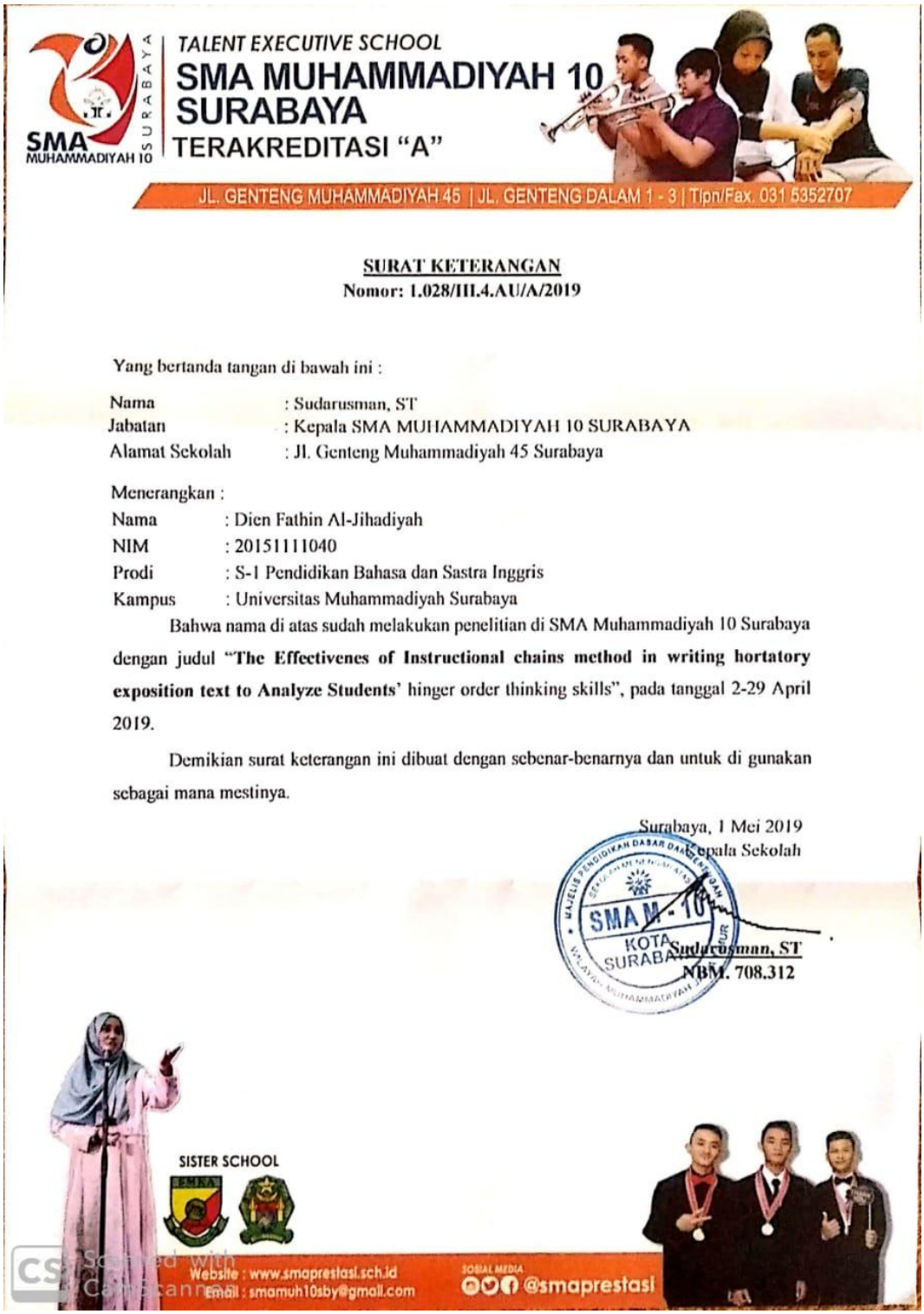
Appendix 1: Letter of Research Completion



TALENT EXECUTIVE SCHOOL
SMA MUHAMMADIYAH 10 SURABAYA
TERAKREDITASI "A"

JL. GENTENG MUHAMMADIYAH 45 | JL. GENTENG DALAM 1 - 3 | Tlpn/Fax. 031 5352707

SURAT KETERANGAN
Nomor: 1.028/III.4.AU/A/2019

Yang bertanda tangan di bawah ini :

Nama	: Sudarusman, ST
Jabatan	: Kepala SMA MUHAMMADIYAH 10 SURABAYA
Alamat Sekolah	: Jl. Genteng Muhammadiyah 45 Surabaya

Menerangkan :

Nama	: Dien Fathin Al-Jihadiyah
NIM	: 20151111040
Prodi	: S-1 Pendidikan Bahasa dan Sastra Inggris
Kampus	: Universitas Muhammadiyah Surabaya

Bahwa nama di atas sudah melakukan penelitian di SMA Muhammadiyah 10 Surabaya dengan judul "**The Effectivenes of Instructional chains method in writing hortatory exposition text to Analyze Students**' hinger order thinking skills", pada tanggal 2-29 April 2019.

