa teks *hortatory exposition*.
6. Siswa mampu memahami fungsi sosial dari beberapa teks *hortatory exposition*.
7. Siswa mampu memahami struktur teks dari beberapa teks *hortatory exposition*.
8. Siswa mampu memahami unsur kebahasaan dari beberapa teks *hortatory exposition*.
9. Siswa mampu menyusun teks tulis dan lisan *hortatory exposition* teks sesuai dengan fungsi sosial, struktur teks dan unsur kebahasaan dengan benar.

B. Kompetensi dasar dan indikator pembelajaran

Kompetensi dasar	Indikator
<p>3.9 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>hortatory exposition</i> lisan dan tulis dengan memberi dan meminta informasi terkait pandangan/ pendapat mengenai topik yang hangat dibicarakan umum, argumentasi pendukung, serta saran, sesuai dengan konteks penggunaannya</p>	<p>3.9.1 Siswa mengidentifikasi fungsi sosial dari beberapa teks <i>hortatory exposition</i>.</p> <p>3.9.2 Siswa mengidentifikasi struktur teks dari beberapa teks <i>hortatory exposition</i>.</p> <p>3.9.3 Siswa mengidentifikasi unsur kebahasaan beberapa teks <i>hortatory exposition</i>.</p> <p>3.9.4 Siswa menganalisa fungsi sosial dari beberapa teks <i>hortatory exposition</i>.</p> <p>3.9.5 Siswa menganalisa unsur kebahasaan dari beberapa teks <i>hortatory exposition</i>.</p>
<p>4.9.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>hortatory exposition</i> lisan dan tulis, terkait isu aktual</p> <p>4.9.2 Menyusun teks <i>hortatory exposition</i> lisan dan tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar</p>	<p>4.9.1.1 Siswa memahami fungsi sosial dari beberapa teks <i>hortatory exposition</i>.</p> <p>4.9.9.2 Siswa memahami struktur teks dari beberapa teks <i>hortatory exposition</i>.</p> <p>4.9.9.3 Siswa memahami unsur kebahasaan dari beberapa teks <i>hortatory exposition</i>.</p> <p>4.9.2.1 Siswa menyusun teks</p>

dan sesuai konteks	tulis dan lisan hortatory exposition teks sesuai dengan fungsi sosial, struktur teks dan unsur kebahasaan dengan benar.
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C. Materi pembelajaran
1. Materi fakta

What is hortatory exposition text

A hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done.

Hortatory Exposition adalah sebuah jenis teks (bacaan) yang dimaksudkan untuk menjelaskan pada para pembacanya bahwa sesuatu seharusnya dilakukan / tidak dilakukan (terjadi)

Social function

Hortatory exposition text is aimed to persuade that something should or should not be the case

Hortatory Exposition bertujuan untuk mempengaruhi sesuatu bahwa seharusnya dilakukan atau seharusnya tidak dilakukan

Internet for students

Nowadays, in modern era, I think internet is very important for students. **Thesis**

As we all know internet has many function for supporting our life. They are, first, it gives us various information, news, knowledge etc. Students can search anything or something from internet. Take for example, they search about education, entertainment, knowledge etc that is in the world. **Argument 1**

Second, they can add their friends in all countries in the world by internet. Chatting, e-mail, facebook, and twitter, are some examples of internet facility to have many friends. Besides, they can share, communicate, discuss and so on. **Argument 2**

From my arguments above, as student, we should use internet facility well to get knowledge, friends, information etc. **Recommendation**

2. Materi konseptual

Generic structure of hortatory exposition text

- Thesis** : introduction of the main idea of a effect or the event that will be raised or discussed
- Argumentation** : contain argument of the writer's opinion, Reasons for concern that will lead to recommendation
- Recommendation** : Statement of what should or should not happen or be done based on the given arguments

The characteristic of hortatory exposition

- 1) Using simple present tense
- 2) Using temporal connectives; firstly, secondly, thirdly, etc.
- 3) Using evaluative words; importantly, valuably, trustworthily, etc.

