Date   : 19th April2018

Time   : 07.00 – 07.45

Respondents   : R (Researcher), T (Teacher)

Topic   : Interview before implementing the research to the teacher

R   : Assalamu'alaikum wr wb. Good morning sir…

T   : Waalaikumsalam wr wb, Good morning, what can I help you?

R   : Yes sir, I need you to have some interviews about teaching and learning activities in the class.

T   : Of course, please have a seat.

R   : Thank you… well, I will start with the first question, how is the teaching and learning in English class?

T   : The processes of teaching learning in the class is fun, sometimes the students feel bored and uninterested if the teacher always give material so I give them music to be listened and still related to the lesson absolutely.

R   : What method do you always use in teaching and learning process?

T   : The method is not always being same, I use them depend on the material and conditions of students. So I often give them situation where is so fun and interesting such listening to the music.

R   : What is the advantage and weakness of that method in the class?

T   : The advantage are, the students being so fun and interested, they do not feel bored. The weakness is about the timing, place and media.

R   : What is your difficulty in teaching and learning of English lesson in the class?

T   : The difficulty, the students' concentration is easy to unfocused. It is because they have different character. The respond of the student is also slow; it is depend on the teacher model who teaches in the class.

R   : How do you convey the lesson to students about Explanation Text?

T   : Usually I convey the material, about what is Explanation text, after that I Explain what the meaning and give them the tasks.

R   : What is your difficulty that you found in teaching and learning of English lesson in the class especially explanation text?

T   : The difficulties that I found when I teaching in other class the students less interested, critical thinking, motivation and vocabulary in generating their ideas.

R   : How do you overcome the students who get difficulties in learning writing of explanation text?

T   : I overcame it by approaching with students, I gave them easy tasks to make them want to do the task there is valuable score which could be reached. If the score is not good or below standard I hold remedial.

R   : How is the understanding of students about explanation text so far?

T   : Their understanding is very difficult, I had to explain more and repeat in giving them understanding and because of the limitations of time there are many students who were minim understanding about that lesson.

R   : How about the students' feedback in the class?

T   : Feedback for the students' who were slow respond, difficult in understanding the lesson. For the students who were able or they were clever but sometimes often unfocused with the lesson.

R   : By Minimum Mastery creation (KKM) 75 how many percentage is the scale of success which gotten in English lesson?

T   : The percentage of success for the students is 75%.

R   : Well thank you very much for your time and respond; I apologize if I disturb your time. Assalamu'alaikum wr wb.

T   : You are welcome. Wa'alaikumsalam wr wb.

APPENDIX 2
PENGAMATAN PROSES BELAJAR MENGAJAR

1. Nama Sekolah   : SMA Negeri 13 Surabaya
2. Alamat Sekolah   : Jl. Menganti Lidah Kulon, Lidah Kulon, Lakarsantri, Kota
              Surabaya, Jawa Timur (60213).
3. Nama Guru   : Ilham Hidayat S,Pd.
4. Mata Pelajaran   : Bahasa Inggris
5. Materi/Bahan Pelajaran : Explanation Text
6. Siklus/Pertemuan ke   : 1 & 2
7. Kelas/Semester   : X-8 / 2
8. Waktu   : 2x45 menit

Petunjuk pengisian :
Berilah tanda V pada kolom yang sesuai dengan aspek yang diamati, dan catatlah hal hal yang penting dan relevan sehubungan dengan aspek yang diamati dalam kolom keterangan.

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	A. Pendahuluan Guru mengabsen, memotivasi/membangkitkan minat siswa belajar Adanya apersepsi Mengkomunikasikan tujuan pembelajaran Menyiapkan alat bahan/media pembelajaran Mengemukakan alur kegiatan yang akan dilakukan siswa	√ √ √ √		
2.	B. Kegiatan Pokok Guru menggunakan alat, bahan atau media pembelajaran Sesuaikah media dengan materi Memotivasi siswa untuk bertanya Berperan sebagai fasilitator Mengaktifkan diskusi Memantau kesulitan/kemajuan belajar siswa	√ √ √ √ √ √		
3.	C. Penutup Siswa membuat rangkuman/catatan Guru memberikan tugas/pr Guru melakukan refleksi	 √	√ √	

FORMAT PENGAMATAN PENAMPILAN KEMAMPUAN

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	A. Penampilan Guru Guru ceria Guru antusias dalam mengajar Guru memiliki semangat dalam mengajar Penampilan guru rapi dan sopan	√ √ √ √		
2.	B. Penggunaan Papan tulis Tulisan guru di papan tulis dapat terbaca sampai belakang Guru menuliskan istilah istilah /kosakata baru	√ √		
3.	C. Pengelolaan Waktu Guru menggunakan waktu secara efektif dan efisien Guru menggunakan sebagian waktu untuk menciptakan situasi siswa belajar	√ √		

FORMAT PENGAMATAN PENGELOLAAN KELAS

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	A. Pengelolaan Kelas Guru menenangkan kelas sebelum memulai pelajaran Guru mengatur pengelompokan siswa	√ √		
2.	B. Teknik bertanya · Guru menyebarkan pertanyaan kepada siswa · Guru memperhatikan waktu tunggu jawaban siswa · Guru menghindari jawaban serentak · Guru menanggapi jawaban siswa dengan baik dan penuh perhatian	√ √ √ √		
3.	C. Pengelolaan pembelajaraan kooperatif · Guru membagi dalam kelompok · Guru memberikan uji awal dan uji akhir	 √	√ 	