Demikian surat keterangan ini dibuat dengan sebenar-benarnya dan untuk di gunakan sebagai mana mestinya.

Surabaya, 1 Mei 2019
Kepala Sekolah

SMA - 10 KOTA SURABAYA

Sudarusman, ST
NBM. 708.312

SISTER SCHOOL

Website : www.smaprestasi.sch.id
Email : smamuh10sby@gmail.com
SOSIAL MEDIA @smaprestasi

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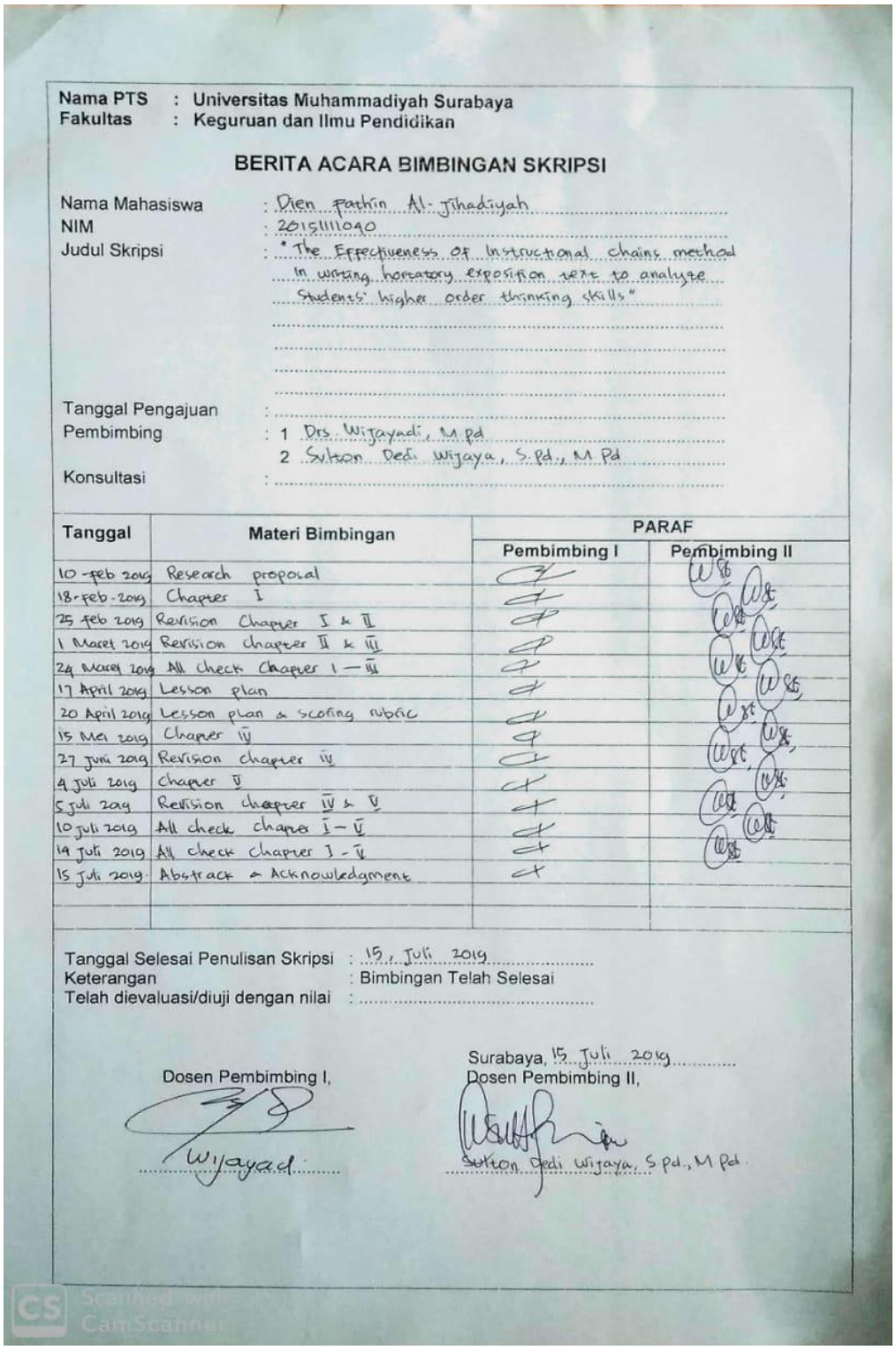
Appendix 2 : Thesis Consultation Schedule