3. Materi prosedural

- Memperhatikan slide presentasi

4. Materi prinsip

Using simple present tense ; one of the principal formula S+verb1+O

5. Metode Pembelajaran

Approach : Communicative Approach

Method : Students Centered learning

D. MEDIA, ALAT DAN SUMBER PEMBELAJARAN

1. Media

Slide show ppt

2. Alat

- Laptop
- Lcd

3. Sumber pembelajaran

- Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat
- Contoh interaksi tertulis
- Contoh teks tertulis
- Sumber dari internet; <https://nurinuryani.wordpress.com>

E. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi
Pendahuluan	<ol style="list-style-type: none">1. Memberi salam greeting2. Mengecek Absensi3. Guru memberikan motivasi4. Guru menyampaikan tujuan pembelajaran dan KD yang akan ditempuh dan diperlihatkan pada slide ppt didepan kelas.	10 menit
Kegiatan inti	<ol style="list-style-type: none">1. Guru menyebutkan beberapa topic untuk dibahas sebagai pembahasan fenomena yang akan dijadikan teks hortatory exposition.2. Gurumemberikan kesempatan kepada siswa untuk memeberikan pendapat mereka tentang penggunaan facebook,	60 menit

	<p>3. Guru mempersilahkan siswa mencari topik yang akan mereka buat sebagai teks hortatory exposition.</p> <p>4. Guru menstimulasi siswa untuk berfikir kritis dalam mengungkapkan pendapatnya;</p> <ul style="list-style-type: none"> - Guru menanyakan pekerjaan apa yang menggunakan kalimat teks hortatory exposition. Jawaban didiskusikan bersama - Guru menanyakan mengapa pekerjaan tersebut membutuhkan teks hortatory exposition ? - Guru memeberikan kesempatan kepada siswa untuk mengutarakan pendapat mereka. - Hasil pendapat siswa akan ditulis dan dijadikan sebagai teks hortatory exposition pada tahap argument. <p>5. Guru memperlihatkan slide ppt kembali untuk menyampaikan meteri konsep tentang hortatory exposition text, dari pengertian, generic structure, dan language fetures teks hortatori eksposition text.</p> <p>6. Guru meminta siswa mengidentifikasi tulisan kalimat hortatory exposition teks, berdasarkan generic structurenya</p> <p>7. Guru meminta siswa menganalisa tulisan kalimat hortatory exposition teks, berdasarkan laguange featurenya.</p> <p>8. Siswa ditanya tujuan dari tulisan kalimat hortatory exposition teks tersebut dan untuk mempengaruhi siapa tulisan itu dibuat, dan memahami pendapat –</p>	
--	---	--

	<p>pendapat dalam tulisan tersebut yang mampu menguatkan kalimat hortatory exposition teks untuk dapat membujuk orang lain melakukan hal yang kita inginkan.</p> <p>9. Siswa diminta menyusun teks hortatory eksposition.</p>	
Penutup	<p>1. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.</p> <p>2. Guru dan peserta didik mengakhiri proses pembelajaran dengan mengucapkan salam</p>	10 menit

E. PENILAIAN

1. Jenis/ Teknik Penilaian:

Aspek Ketrampilan :

- a. Tehnik Penilaian : Unjuk kerja
- b. Bentuk Instrumen : Tes ketrampilan menulis

1. Aspek ketrampilan Writing pada pertemuan ke-2

No	Aspek yang Dinilai	Kriteria	Score (0-100)
1	Grammar	Excellent Good Fair Poor	
2	Keruntutan teks	Excellent Good Fair Poor	
3	Kreatifitas	Excellent Good Fair Poor	

4	Pilihan Kosa kata	Excellent Good Fair Poor	
		Total	

PEDOMAN dan RUBRIK PENILAIAN

(Writing Competence)

KRITERIA	SKOR	DESKRIPSI
Kesesuaian tugas / isi (sejauh mana tulisan mencapai tujuan)	85-100	Excellent to very good: Menanggapi tugas dengan sempurna; pembahasan sempurna; informasi relevan dan tepat; interpretasi sangat kuat dan mendukung.
	70-84	Good: Mampu menanggapi tugas; pembahasan mampu; informasi umumnya relevan dan tepat; interpretasi umumnya mendukung.
	55-69	Fair: Kurang mampu menanggapi tugas; pembahasan dapat diterima tapi kadang tidak konsisten; informasi kadang tidak relevan/tidak tepat; interpretasi kadang tidak konsisten dengan fakta.

0-54 Poor:

Tidak bisa menanggapi tugas;
pembahasan tidak lengkap dan tidak
konsisten; informasi sering tidak
relevan/tidak tepat; interpretasi tidak
konsisten dengan fakta.

English Teacher

Fahrul Muttaqin S.pd

Slide of The hortatory exposition text

Appendix 7 Slide Power point of The hortatory exposition text by the teacher



KD & indikator

Kompetensi dasar

3.9 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *hortatory exposition* lisan dan tulis dengan memberi dan meminta informasi terkait pandangan/pendapat mengenai topik yang hangat dibicarakan umum, argumentasi pendukung, serta saran, sesuai dengan konteks penggunaannya

Indikator

- 3.9.1 Siswa mengidentifikasi fungsi sosial dari beberapa teks *hortatory exposition*.
- 3.9.2 Siswa mengidentifikasi struktur teks dari beberapa teks *hortatory exposition*.