FORMAT PENGAMATAN KEGIATAN BELAJAR MENGAJAR

KEGIATAN	PENGAMATAN	Ya	Tidak
Apersepsi	1. Persiapan pembelajaran (RPP)	√	
	2. Menyiapkan media pembelajaran	√	
	3. Penampilan penyaji	√	
Kegiatan Inti	PENDAHULUAN		
	4. Pemeriksaan Kehadiran siswa	√	
	5. Pelaksanaan apersepsi	√	
	6. Menyampaikan tujuan pembelajaran	√	
	7. Pemberian motivasi pembelajaran	√	
	8. Penjelasan alur pelaksanaan pembelajaran inti	√	
	9. Penerapan strategi pembelajaran tertentu	√	
	10. Keterpaduan bahan pembelajaran	√	
	11. Penggunaan media pembelajaran	√	
	12. Penerapan teknik bertanya	√	
	13. Pemberian pengalaman berbahasa kepada siswa	√	
	14. Pembahasan hasil kerja yang melibatkan keaktifan siswa	√	
	15. Pemberian bimbingan kepada siswa	√	
	16. Penggunaan bahasa yang tepat	√	
Penutup	17. Penggunaan sistem penilaian (lisan/tertulis)	√	
	18. Pemberian tindak lanjut (perbaikan/pengayaan)		√
	19. Pemahaman wawasan siswa (tugas akhir)	√	

FORMAT KETERAMPILAN GURU DALAM MENGEMBANGKAN METODE PEMBELAJARAN

No	Aspek yang dinilai	Penilaian	
		Ya	Tidak
1	Pengelolaan kelas	√	
	Berdoa dan mengabsen siswa	√	
2	Apersepsi menarik perhatian siswa	√	
3	Membangkitkan motivasi belajar	√	
4	Menyampaikan tujuan pembelajaran	√	
5	Unsur materi :		
	Penguasaan	√	
	Urutan	√	
	Kejelasan	√	
6	Unsur pembelajaran		
	a. Penjelasan konsep		
	Melalui informasi	√	
	Melalui peragaan/demonstrasi	√	
	b. Mengorganisasi siswa kedalam kelompok belajar	√	
	c. Melibatkan siswa dalam proses pembelajaran	√	
	d. Menerapkan teknik bertanya		
	Cara menyampaikan pertanyaan	√	
	Cara menanggapi pertanyaan	√	
	Menyimpulkan pendapat siswa	√	
	e. Penggunaan media pembelajaran	√	
	Papan tulis	√	
	Alat peraga	√	
	f. Melaksanakan kegiatan sesuai RPP	√	
	g. Membimbing siswa	√	
	Menjawab pertanyaan	√	
	Menyampaikan pendapat	√	
	h. Penampilan		
	Berbahasa yg baik	√	
	Kejelasan berbicara	√	
	Penghargaan kepada siswa	√	
7	Penutup		
	a. Menyimpulkan hasil kegiatan belajar	√	
	b. Melaksanakan pos tes atau tugas/pr	√	
	c. Ketepatan waktu	√	

Surabaya, 27 April 2018

Observer,

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PEDOMAN OBSERVASI SISWA

NO	CIRI PRILAKU SISWA DALAM MELAKSANAKAN KEGIATAN BELAJAR NYA	Ya	Tidak	Komentar
1.	Mencari dan memberikan informasi	√		
2.	Bertanya pada guru atau siswa lain	√		
3.	Diskusi atau memecahkan masalah	√		
4.	Mengerjakan tugas yang diberikan guru	√		
5.	Memanfaatkan sumber belajar yang ada	√		
6.	Menilai dan memperbaiki pekerjaannya	√		
7.	Dapat menjawab pertanyaan guru dengan tepat saat KBM berlangsung	√		
8.	Dapat memecahkan masalah dengan tepat	√		
9.	Ada usaha dan motivasi untuk mempelajari bahan atau stimulus yang diberikan guru	√		
10.	Dapat bekerjasama dan berhubungan dengan siswa lain	√		
11.	Menyelesaikan tugas	√		
12.	Interaksi dengan buku sumber/LKS	√		
13.	Interaksi dengan bahan pelajaran	√		
14.	Interaksi dengan teman	√		
15.	Menyimak/mencatat penjelasan	√		
16.	Bermotif kerja	√		
17.	Bertanggung jawab	√		
18.	Bercanda/bermain di kelas	√		
19.	Keluar/masuk kelas		√	
20.	Tidak memperhatikan penjelasan		√	
21.	Menjawab pertanyaan guru	√		
22.	Mengajukan pertanyaan	√		
23.	Datang terlambat		√	
24.	Acuh tak acuh dalam kelompok		√	

Surabaya, 27 April 2018

Observer,

_____

APPENDIX 3
LESSON PLANS
(Classroom Action Research Class)

School   : SMA Negeri 13 Surabaya
Subject   : English
Class   : X8
Materi Pokok   : *Explanation Text*

Time Allocations : 2 x 45 minutes

A. Core Competencies:
   1. Embrace and practice the teachings of their religion
   2. Embrace and practice good behavior, discipline, responsibility, caring (cooperation, tolerance, peace), decent, responsive and pro-active and to be part of the solution to many problems in interacting effectively with the social and natural environment as well as in placing themselves as a reflection of the people in the association.
   3. Understand, implement, analyze knowledge, factual, conceptual, procedural, based on curiosity about science, technology, art, culture, and humanities with a vision of humanity, national, state, and civilization-related causes of phenomena and events, and implement procedural knowledge in specific fields of study according to their talents and interests to solve the problem.
   4. Treatment, reasoning, and all present in the realm of the concrete and the abstract realm associated with the development of the learned in school independently, and is able to use the method according to the rules of science.