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

BERITA ACARA BIMBINGAN SKRIPSI

Nama Mahasiswa : Dien Fathin Al-Jihadiyah
NIM : 201511110190
Judul Skripsi : "The Effectiveness of Instructional chains method in writing hortatory exposition text to analyze students' higher order thinking skills"

Tanggal Pengajuan :
Pembimbing : 1 Drs. Wijayadi, M.Pd
2 Sulton Dedi Wijaya, S.Pd., M.Pd
Konsultasi :

Tanggal	Materi Bimbingan	PARAF	
		Pembimbing I	Pembimbing II
10-Feb 2019	Research proposal		
18-Feb-2019	Chapter I		
25 Feb 2019	Revision Chapter I & II		
1 Maret 2019	Revision chapter II & III		
24 Maret 2019	All check Chapter I – III		
17 April 2019	Lesson plan		
20 April 2019	Lesson plan & scoring rubric		
15 Mei 2019	Chapter IV		
27 Juni 2019	Revision chapter IV		
4 Juli 2019	chapter V		
5 Juli 2019	Revision chapter IV & V		
10 Juli 2019	All check chapter I – V		
14 Juli 2019	All check Chapter I - V		
15 Juli 2019	Abstract & Acknowledgment		

Tanggal Selesai Penulisan Skripsi : 15, Juli 2019
Keterangan : Bimbingan Telah Selesai
Telah dievaluasi/diuji dengan nilai :

Surabaya, 15 Juli 2019

Dosen Pembimbing I,

Wijayadi

Dosen Pembimbing II,

Sulton Dedi Wijaya, S.Pd., M.Pd

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Appendix 3: Lesson Plan
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA Muhammadiyah 10 Surabaya

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI / 2

Alokasi waktu : 2 X 45

Materi Pokok : Hortatory Exposition Text

A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli gotong royong, kerja sama, toleran, damai, santun, responsif, dan pro aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secata efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah dalam pergaulan dunia.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.1. Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dari teks eksposisi hortatori tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.	3.1.1. Mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi hortatory tentang topik yang hangat dibicarakan umum sesuai dengan konteks penggunaanya. 3.3.2. Menganalisis fungsi sosial, struktur

	teks, dan unsur kebahasaan dari teks eksposisi hortatory tentang topik yang hangat dibicarakan umum sesuai dengan konteks penggunaannya. 3.3.3. Menjelaskan fungsi sosial,struktur teks, dan unsur kebahasaan dari teks eksposisi hortatory tentang topik yang hangat dibicarakan umum sesuai dengan konteks penggunaannya.
4.4. Menyusun teks eksposisi hortatori, lisan dan tulis tentang topik yang hangat dibicarakan umum, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuaikonteks.	4.4.1. Menyusun outline hortatory text dengan topik ang berkaian dengan lngkungan sosial. 4.4.2. Mengembangan outline hortatory exposition text. 4.4.2 Menyusun teks hortatory yang berkaitan dengan lingkungan sosial dengan memperhatikan struktur dan unsur kebahasaan hortatory exsposition text.

C. Tujuan Pembelajaran

1. Siswa dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada materi hortatory exposition text sesuai dengan konteks penggunaannya.
2. Siswa dapat menyusun teks lisan dan tulis pada materi hortatory exposition text dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. Materi Pembelajaran

Hortatory exposition is a text which represents the attempt of the writer to have the addressee do something or act in certain way.

- Fungsi Sosial

  Membujuk pembaca untuk melakukan atau tidak melakukan sesuatu dari suatu phenomena.

- Struktur teks
  1) Menyebutkan topik serta pandangan penulis tentang topik tersebut secara umum.
  2) Menyebutkan serangkaian argumentasi yang diikuti denganpenjelasan dari tiap argumentasi tersebut. (Argumentasi positif/negatif: pilih salah satu untuk disebutkan)
  3) Memberikan rekomendasi apa yang harus/tidak harus dilakukan terkait topik yang diangkat.
- Unsur Kebahasaan
  1) Present tense
  2) Sequential words
  3) Recommendation words
  4) Argument words

1. Hortatory exposition is a text which represents the attempt of the writer to have the addressee do something or act in certain way.

   Generic Structure of Hortatory exposition Text :
   Thesis : Thesis is the announcement of issue concern.
   Arguments : Argument is reason for concern, leading to recommendation.
   Recommendation : Recommendation is statement of what ought or ought to happen.

   Purpose of Hortatory Exposition :
   Hortatory exposition is used to persuade the reader or listener that something should pr should not be the case.