CONTINUE OF INDICATOR

3.9.3 Siswa mengidentifikasi unsur kebahasaan beberapa teks *hortatory exposition*.

3.9.4 Siswa menganalisa fungsi sosial dari beberapa teks *hortatory exposition*.

3.9.5 Siswa menganalisa unsur kebahasaan dari beberapa teks *hortatory exposition*.

KD & indikator

Kompetensi Dasar

4.9.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *hortatory exposition* lisan dan tulis, terkait isu actual

Indikator

4.9.1.1 Siswa memahami fungsi sosial dari beberapa teks *hortatory exposition*.

4.9.1.2 Siswa memahami struktur teks dari beberapa teks *hortatory exposition*.

KD & indikator

Kompetensi Dasar

4.9.2 Menyusun teks *hortatory exposition* lisan dan tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

INDIKATOR

- 4.9.2.1 Siswa memahami unsur kebahasaan dari beberapa teks *hortatory exposition*.
- 4.9.2.2 Siswa menyusun teks tulis dan lisan *hortatory exposition* teks sesuai dengan fungsi sosial, struktur teks dan unsur kebahasaan dengan benar.

Tujuan pembelajaran

1. Siswa mampu mengidentifikasi fungsi sosial dari beberapa teks *hortatory exposition*.
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4. Siswa mampu menganalisa fungsi sosial dari beberapa teks *hortatory exposition*.

Continue Tujuan pembelajaran

5. Siswa mampu menganalisa unsur kebahasaan dari beberapa teks *hortatory exposition*.
6. Siswa mampu memahami fungsi sosial dari beberapa teks *hortatory exposition*.
7. Siswa mampu memahami struktur teks dari beberapa teks *hortatory exposition*.
8. Siswa mampu memahami unsur kebahasaan dari beberapa teks *hortatory exposition*.
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Hortatory Exposition bertujuan untuk mempengaruhi sesuatu bahwa seharusnya dilakukan atau seharusnya tidak dilakukan

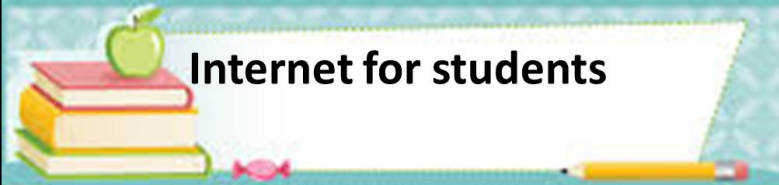
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Second, they can add their friends in all countries in the world by internet. Chatting, e-mail, facebook, and twitter, are some examples of internet facility to have many friends. Besides, they can share, communicate, discuss and so on.

From my arguments above, as student, we should use internet facility well to get knowledge, friends, information etc.

Recommendation

Pictures

Appendix 8 Pictures of Learning Process









Appendix 9 Pictures of SMAN 1 Tarik Sidoarjo





UNIVERSITAS MUHAMMADIYAH SURABAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Program Studi : Pendidikan Bahasa Inggris - Pendidikan Bahasa & Sastra Indonesia
Pendidikan Matematika - Pendidikan Biologi - PG. PAUD - PG. SD

Jln. Sutorejo No. 59 Surabaya 60113, Telp. (031) 3811966 Fax. (031) 3813096

Nomor : 140/KET/II.3-FKIP/F/III/2017

Hal : Penelitian Skripsi

Yang terhormat
Kepala SMAN 1 Tarik
Di tempat

Assalamualaikum Wr. Wb.

Dengan ini kami Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Surabaya menghadapkan mahasiswa :

Nama : Puput Rupiyantri

NIM : 20131111047

Program Studi : Pendidikan Bahasa Inggris (S1)

Pada kesempatan ini kami mohon Bapak/Ibu berkenan memberikan izin kepada mahasiswa tersebut untuk mengadakan penelitian dalam penyelesaian skripsinya.

Adapun judul penelitian yang diambil adalah :


"THE IMPLEMENTATION OF CONSTRUCTED RESPONSE ITEM IN AUTHENTIC ASSESSMENT OF WRITING EXPOSITION TEXT TO PROMOTE STUDENTS' HIGHER ORDER THINKING SKILL."

Atas bantuan dan kerja samanya kami ucapkan terima kasih.