A. Basic Competencies and Indicators

Basic Competencies	Indicators
3.11 Analyze the social function, text structure, and linguistic elements of the explanation text about natural phenomena, related to other subjects in Class X, according to the context of the use.	3.11.1 Understand the social function, text structure, and linguistic elements of the text explanation of natural phenomena, related to other subjects in Class X, according to the context of the use. 3.11.2 Analyze the social function, text structure, and linguistic elements of the explanation text about natural phenomena, related to other subjects in Class X, according to the context of the use.

Basic Competencies	Indicators
4.13 Capturing meaning in oral and written explanation text.	4.13.1 Reasoning contextually related social functions, text structures, and linguistic elements in oral and written explanation texts.
4.15 Prepare an oral explanation text and write about natural phenomena, related to other subjects in Class X, taking into account the social, textual, and linguistic functions that are true and contextual.	4.15.1 Write contextually related to social functions, text structures, and linguistic elements of explanation text and write about natural phenomena, related to other subjects in Class X, taking into account the correct and contextual function of the social, textual structure, and linguistic elements.

B. Learning Objectives
1) Demonstrate the seriousness of learning English related simple text explanation about natural phenomena.
2) Shows caring, confident, and responsible responsibility in carrying out simple text-related communication explanation about natural phenomena.
3) Identify social functions, text structure and linguistic elements in simple explanation text about natural phenomena.
4) Responding to meaning in explanation text, oral and written, simple, simple explanation text about natural phenomena.
5) Prepare an oral explanation text and write simple simple explanation text about natural phenomena.
6) Responding to the issue of the place related to the topic of learning appropriately.
7) Provide solutions of problems that occur related to the topic of learning.

C. Learning Materials
The structure of Explanation Text (generic structure) is:
1) General Statement
    The General Statement serves to provide a general explanation of the event or phenomenon to be discussed in this text.
2) Sequenced of Explanation
    Sequenced of Explanation serves to provide an explanation of why and how an event or phenomenon can occur or be created. The explanation is a process the process of the formation of events are written in sequence.

Explanation Text Features:
- Written using Present Tense
- Contains the process - the process of the formation of a sequence or phenomenon written in sequence.
- The existence of a time conjunctive word that can be either first, second, third, firstly, secondly, then, later, next, finally, or at last.
- Images and descriptions that serve to help explain what is discussed in explanation text.
- Contains answers from "How" and "Why" contained in the second section (Sequenced of Explanation).
- The focus of this text is the phenomenon discussed and is not an explanation of the person or anything else.

Linguistic Elements:
1) Words and phrases associated with natural phenomena and socio cultural symptoms in general, usually also not about people
2) Contains a series of actions and description of the objects involved
3) Verbs in present tense and past tense: simple, continuous, perfect.
4) Passive Voice is often used
5) Adverbs and prepositional phrases of timers and causes.
6) Spelling and handwriting and print are clear and neat.
7) Speech, word references, word pressure, intonation, when presenting verbally.

1. Learning Method

TBL (Task Based Learning), Discussion, Q & A, and Presentation

2. Media / tools / materials / sources
1. Media   : PowerPoint Presentation
2. Tools   : Laptops and Infocus
3. Learning Resources   : Teachers

https://www.youtube.com/watch?v=ifrHogDujXw&t=80s
Explanation Text: Pengertian, Tujuan, Ciri, & Generic Structure.2016
http://kakakpintar.com/explanation-text-pengertian-tujuan ciri-generic-structure/ was accessed on 14th April 2018.

D. Teaching and Learning Activities

MEETING I
Treatment
    a. Opening activities:
        1) The teacher explains about the hint of the material (Explanation Text).
        2) The student receive useful information in their life by studying explanation text
    b. Core Activities:
    Step 1

        a. Pre-task: Teacher show video about natural phenomena and introduce a topic about "explanation text" to the students.

    Step 2
        b. Task cycle: The teacher gives a clear instruction to them what they have to do for the task and then remind them some language structure (tenses) that might be useful for the task. Teacher set up a communication task which students encouraged to do the task and then ask them to prepare a report about how they do the task.
        •*Task:* Teacher asks the students to do the task in small groups related to the worksheet which is given by teacher about natural phenomena.
        •*Planning:* Teacher asks the students to prepare their report to class and then each group compares the result.
        •*Report:* Teacher asks the students (small group) to present their report to class and then each group compares the result.

    Step 3
        c. *Language focus:* Teacher explains the language structure, such as the tenses of the sentence in the writing text.
        •□*Analysis:* Teacher gives an examination for the students and then asks the students to discuss the specific features of the text in slide of PPT.
        •□*Practice:* Teacher gives a practice for the students to answer some questions related to subject of the explanation text which has been explained.

    c. Closing Activity

        The student and teacher deliver the beneficial information and conclude the material about explanation text**.**

MEETING II
Post-Test
Teacher asks the students to write an explanation text related to the topic "natural phenomena".

1. Assessment of Learning Outcomes

Performance and Duty assessment criteria

• Achievement of social functions
• Completeness and demands of text structure explanation
• The accuracy of linguistic elements: grammar, vocabulary, speech, word pressure, intonation, spelling, and handwriting.
• Conformity of formatting / submission format

Mengetahui,   Surabaya, 27 April 2018
Guru Mata Pelajaran
Mahasiswa

Ilham Hidayat S.Pd   Ria Novia
NIP. -   NIM : 20141111111

Mengetahui
Kepala SMA Negeri 13 Surabaya

Drs. Agus Setiawan
NIP. 196408191990031017

Members   : 1.
                2.
                3.
                4.
Class   :
Date   :
Time   : 45 Minutes

(Essays)
Please discuss in group members and write your answer or opinion about the pictures below related to your knowledge!