   The Characteristics / Language Feature of Hortatory exposition Text:
   – Focusing on the writer
   – Using abstract noun; policy, advantage, etc
   – Using action verb

– Using thinking verb
– Using modal adverb; certainly, surely, etc
– Using temporal connective; firstly, secondly, etc
– Using evaluative words; important, valuable, trustworthy, etc
– Using passive voice
– Using simple present tense

Example :

THESIS

What is the benefit of tourism for local people? Well, Tourism is now a huge contributor to the economies of most countries. Tourism industries can bring money, job vacancy and advancement especially to developing regions. However, this money often goes into the pockets of foreign investors, and only rarely benefits for local people.

ARGUMENTS

Tourism industries will not give much benefit for local people if, for example, multinational hotel chains don't care about the surrounding nature when they build new hotels. This can cause many social, cultural and geographical problems. Some local people may get job and money from that International hotel chain. However in case of missing that opportunity, some of them still have their own environment.

Moreover, some facts show that tourists tend to go, visit and spend their money in restaurants, bars and even luxury hotels of that multinational chains. They less go to such places; restaurant, bar, hotel, shop which are owned by local people. This can prevent the local people's business from becoming even larger.

Most important thing, tours or excursions of tourism have little effect on nature. Even it can disrupt or destroy ecosystems and environments, and if it does, the local people will get the risk.

\

RECOMMENDATION

So the local government policies should be put in place to ensure that tourism will make the benefit spreading widely. The policies should guarantee that tourism will not cause any harm to any local people or places.

E. Metode Pembelajaran

Metode : Instructional Chains Method

Teknik : Diskusi,Instruksi, Penugasan

Pendekatan : Scientific approach

F. Sumber dan Media Pembelajaran

Sumber : Intenet, Buku Ajar Bahasa Inggris

http://britishcourse.com/hortatory-exposition-text-definition-purposes-generic-structures-language-features.php

Media : Papan Tulis, LCD, Paper

Alat : Laptop

G. Kegiatan Pembelajaran

1. Pertemuan Pertama : (2X45 Menit)

Model Pembelajaran : Instructional Chains Method

Indikator KD 4.4

4.4.1. Menyusun outline hortatory text dengan topik ang berkaian dengan lngkungan sosial.

4.4.2. Mengembangan outline hortatory exposition text.

4.4.2 Menyusun teks hortatory yang berkaitan dengan lingkungan sosial dengan memperhatikan struktur dan unsur kebahasaan hortatory exsposition text.

Kegiatan	Langkah-langkah model PBL	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	Apresiasi dan motivasi	• Guru menyiapkan peserta didik secara fisik dan psikis • Guru memberikan motivasi/penguatan semangat	10 menit

Kegiatan	Langkah-langkah model PBL	Deskripsi Kegiatan	Alokasi Waktu
		belajar • Guru mengajukan pertanyaan yang berkaitan dengan pengetahuan sebelumnya • Guru menyampaikan cakupan materi yang akan dipelajari	
Kegiatan Inti	Orientasi peserta didik pada masalah	• Guru menjelaskan tujuan pembelajaran dari materi teks eksposisi hortatory tentang topik yang hangat dibicarakan umum sesuai dengan konteks penggunaanya. Dengan memperlihatkan teks pada masing masing kelompok, misalnya : *"It is a shameful phenomenon when we deny our cultural root and abandon our identity to run after the blind imitation of western cultures.That's why we must preserve our ultural identity for some reason* *First, the concept of out identity and nationalism an never be ignoed. our history is the inspiraton for our present and moral prinsiple are the foundation of our desired civilazation* *Second, western cultures many morally destrutve propaandist. they epleae religions and moral prinsiples with the absurdty of western cultur, whih onflit with our traditional and religious values.* *Finally, the method of our imitation to the west must be in sciene, knowledge, seriousness and the determination to rush toward progress. Thus, a clear understanding of modernity is importent in order to preserve our identity and culture.* *Indonesia young generation are in change to preserve the indonesia culture and dentify for futre".* • Guru memberikan penjelasan	15 menit