Wassalamualaikum Wr. Wb.

Surabaya, 23 Maret 2017

Dekan


Dr. M. Ridlwan, M.Pd



PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
**UPT SEKOLAH MENENGAH ATAS NEGERI 1
TARIK SIDOARJO**

Jl. Raya Janti No. 1 Telp. (031) 8983814 E-mail : sman1tarik@yahoo.co.id
SIDOARJO Kode Pos 61265

SURAT KETERANGAN

Nomor : 423/ /101.6.25.10/2017

Menindaklanjuti Surat dari Universitas Muhammadiyah Surabaya (UMSBY) nomor :
140/KET/II.3-FKIP/F/III/2017 tanggal 23 Maret 2017 perihal **Penelitian Skripsi**

Dengan ini Kepala SMA Negeri 1 Tarik Kab. Sidoarjo menerangkan dengan sebenarnya bahwa :

Nama : **PUPUT RUPIYANTI**
NIM : 20131111047
Status : Universitas Muhammadiyah Surabaya (UMSBY)
Jurusan : S1 Pendidikan Bahasa Inggris (S1)

Mengijinkan nama tersebut diatas untuk melakukan Penelitian di SMA Negeri 1 Tarik Kab.
Sidoarjo dengan waktu penelitian bulan 24 Maret s/d 6 Mei 2017 judul/topik

**“THE IMPLEMENTATION OF CONSTRUCTED RESPONSE ITEM IN
AUTHENTIC ASSESSMENT OF WRITING EXPOSITION TEXT TO
PROMOTE STUDENTS’ HIGHER ORDER THINKING SKILL.” di Kelas XI IPS
Peminatan Sekolah Menengah Atas (SMA).**

Demikian surat keterangan ini untuk dipergunakan sebagaimana mestinya

Tarik, 26 Juli 2017
Kepala SMA Negeri 1 Tarik

Drs. Gunawan Agung S, M.Pd, MM
Nip 19600328 198603 1 010



UNIVERSITAS MUHAMMADIYAH SURABAYA

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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Hal : Penelitian Skripsi

Yang terhormat
Kepala SMAN 1 Tarik
Di tempat

Assalamualaikum Wr. Wb.

Dengan ini kami Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Surabaya menghadapkan mahasiswa :

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NIM : 20131111047

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Pada kesempatan ini kami mohon Bapak/Ibu berkenan memberikan izin kepada mahasiswa tersebut untuk mengadakan penelitian dalam penyelesaian skripsinya.

Adapun judul penelitian yang diambil adalah :

"THE IMPLEMENTATION OF CONSTRUCTED RESPONSE ITEM IN AUTHENTIC ASSESSMENT OF WRITING EXPOSITION TEXT TO PROMOTE STUDENTS' HIGHER ORDER THINKING SKILL."

Atas bantuan dan kerja samanya kami ucapkan terima kasih.

Wassalamualaikum Wr. Wb.

Surabaya, 23 Maret 2017

Dekan

Dr. M. Ridlwan, M.Pd



PEMERINTAH PROVINSI JAWA TIMUR
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Dengan ini Kepala SMA Negeri 1 Tarik Kab. Sidoarjo menerangkan dengan sebenarnya bahwa :

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Mengijinkan nama tersebut diatas untuk melakukan Penelitian di SMA Negeri 1 Tarik Kab.
Sidoarjo dengan waktu penelitian bulan 24 Maret s/d 6 Mei 2017 judul/topik

**“THE IMPLEMENTATION OF CONSTRUCTED RESPONSE ITEM IN
AUTHENTIC ASSESSMENT OF WRITING EXPOSITION TEXT TO
PROMOTE STUDENTS’ HIGHER ORDER THINKING SKILL.” di Kelas XI IPS
Peminatan Sekolah Menengah Atas (SMA).**

Demikian surat keterangan ini untuk dipergunakan sebagaimana mestinya

Tarik, 26 Juli 2017
Kepala SMA Negeri 1 Tarik

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ENDORSEMENT LETTER

285/PB-UMS/EL/VIII/2017

This letter is to certify that the abstract of the thesis below

Title : The Implementation of Constructed Response Items in Authentic Assessment of Writing Exposition Text to Promote Students' Higher Order Thinking Skills
Student's name : Puput Rupiyantri
Reg. Number : 20131111047
Department : S1 Pendidikan Bahasa Inggris

has been endorsed by Pusat Bahasa *UMSurabaya* for further approval by the examining committee of the faculty.

Surabaya, 9 August 2017

Chair

Waode Hamsia, M.Pd.