Vocabulary lists

Discuss	: diskusikan	Causes	: menyebabkan
Write	: tulis	Change	: peruubahan
Answer	: jawaban	Happen	: terjadi
Opinion	: pendapat	Environment	: lingkungan
Picture	: gambar	Effect	: akibat
Related	: terkait	Solve	: memecahkan
Knowledge	: pengetahuan	Problem	: masalah
Diffrences	: perbedaan	Human being	: manusia

(Picture. 1)

1. What do you think about the picture above?

   _____
   _____
   _____
   _____
   _____
   _____
   _____

2. What are the diffrences between the pictures below?

(Picture. 2)

_____
_____
_____
_____
_____
_____

(Picture. 3)   (Picture. 4)

3. What are the causes of the change that happened to environment?

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4. What is the effect of those changes for the next generation?

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5. How do we solve those problems as a human being?

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Name   :
Class   :
Date   :
Time   : 60 Minutes

Please write one or more paragraphs of explanation text about Natural Phenomena using your own words!

_____
(Title)

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** Good Luck **

APPENDIX 4

SCORING RUBRIC
Writing Scoring Rubric (Adopted from Brown (2003:244-245))

Organization		
18 - 20	Very Good	Appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expression used; arrangement of material shows plan; supporting evidence given for generalization; conclusion logical and complete.
15 – 17	Good	Adequate title, introduction, and conclusion; body of essays is acceptable, but some evidence maybe lacking, some ideas aren't fully developed; sequence is logical but transitional expression or misused.
12 - 14	Good to Adequate	Enough idea in introduction or conclusion; enough ideas in body; generalization may not be fully supported by the evidence given; problem of organization interfere.
6 - 11	Fair	Minimally recognizable introduction; organization can be barely be seen; severe problem with ordering of ideas; not knowledgeable; lack of supporting evidence; conclusion weak or illogical; enough effort at organization.
1 - 5	Poor	Unclear of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; no any effort to recognize the composition.
Content		
18 - 20	Very Good	Essay addressed the assigned topic; the ideas are concrete and thoroughly developed; clearly stated/supported; clearly material; well-organized and logical sequencing.
15 – 17	Good	Essays addressed the issues but miss some points; ideas can be more fully developed; some materials are not relevant; somewhat copy and limited support; logical but incomplete sequencing.
12 - 14	Good to Adequate	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right; ideas confused or disconnect; lacks logical sequencing and development.
6 - 11	Fair	Ideas incomplete; essays does not reflect careful thinking or was hurried written; enough effort in area of content.
1 - 5	Poor	Essay is not complete; no appearance effort to consider the topic carefully.
Vocabulary		
18 - 20	Very Good	Precise vocabulary usage; use of parallel structures; concise; register good.
15 – 17	Good	Attempted variety; good vocabulary; not wordy; register OK; style fairly concise.
12 - 14	Good to Adequate	Some vocabulary misused; lack awareness of register; may be too wordy.

| 6 - 11 | Fair | Poor expression of ideas; problem in vocabulary; lack variety of structure. |
| 1 - 5 | Poor | Inappropriate |

Language Used (Syntax and Grammar)		
18 - 20	Very Good	Effective complex constructions; correct use relative clause, preposition; modals; articles, verb form, and tense sequencing; no fragment or run-on sentence.
15 – 17	Good	Effective but simple construction; some grammar problem don't influence communication; minor problem in complex construction.
12 - 14	Good to Adequate	Ideas are getting through to the reader, but grammar problem are apparent and had a negative effect on communication; run-on sentences or fragment present.
6 - 11	Fair	Many serious grammar problems interface with communication of ideas; Virtually no mastery of sentence construction rules; dominated by errors; does not communicate
1 - 5	Poor	Grammar problems are severely interfere with communication of ideas, virtually no message; reader can't understand what writer was trying to say; unintelligent sentence structure.

Mechanism		
18 - 20	Very Good	Correct used of English writing conventions; left and right margins, all needed capitals, paragraphs intended, punctuation and spelling; very neat.
15 – 17	Good	Some problems with writing conventions or punctuation, occasional spelling errors; left margin correct; neat.
12 - 14	Good to Adequate	Uses general writing convention but has errors; frequent errors of spelling, punctuations capitalization, paragraphing, poor handwriting, meaning confused.
6 - 11	Fair	No mastery of convention, serious problem with format of paper, part of essay not legible, errors of spelling, punctuations, capitalization, paragraphing, handwriting illegible.
1 - 5	Poor	Complete problems for English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems.

Critical Thinking Rubric (Adopted from Center for Teaching Learning (2005: 2)) Modified by Researcher.

Identifies and Explain Issues	
Superior (14 – 17 points)	• Clearly identifies and summarizes main issues and successfully explains why/how there are problems or questions; and identifies embedded or implicit issues, addressing their relationship to each other.
Good (9 – 12 points)	• Successfully identifies and summarizes the main issues, but does not explain why/how there are problems or create questions.
Standard (5 – 8 points)	• Identifies main issues but does not summarize or explain them clearly or sufficiently.
Poor (1 – 4 points)	• Fails to identify, summarize, or explain the main problem or question or represents the issues inaccurately or inappropriately.
Contexts	
Superior (14 – 17 points)	• Not only correctly identifies all the empirical and theoretical contexts relevant to all the main stakeholders, but also finds minor stakeholders and contexts and shows the tension or conflicts of interest among them.
Good (9 – 12 points)	• Correctly identifies all the empirical and most of the theoretical contexts relevant to all main stakeholders in the situation.
Standard (5 – 8 points)	• Shows some general understanding of the influences of empirical and theoretical contexts on stakeholders, but does not identify any specific ones relevant to situation at hand.
Poor (1 – 4 points)	• Fails accurately to identify and explain any empirical or theoretical context for the issues or present problems as having no connections to other conditions or contexts.
Perspectives	
Superior (14 – 17 points)	• Not only formulates a clear and precise personal point of view, but also acknowledges objections and rival positions and provides convincing replies to these.
Good (9 – 12 points)	• Formulates a clear and precise personal point of view concerning the issue, and seriously discusses its weaknesses as well as its strengths.
Standard (5 – 8 points)	• Formulates a vague and indecisive point of view, or anticipates minor but not major objections to his/her point of view, or consider weak but strong alternative positions.
Poor (1 – 4 points)	• Fails to formulate and clearly express own point of view, or fails to anticipate objections to his/her point of vie, or fails to consider other perspective and position.
Assumptions	
Superior (14 – 17 points)	• Not only identifies and evaluates all the important assumptions, but also some of the more hidden, more abstract ones.
Good (9 – 12 points)	• Identifies and evaluates all the important assumptions, but not the ones deeper in the background – the more abstract ones.
Standard (5 – 8 points)	• Identifies some of the most important assumptions, but does not evaluable them for plausibility or clarity.
Poor (1 – 4 points)	• Fails to identify and evaluate any of the important assumptions behind the claims and recommendation made.
Evidences	