Kegiatan	Langkah-langkah model PBL	Deskripsi Kegiatan	Alokasi Waktu
		terkait materi hortatory exposition text secara jelas dan beruntut. • Guru memotivasi peserta didik agar terlibat pada aktifitas pemecahan masalah. • Guru menjelaskan logistik yang dibutuhkan seperti pembentukan tugas kelompok, serta mengarahkan peserta untuk berkumpul dengan kelompoknya masing-masing.	
	Mengorganisasikan peserta didik untuk belajar	• Guru membantu dan membimbing peserta didik untuk membaca teks hortatory eksposisi secara estapet (beruntun) • Guru mengarahkan peserta didik untuk melakukan kajian teori yang relevan dengan masalah serta mencari referensi lainnya	15 menit
	Membimbing penyelidikan individu dan kelompok	• Guru membimbing dan mendorong peserta didik untuk berdiskusi secara kolaboratif dengan teman sebangku untuk mendapatkan informasi seperti fungsi sosial, struktur teks, dan unsur kebahasaan dari contoh teks yang didapatnya menggunakan berbagai sumber seperti buku pelajaran atau internet.	15 menit
	Mengembangkan dan menyajikan hasil karya	• Guru membantu peserta didik dalam memecahkan masalah dan menginstruksikan peserta didik untuk membuat outline hortatory exposition text setiap kelompok secara berantai.	20 menit
	Menganalisis dan mengevaluasi proses pemecahan masalah	• Guru membantu siswa melakukan refleksi serta evaluasi terhadap penyelidikan peserta didik dalam proses-proses yang dilakukan serta meminta kelompok untuk presentasi.	15 menit
Kegiatan Penutup		• Guru dan siswa melakukan evaluasi tentang pembelajaran yang telah dilakukan • Guru memberikan umpan balik dalam proses pembelajaran • Guru menyampaikan tindak lanjut • Guru menyampaikan informasi tentang pembelajaran yang akan dilakukan berikutnya	10 menit

A. PENILAIAN PROSES DAN HASIL PEMBELAJARAN

No	Categories	Criteria	Score
1.	**Content**	- **Exellent to verry good:** the paragraph is relevant; it is interesting to read; the paragraph has thesis, arguments, and recommendation.	25-19
		- **Good to average:** the paragraph is relevant; it is interesting to read; the paragraph has only three points of thesis, arguments, and recommendation.	18-13
		- **Fair to poor:** some sentences is irrelevant; it is interesting to read; it has only two points of thesis, arguments, and recommendation.	12-7
		- **Very poor:** mostly sentences are irrelevant; it is not interesting to read; has only one point of thesis, arguments, and recommendation.	6-1
2.	**Organization**	- **Excellent to very good:** the paragraph has a topic sentence; it contains more than five supporting sentences which explain the topic sentence; it ends with a concluding sentence.	25-19
		- **Good to average:** the paragraph has a topic sentence; it contains only three supporting sentences which explain the topic sentence; it ends with a concluding sentence.	18-13
		- **Fair to poor:** the paragraph has a topic sentence; it does not contain several supporting sentences which explain the topic sentence; it ends with a concluding sentence.	12-7
		- **Very poor:** the paragraph has a topic sentence; it does not contain several supporting sentences which explain the topic sentence; it ends with a concluding sentence.	6-1
3.	**Grammar and structure sentence**	- **Excellent to very good:** the sentences are grammatically correct; it contains of simple past tenses and past continuous; it has the time signals.	25-19
		- **Good to average:** the sentences have little grammatically mistake; it contains of simple past tenses and past continuous; it has the time signals.	18-13
		- **Fair to poor:** the sentences are grammatically incorrect; it contains only simple past tenses; it has the time signals.	12-7
		- **Very poor:** the sentences are grammatically incorrect; it contains only simple past tenses; it does not have the time signals.	6-1

No	Categories	Criteria	Score
4.	**Format and Mechanism**	- **Excellent to very good:** there is a tittle and the Centre; the punctuation is all correct; capital letters are used correctly. - **Good to average:** there is a tittle and the Centre; there is a little mistake of punctuation; capital letters are used correctly. - **Fair to poor:** there is a tittle and the Centre; there are many mistakes of punctuation; capital letters are used correctly. - **Very poor:** there is a tittle in the left; there are many mistakes of punctuation; capital letters are used correctly.	25-19 18-3 12-7 6-1

Surabaya,
Guru Mata Pelajaran

Dien Fathin Al-Jihadiyah
NIM : 20151111040

Appendix 4: Lesson Plan Validation

LEMBAR VALIDASI

RENCANA PELAKSANAAN PEMBELAJARAN

A. TUJUAN

Tujuan penggunaan instrument ini adalah untuk mengukur kevalidan RPP dalam pelaksanaan pembelajaran *writing Hortatory Exposition Text* menggunakan metode *Instructional Chains*

B. PETUNJUK

1. Bapak/Ibu dapat memberikan penilaian dengan memberikan tanda cek (√) pada kolom yang tersedia.
2. Makna point validitas adalah 1 (tidak baik); 2 (kurang baik); 3 (cukupbaik); 4 (baik); 5 (sangat baik)