Superior (14 – 16 points)	• Not only identifies and rigorously evaluates all important evidence offered, but also provides new data or information for considerations.
Good (9 – 12 points)	• Identifies all important evidences and rigorously evaluates it.
Standard (5 – 8 points)	• Successfully identified data and information that counts as evidence but fails to thoroughly evaluate its credibility.
Poor (1 – 4 points)	• Fails to identify data and information that counts as evidence for truth-claims and fails to evaluate its credibility.
Implication	
Superior (14 – 16 points)	• Identifies and thoroughly discusses implications, conclusions, and consequences, and considering all relevant assumptions, contexts, data, and evidence.
Good (9 – 12 points)	• Identifies and briefly discusses implications, conclusions, and consequences considering most not all the relevant assumptions, contexts, data and evidence.
Standard (5 – 8 points)	• Suggests some implications, conclusions, and consequences, but without clear reference to context, assumptions, data and evidence.
Poor (1 – 4 points)	• Fails to identify implications, conclusions, and consequences of the issues, or the key relationships between the other elements of the problem, such as context, assumptions, or data and evidence.

APPENDIX 5
STUDENTS'SCORE (PRE-TEST)

Number	Students' Number	Pre-Test
1	S1	32
2	S2	39
3	S3	39
4	S4	26
5	S5	46
6	S6	20
7	S7	34
8	S8	39
9	S9	34
10	S10	70
11	S11	20
12	S12	32
13	S13	20
14	S14	77*
15	S15	70
16	S16	77*
17	S17	22
18	S18	26
19	S19	22
20	S20	39
21	S21	22
22	S22	32
23	S23	34
24	S24	77*
25	S25	70
26	S26	46
27	S27	22
28	S28	20
29	S29	32
30	S30	26
31	S31	77*
32	S32	70
33	S33	46
34	S34	26
Mean		40.7

APPENDIX 6
STUDENTS' SCORE (POST-TEST)

Number	Students' Number	Pre-Test		Post-Test	
		Writing	Critical Thinking	Writing	Critical Thinking
1	S1	32	26	81	80
2	S2	39	26	78	79
3	S3	39	26	78	80
4	S4	26	22	85	81
5	S5	46	32	87	82
6	S6	20	16	67*	81
7	S7	34	28	89	80
8	S8	39	26	78	81
9	S9	34	28	89	82
10	S10	70	71	81	80
11	S11	20	16	67*	79
12	S12	32	26	81	80
13	S13	20	16	67*	74
14	S14	77*	81*	81	82
15	S15	70	71	81	80
16	S16	77*	81*	81	81
17	S17	22	20	85	80
18	S18	26	22	85	81
19	S19	22	20	85	80
20	S20	39	26	78	79
21	S21	22	20	85	83
22	S22	32	26	81	80
23	S23	34	28	89	81
24	S24	77*	81*	81	82
25	S25	70	71	81	80
26	S26	46	32	87	83
27	S27	22	20	85	81
28	S28	20	16	67*	73
29	S29	32	26	81	80
30	S30	26	22	85	82
31	S31	77*	81*	81	83
32	S32	70	71	81	82
33	S33	46	32	87	81
34	S34	26	22	85	79
Mean		40.7	36	81	80

Air Pollution

Air pollution occurs when the air contains gases, dust, fumes or odor in harmful amounts. That is, amounts which could be harmful to the health or comfort of humans and animals or which could cause damage to plants and materials. The substances that cause air pollution are called pollutants. Pollutants that are pumped into our atmosphere and directly pollute the air are called primary pollutants. Primary pollutant examples include carbon monoxide from car exhausts and sulfur dioxide from the combustion of coal.

Further pollution can arise if primary pollutants in the atmosphere undergo chemical reactions. The resulting compounds are called secondary pollutants. Photochemical smog is an example of this. In the days before the proliferation of large cities and industry, nature's own systems kept the air fairly clean. Wind mixed and dispersed the gases, rain washed the dust and other easily dissolved substances to the ground and plants absorbed carbon dioxide and replaced it with oxygen. With increasing urbanization and industrialization, humans started to release more wastes into the atmosphere than nature could cope with.

Since then, more pollution has been added to the air by industrial, commercial and domestic sources. As these sources are usually found in major cities, the gases that are produced are usually concentrated in the air around them. The adverse effects of air pollution were graphically illustrated in London in 1952 when, in just a few days, an estimated 4000 people died from effects of fine particle pollution. It is when these concentrated gases exceed safe limits that we have a pollution problem. Nature can no longer manage air pollution without our help.

Discuss to your group members and answer the following questions.