C. PENILAIAN

No	Aspek yang Dinilai	Skala Penilaian				
		1	2	3	4	5
I.	PERUMUSAN TUJUAN PEMBELAJARAN					
	1. Kejelasan Standar Kompetensi dan Kompetensi Dasar				√	
	2. Kesesuaian Standar Kompetensi dan Kompetensi Dasar dengan tujuan pembelajaran			√		
	3. Ketepatan penjabaran Kompetensi Dasar ke dalam indikator			√		
	4. Kesesuaian indikator dengan tujuan pembelajaran			√		
	5. Kesesuaian indikator dengan tingkat perkembangan siswa			√		
II.	ISI YANG DISAJIKAN					
	1. Sistematika penyusunan RPP				√	
	2. Kesesuaian urutan kegiatan pembelajaran *writing Hortatory Exposition Text* menggunakan metode *Instructional Chains*			√		
	3. Kesesuaian uraian kegiatan siswa dan guru untuk setiap tahap pembelajaran dengan aktivitas pembelajaran *writing Hortatory Exposition Text* menggunakan metode *Instructional Chains*			√		
	4. Kejelasan skenario pembelajaran (tahap-tahap kegiatan pembelajaran; awal, inti penutup)				√	
	5. Kelengkapan instrument evaluasi (soal, kunci,			√		

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	pedoman pensekoran)					
III.	BAHASA					
	1. Penggunaan bahasa sesuai dengan EYD				✓	
	2. Bahasa yang digunakan komunikatif			✓		
	3. Kesederhanakan struktur kalimat			✓		
IV.	WAKTU					
	1. Kesesuaian alokasi yang digunakan			✓		
	2. Rincian waktu untuk setiap tahap pembelajaran			✓		

D. KOMENTAR ATAU SARAN

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.....
.....

Surabaya, 23 Februari 2019
Validator

(Armeria Wijaya, S.S, M.Pd)

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Appendix 5: Instrument of Writing Text

HORTATORY EXPOSITION TEXT

PRE-TEST

SMA MUHAMMADIYAH 10 SURABAYA

Name :

Class :

Instruction for writing test :

- Write a hortatory exposition text!
- Make sure that the pharagraph consist of Thesis, Argument, and Recomendation!
- You have 60 minutes to write your argumentative writing. Scoring will be based on organizational structure, developing idea, vocebulary and grammar usage, and mechanism of writing.

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HORTATORY EXPOSITION TEXT
POST-TEST
SMA MUHAMMADIYAH 10 SURABAYA

Name :
Class :
Instruction for writing test :

- Write a hortatory exposition text
- Make sure that the pharagraph consist of thesis, Argument, and Recomendation!
- You have 60 minutes to write your argumentative writing. Scoring will be based on organizational structure, developing idea, vocebulary and grammar usage, and mechanism of writing.

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Appendix 6: Research Instrument Validation

Appendix 7: Scoring Rubric of Writing Test

Scoring Rubric adapted by Oshima (2008)

No	Categories	Criteria	Score
1.	**Content**	- **Exellent to verry good:** the paragraph is relevant; it is interesting to read; the paragraph has thesis, arguments, and recommendation. - **Good to average:** the paragraph is relevant; it is interesting to read; the paragraph has only three points of thesis, arguments, and recommendation. - **Fair to poor:** some sentences is irrelevant; it is interesting to read; it has only two points of thesis, arguments, and recommendation. - **Very poor:** mostly sentences are irrelevant; it is not interesting to read; has only one point of thesis, arguments, and recommendation.	25-19 18-13 12-7 6-1
2.	**Organization**	- **Excellent to very good:** the paragraph has a topic sentence; it contains more than five supporting sentences which explain the topic sentence; it ends with a concluding sentence. - **Good to average:** the paragraph has a topic sentence; it contains only three supporting sentences which explain the topic sentence; it ends with a concluding sentence. - **Fair to poor:** the paragraph has a topic sentence; it does not contain several supporting sentences which explain the topic sentence; it ends with a concluding sentence. - **Very poor:** the paragraph has a topic sentence; it does not	25-19 18-13 12-7 6-1

No	Categories	Criteria	Score
		contain several supporting sentences which explain the topic sentence; it ends with a concluding sentence.	
3.	**Grammar and structure sentence**	- **Excellent to very good:** the sentences are grammatically correct; it contains of simple past tenses and past continuous; it has the time signals. - **Good to average:** the sentences have little grammatically mistake; it contains of simple past tenses and past continuous; it has the time signals. - **Fair to poor:** the sentences are grammatically incorrect; it contains only simple past tenses; it has the time signals. - **Very poor:** the sentences are grammatically incorrect; it contains only simple past tenses; it does not have the time signals.	25-19 18-13 12-7 6-1
4.	**Format and Mechanism**	- **Excellent to very good:** there is a tittle and the Centre; the punctuation is all correct; capital letters are used correctly. - **Good to average:** there is a tittle and the Centre; there is a little mistake of punctuation; capital letters are used correctly. - **Fair to poor:** there is a tittle and the Centre; there are many mistakes of punctuation; capital letters are used correctly. - **Very poor:** there is a tittle in the left; there are many mistakes of punctuation; capital letters are used correctly.	25-19 18-3 12-7 6-1