1. What is text about?

2. What is pollutant?

3. What causes air pollution?

APPENDIX 8
STUDENTS' WRITING SAMPLES

Name   : Pisar Kalimaya

Class   : X-8

Date   : 27 April 2018

Time   : 60 Minutes

73

Please write one or more paragraphs of explanation text about Natural Phenomena using your own words!

Global Warming

(Title)

We all know now, global warming is happening right now has a very big impact on humans. Do you know how global warming has a serious impact on our life happens?
It is strakes when sunlight shines the earth where most of the heat is absorbed by the earth and a half of it is deflected back onto the atmosphere. Sunshine returning to the air is trapped by gases in the atmosphere. This is known as green house effect.
After that solar radiation on the earth's atmosphere makes ozone layer get thinner and makes the sunlight which shines the earth become hotter. I think we all feel it everyday espeamy in big citer

~~It is straikes when sunlight shines the earth wheremost~~

** Good Luck **

79

Name   : Laila Rahmadhani
Class   : X - 8
Date   : 27 April 2018
Time   : 60 Minutes

74

Please write one or more paragraphs of explanation text about Natural Phenomena using your own words!

Flood
(Title)

Flood is a disaster which commonly happen in larg or big City, In Indonesia, the flood hit jakarta very often an cause many victim

Flood is from rain which fall to the surface of the earth, then the rain water is abrorbed by the ground surface and flow to the lower place

On oter side, the process of flood is usually caused by bad habits of human, who don't care about the enviroment, such as littering that can make water flow

** Good Luck **

Name   : Adila Luayana
Class   : X-8
Date   : 27 April 2018
Time   : 60 Minutes

79

Please write one or more paragraphs of explanation text about Natural Phenomena using your own words!

How does Rain Happen
(Title)

Rain is the primary source of fresh water for most areas of the world, Providing suitable conditions for diverse ecosystems, as well as for hydroelectric power plants and crop irrigation.

The phenomenon of rain is actually a water circle. The concept of the water cycle involves the sun heating the Earth's surface water and causing the surface water to evaporate. The water vapor rises into the Earth's athmosphere. The water in the atmosphere cools and condenses into liquid droplets. The droplets grow until they are heavy and fall to the eart

** Good Luck **

81

Name   : Ismi Khoerunissa
Class   : X-8
Date   : 27 april 2018
Time   : 60 Minutes

Please write one or more paragraphs of explanation text about Natural Phenomena using your own words!

Flood
(Title)

The word flood means the inability of rivers, lakes, drainage, or other, waterways to accomodate massive quantities of water, so the water overflow and enters the surrounding area. flood often occurs in the area on the edge of the river or a region that was once river absorption, and also in the area where the drainage system is disrupted.

This factor is cause that comes from nature itself. nature produce heavy rain that continued to fall and caused the area of water absorption overflowed. as a result the water will spread to all direction and entered into residential

** Good Luck **

Name   : Adela Oktaviani
Class : X.8
Date   : 27 april 2018
Time   : 60 Minutes

80

Please write one or more paragraphs of explanation text about Natural Phenomena using your own words!

<u>Tsunami</u>
(Title)

Do you tsunami? Tsunami is one of disaster that happen in the word and that disaster is very danger. A tsunami can be generated when the sea floor abruptly deforms and vertically dislacas the overlying water. Such large vertical movements of the earth's crust can occur at plate boundaries. Seductions of earth quakes are particularly effective in generating tsunami, and occur where denser oceanic plates slip under continental plates. As the displaced water mass moves under the influence of gravity to regain its equilibrium it rates it radiates accross the ocean like ripples on a pond.

Tsunami always brings great damage. Most of the damage is caused by the huge mass of water behind the initial wave front, as the heigth of se of the sea keeps rising east and floods powerfully into the coastal area which can swipe everything.

** Good Luck **

83

Name   : Azizah
Class   : X-8
Date   : 27 April 2018
Time   : 60 Minutes

80

Please write one or more paragraphs of explanation text about Natural Phenomena using your own words!

Ice Melting
(Title)

Ice Melting is the condition that cause of global warming that caused by greenhouse effect or air pollution that make the earth dying especially ozone layer that become thinner. It can make some island drowning in the future. Ice melting is not fully nature disaster, this phenomenon is caused by human activities and we can help this not to happen to the world.

We can start by reducing using air conditioner planting the trees, don't use perfumes too much and don't use tissues too much. After we doing it of course we can help and heal the earth little bit so that the ice on the pole can stand long so the next generation can see the beauty of it.

** Good Luck **

84

Name   : Ayu Nadia Tasya
Class   : X-8
Date   : 27 april 2018
Time   : 60 Minutes

81

Please write one or more paragraphs of explanation text about Natural Phenomena using your own words!

Global warming
(Title)

The global warming will much more and the climate on the earth will to be hotter. Of course we feel that the current temperatures on earth are so hot every day. Then, we all must be thinking that there is a problem with the climate change where everything becomes unpredictable. The season that occurs in our earth cannot be predicted anymore as happened a few years ago.

Generally human activities caused the global warming. Today there are so many people don't care about environment as long as they get money. This is happen like industrial factory. when they are built more and more, then the more carbon dioxide is produced. However the plants that are on the earth continue to decrease due to illegal logging, forest fires, and the diversion of forest as a place of human area.

All of those makes the number of plants continue to decrease and are not able to absorb all the carbon dioxide maximally. As a result, carbon dioxide trapped in the earth and makes our earth becomes hotter. One of visible effects of global warming is the polar ice continues to melt so they can flood the coast line in the entire world.

** Good Luck **

85

Please write one or more paragraphs of explanation text about Natural Phenomena using your own words!

How Earthquaske Happen?
(Title)

Do you ever feel earthquake? Earthquake is one of the mose destroying natural disasters. Unluckyly it often In several Regions. Recently a horrible eathquake has shaken Island Lombok. It has broughe great damages. Why did it occur? Do you know how an earthquake happens? Earthquakes are usually caused when Rock under ground suddenly breaks along a fault. This sudden Release of energy causes the seismic waves.

Earthquake make the ground shake. When two blocks of Rock or two plates are rubbing against each other, They stiek a little. They don't just slide smoothly. The Rock are still Pushing build up. When the rocks break, the eartquake occurs. During the ~~pushers that's~~ eartquake and afterward, the Plates or blocks of rock start moving, and they continue to move until they get stuek again. The spot underground where the rock breaks is called

the focus of the eartquake. The place right above the focus is called the epicenter of the earthquake.

** Good Luck **

86

APPENDIX 9
SURAT IZIN OBSERVASI

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 : 419/KET/II.3-FKIP/F/VIII/2018
Hal   : Penelitian Skripsi

Yang terhormat

Kepala SMA Negeri 13 Surabaya

Jl. Menganti Lidah Kulon, Lidah Kulon Lakarsantri

Surabaya

Assalamualaikum Wr. Wb.

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

Nama   : Ria Novia

NIM   : 20141111111

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 :

"IMPROVING STUDENTS' CRITICAL THINKING THROUGH ECO-COMPOSITION IN SMA NEGERI 13 SURABAYA (A Clasroom Action Research at Tenth Grade Students of SMA Negeri 13 "

Atas bantuan dan kerja samanya kami ucapkan terima kasih.

Wassalamualaikum Wr. Wb.

Surabaya, 10 Agustus 2018
Wakil Dekan I

Drs. Yarno.,M.Pd

APPENDIX 10
SURAT KETERANGAN TELAH MELAKUKAN OBSERVASI

PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS NEGERI 13
SURABAYA
Lidah Kulon Kecamatan Lakarsantri Telp. (031) 7531770, Fax. 7535736
Website : http/www.sman13surabaya.sch.id - E-mail :sman13sby@gmail.com
SURABAYA - 60213

SURAT KETERANGAN
No. 072/ 319 / 101.6.1.13/2017

Yang bertanda tangan dibawah ini :
Nama   : Drs. Agus Setiawan
NIP   : 196408191990031017
Jabatan   : Kepala SMA Negeri 13 Surabaya

menerangkan dengan sebenarnya bahwa :
Nama   : Ria Novia
NIM   : 20141111111
Status   : Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Negeri Surabaya
Program Studi : Pendidikan Bahasa Inggris

Telah melakukan penelitian Skripsi di SMA Negeri 13 Surabaya dengan judul
"Improving Students' Critical Thinking Through Eco-Composition in SMA Negeri 13 Surabaya"
pada tanggal   13 - 27 April 2018

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Surabaya, 9 Agustus 2018
Kepala SMA Negeri 13 Surabaya

Drs. Agus Setiawan
Pembina Tk. I
NIP 196408191990031017

DAFTAR HADIR PESERTA DIDIK SMA NEGERI 13 SURABAYA
TAHUN PELAJARAN 2017/2018

Kelas : X-8

Wali Kelas : Eny Sulistyowati, S.Pd.

Hari :

Tanggal :

NO	NISN	NIS	L/P	NAMA PESERTA DIDIK	Jam Pelajaran Ke- 1	2	3	4	5	6	7	8	9	10	Absensi S	I	A
1	0019887227	8935	P	ADELA OKTAVIANI PUTRI													
2	0024873039	8940	P	ADILA LUQYANA													
3	0021560399	8945	P	AFRIDA ALIVIA RAHMA													
4	0028499029	8969	P	ALVIA DWI AISYAH													
5	0027659186	8981	P	ANIS SHOLIHAH													
6	0029412361	9003	p	AYU NADIA TASYA													
7	0013063122	9007	p	AZIZAH													
8	0034293782	9018	P	CAHYANI DWI PUTRI WULANDARI													
9	0010682411	9047	p	DINA SASMITA													
10	0015955685	9084	p	FRISKA DINA FEBRIANSYAH													
11	0020064956	9105	p	ISMI KHOIRUNNISA													
12	0022139557	9108	P	JIFA AULIA PUTRI													
13	0011462027	9119	P	LAILA RAHMADANI													
14	0029882140	9121	P	LAILATUL SA`DIYAH													
15	0022190026	9133	P	MELINDA EFLI ABDUSSYUKUR													
16	0022051044	9136	P	MIRANDA AURELIA													
17	0015951743	9138	L	MOCH. ABRAR ADRIANUR													
18	0024408975	9141	L	MOCHAMAD RIZKY ALFIANSYAH													
19	0028477544	9148	L	MUHAMMAD ARIF DWIJANARKO													
20	0025968266	9150	L	MUHAMMAD DHAFI BRILLIANT SYAH													
21	0007919963	9156	L	MUSA PRASSETIYO													
22	0025374386	9157	P	MYRA MIRANDA YUDIANTARI													
23	0027934853	9165	p	NADIF NADILA													
24	0022150213	9166	P	NADJANDRA ALYA JASMIN													
25	0025961764	9168	P	NADYA ZAHRA ARISANDY													
26	0025271239	9182	P	NOVIA PUTRI WULAN DARI													
27	0022051199	9189	L	OLDY REVANZA RACHMAN													
28	0015955420	9192	P	PIJAR KALIMAYA													
29	0019587150	9193	P	PUPUT NOVITA SARI													
30	0027934873	9195	P	PUTRI WAHYU DAMAYANTI													
31	0027827704	9198	L	RAFI ATHAYA PUTERA HERENDA													
32	0015874170	9214	P	RETTA DWI DAMAYANTI													
33	0010623763	9237	P	SALMA BISYAKURA RAHDADANU													
34	0027934854	9271	p	TRILIA RIZKI SUSANTI PUJI LESTARI													
35																	
36																	
				Tanda tangan/Paraf Guru Mata Pelajaran													

L : 13

P : 24

v : 37

PERPUSTAKAAN
UNIVERSITAS MUHAMMADIYAH SURABAYA

A S L I

SURAT KETERANGAN BUKTI BEBAS PLAGIASI

Naskah tugas akhir / skripsi / karya tulis / tesis*) yang diserahkan atas :

N a m a   : Ria Novia
N I M   : 2014111111
Fakultas/Jurusan : FKIP / Bahasa Inggris
Alamat   : ....
Judul   : Improving Students' Critical Thinking Through Eco Composition
            In SMA Negeri 13 Surabaya

telah **diserahkan dan memenuhi kriteria** batas maksimal yang sudah ditentukan.