Appendix 8: The Data Result of Students Writing Test
Students' Score of Control Class (XI MIA 2)

Student	Passing Grade	Pre-Test			Post-Test		
		Reter 1	Reter 2	Score	Reter 1	Reter 2	Score
1	75	70	75	73	84	85	75
2	75	62	62	62	67	64	60
3	75	68	75	70	70	70	70
4	75	50	58	50	65	75	65
5	75	75	75	75	66	65	60
6	75	78	78	78	80	80	80
7	75	90	90	90	94	95	95
8	75	70	70	70	70	70	70
9	75	76	76	75	78	78	78
10	75	75	75	75	78	78	78
11	75	60	60	60	75	75	70
12	75	84	84	84	86	86	85
13	75	70	70	65	70	70	70
14	75	77	70	74	83	83	80
15	75	68	75	70	65	65	65
16	75	75	75	75	68	60	64
17	75	70	70	70	78	70	74
18	75	75	75	75	82	85	84
19	75	75	80	78	84	90	80
20	75	67	67	67	66	65	60
21	75	63	67	65	62	62	62
22	75	70	70	70	86	86	85

23	75	70	75	73	84	85	75
24	75	63	67	65	70	70	70
25	75	50	58	50	65	65	65
26	75	80	80	80	86	86	85
27	75	75	75	75	84	90	80
28	75	60	60	60	65	75	65
29	75	75	75	70	84	85	75
30	75	70	70	70	86	86	85
Mean				70.46667			73.66667
The highest score				90			94
The lowest score				50			60

Students' Score Experimental Class (XI MIA 1)

Student	Passing Grade	Pre-Test			Post-Test		
		Reter 1	Reter 2	Score	Reter 1	Reter 2	Score
1	75	80	80	80	95	95	95
2	75	70	70	70	75	75	75
3	75	70	70	70	58	62	60
4	75	80	80	80	85	85	85
5	75	75	75	75	80	80	80
6	75	80	80	80	90	90	90
7	75	75	75	75	82	90	86
8	75	64	64	64	78	78	78
9	75	75	75	75	80	80	80

10	75	70	70	70	84	84	84
11	75	58	62	60	84	86	85
12	75	55	57	56	75	75	75
13	75	52	55	54	58	62	60
14	75	63	65	64	75	71	73
15	75	70	70	70	76	76	76
16	75	85	85	85	92	90	90
17	75	50	54	52	80	76	78
18	75	70	70	70	90	90	90
19	75	54	54	54	65	65	65
20	75	70	70	70	65	65	65
21	75	80	80	80	95	95	95
22	75	64	66	65	80	76	78
23	75	78	70	74	75	75	75
24	75	58	62	60	85	85	85
25	75	90	90	90	96	98	98
26	75	75	75	75	85	85	85
27	75	90	90	90	80	80	80
28	75	60	64	62	75	75	75
29	75	65	75	65	85	76	75
30	75	68	75	70	84	84	84
Mean				70.16667			79.86207
The highest score				85			98
The lowest score				52			60

Appendix 9: The Calculation of the Data in SPSS Version 16.0

1. Result of Reliability

Correlations

		pretest	posttest
Pretest	Pearson Correlation	1	.599**
	Sig. (2-tailed)		.000
	N	30	30
Posttest	Pearson Correlation	.599**	1
	Sig. (2-tailed)	.000	
	N	30	30

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

Reliability Statistics

Cronbach's Alpha	N of Items
.463	4

2. Result of Normality Test

One-Sample Kolmogorov-Smirnov Test

		Control Class		Experimental class	
		pretest	posttest	petest2	posttest2
N		30	30	30	30
Normal Parameters[a]	Mean	70.4667	73.6667	70.1667	80.0000
	Std. Deviation	8.60927	9.16641	1.00998E1	9.63829
Most Extreme Differences	Absolute	.178	.128	.127	.135
	Positive	.133	.128	.107	.074
	Negative	-.178	-.089	-.127	-.135
Kolmogorov-Smirnov Z		.977	.700	.694	.741
Asymp. Sig. (2-tailed)		.295	.711	.721	.642

a. Test distribution is Normal.