Surabaya, 21 Agustus 2018

Petugas perpustakaan   Mahasiswa,

PUTRI R. SIP

Mengetahui,
Kepala Perpustakaan

Dra. Mas'ulah, M.A.

*) Coret yang tidak perlu

Nama PTS : Universitas Muhammadiyah Surabaya
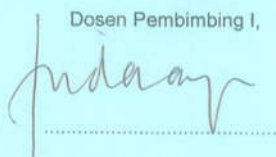Fakultas : Keguruan dan Ilmu Pendidikan

BERITA ACARA BIMBINGAN SKRIPSI

Nama Mahasiswa : Ria Novia
NIM : 2014IIIIII
Judul Skripsi : Improving Students' Critical Thinking Through Eco-composition In SMA Negeri 13 Surabaya (A Classroom Action Research at Tenth Grade Students of SMA Negeri 13 Surabaya).

Tanggal Pengajuan :
Pembimbing : 1 Linda Mayasari, S.Pd., M.Pd.
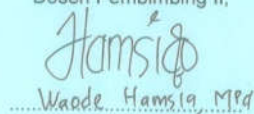2 Waode Hamsia, S.Pd., M.Pd.
Konsultasi :

Tanggal	Materi Bimbingan	PARAF Pembimbing I	PARAF Pembimbing II
17 - 02 - 2018	Pengajuan Judul Skripsi		Hamsia
08 - 03 - 2018	Bab 1		Hamsia
15 - 03 - 2018	Revisi bab 1		Hamsia
22 - 03 - 2018	Bab 2		Hamsia
28 - 03 - 2018	Revisi bab 2		Hamsia
05 - 04 - 2018	Revisi bab 1 dan 2		Hamsia
12 - 04 - 2018	Bab 3		Hamsia
20 - 04 - 2018	Revisi bab 3		Hamsia
25 - 04 - 2018	Konsul bab 1, 2 dan 3		Hamsia
06 - 06 - 2018	Konsul RPP dan lembar observasi		Hamsia
11 - 06 - 2018	Konsul tes		Hamsia
22 - 06 - 2018	Bab 4		Hamsia
28 - 06 - 2018	Revisi bab 4		Hamsia
06 - 07 - 2018	Bab 5		Hamsia
03 - 08 - 2018	Revisi bab 5		Hamsia
18 - 08 - 2018	Revisi Abstrak dan bab 5		Hamsia

Tanggal Selesai Penulisan Skripsi : 18 - 08 - 2018
Keterangan : Bimbingan Telah Selesai
Telah dievaluasi/diuji dengan nilai :

Dosen Pembimbing I,

Surabaya, 18 Agustus 2018
Dosen Pembimbing II,

Waode Hamsia, M.Pd

APPENDIX 14
DOCUMENTATIONS

APPENDIX 15
ENDORSEMENT LETTER

UNIVERSITAS MUHAMMADIYAH SURABAYA
PUSAT BAHASA

Jl. Sutorejo 59 Surabaya 60113 Telp. 031-3811966, 3811967 Ext (130) Gd. A Lt 2
Email: pusba.umsby@gmail.com

ENDORSEMENT LETTER
447/PB-UMS/EL/VIII/2018

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

Tittle : Improving Students' Critical Thinking of Explanation Writing Through Task-Based Learning in SMA Negeri 13 Surabaya (A Classroom Action Research at Tenth Grade Students of SMA Negeri 13 Surabaya).

Student's name : Ria Novia

Reg. Number : 20141111111

Department : S1 Pendidikan Bahasa Inggris

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

Surabaya, 29 August 2018
Chair

Waode Hamsia, M.Pd

Ria Novia dilahirkan pada tanggal 17 November 1994 di Palembang, Sumatera Selatan, anak pertama dari empat bersaudara, pasangan Bapak Umardani dan Ibu Ana Maria. Pendidikan Dasar ditempuh di Rawajitu Utara, Lampung. Pendidikan menengah pertama telah ditempuh di Kabupaten Mesuji, Lampung. Pendidikan menengah akhir di tempuh di Kayuagung, Kabupaten Ogan Komering Ilir, Sumatera Selatan. Tamat sekolah dasar pada tahun 2007, SMP tahun 2010, dan SMA tahun 2013. Ria Novia menempuh studinya selama empat tahun serta lulus dan mendapat gelar sarjana (S1) program pendidikan Bahasa Inggris dari Universitas Muhammadiyah Surabaya pada tanggal 27 Oktober 2018.

Filename: 3. Appendix
Directory: D:\Kuliah\S1\=8th SEMESTER\Skripsi OK\Skripsi Print OK\Skripsi Revisi
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Author: user
Keywords:
Comments:
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Last Saved By: user
Total Editing Time: 779 Minutes
Last Printed On: 9/5/2018 6:08:00 PM
As of Last Complete Printing
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    Number of Words: 5,449 (approx.)
    Number of Characters: 31,061 (approx.)