3. Result of Homogeneity Test

ANOVA

VAR00011

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1816.883	12	151.407	2.255	.061
Within Groups	1141.283	17	67.134		
Total	2958.167	29			

4. Result of T-Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	.013	.908	2.145	60	.036	5.000	2.331	.333	9.6951
	Equal variances not assumed			2.145	18.747	.036	5.000	2.331	.333	9.7678

5. Result of Paired Sample T-test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	VAR00011 - VAR00012	-9.83333	8.85159	1.61607	-13.13857	-6.52810	-6.085	29	.000

Appendix 10: The Table Distribution T table

α / df	0.25	0.1	0.05	0.025	0.01	0.005	0.0025	0.001	0.0005
1	1.000	3.078	6.314	12.706	31.821	63.656	127.321	318.289	636.578
2	0.816	1.886	2.920	4.303	6.965	9.925	14.089	22.328	31.600
3	0.765	1.638	2.353	3.182	4.541	5.841	7.453	10.214	12.924
4	0.741	1.533	2.132	2.776	3.747	4.604	5.598	7.173	8.610
5	0.727	1.476	2.015	2.571	3.365	4.032	4.773	5.894	6.869
6	0.718	1.440	1.943	2.447	3.143	3.707	4.317	5.208	5.959
7	0.711	1.415	1.895	2.365	2.998	3.499	4.029	4.785	5.408
8	0.706	1.397	1.860	2.306	2.896	3.355	3.833	4.501	5.041
9	0.703	1.383	1.833	2.262	2.821	3.250	3.690	4.297	4.781
10	0.700	1.372	1.812	2.228	2.764	3.169	3.581	4.144	4.587
11	0.697	1.363	1.796	2.201	2.718	3.106	3.497	4.025	4.437
12	0.695	1.356	1.782	2.179	2.681	3.055	3.428	3.930	4.318
13	0.694	1.350	1.771	2.160	2.650	3.012	3.372	3.852	4.221
14	0.692	1.345	1.761	2.145	2.624	2.977	3.326	3.787	4.140
15	0.691	1.341	1.753	2.131	2.602	2.947	3.286	3.733	4.073
16	0.690	1.337	1.746	2.120	2.583	2.921	3.252	3.686	4.015
17	0.689	1.333	1.740	2.110	2.567	2.898	3.222	3.646	3.965
18	0.688	1.330	1.734	2.101	2.552	2.878	3.197	3.610	3.922
19	0.688	1.328	1.729	2.093	2.539	2.861	3.174	3.579	3.883
20	0.687	1.325	1.725	2.086	2.528	2.845	3.153	3.552	3.850
21	0.686	1.323	1.721	2.080	2.518	2.831	3.135	3.527	3.819
22	0.686	1.321	1.717	2.074	2.508	2.819	3.119	3.505	3.792
23	0.685	1.319	1.714	2.069	2.500	2.807	3.104	3.485	3.768
24	0.685	1.318	1.711	2.064	2.492	2.797	3.091	3.467	3.745
25	0.684	1.316	1.708	2.060	2.485	2.787	3.078	3.450	3.725
26	0.684	1.315	1.706	2.056	2.479	2.779	3.067	3.435	3.707
27	0.684	1.314	1.703	2.052	2.473	2.771	3.057	3.421	3.689
28	0.683	1.313	1.701	2.048	2.467	2.763	3.047	3.408	3.674
29	0.683	1.311	1.699	2.045	2.462	2.756	3.038	3.396	3.660
30	0.683	1.310	1.697	2.042	2.457	2.750	3.030	3.385	3.646
40	0.681	1.303	1.684	2.021	2.423	2.704	2.971	3.307	3.551
60	0.679	1.296	1.671	2.000	2.390	2.660	2.915	3.232	3.460
120	0.677	1.289	1.658	1.980	2.358	2.617	2.860	3.160	3.373

Appendix 11: The Example of Students Answer Sheet

HORTATORY EXPOSITION TEXT

PRE-TEST

SMA MUHAMMADIYAH 10 SURABAYA

Name : Aldi Suta Mayono

Class : XI MIA 1

Instruction for writing test :

- Write a hortatory exposition text!
- Make sure that the pharagraph consist of Thesis, Argument, and Recomendation!
- You have 60 minutes to write your argumentative writing. Scoring will be based on organizational structure, developing idea, vocebulary and grammar usage, and mechanism of writing.

ATHLETICS

Thesis : Athletics is a combination of several type of sport that are broadly grouped into running, throwing, and jumping words, "Athletics" comes from greek that is a "athlon" is means competa. So we all the reasons.

Argument : First, sports athletics helpful help keep fitness body second practice dexterity and flexibility, the third is give a sense of competition for students to compete with each other in healthy way

Recommendation : From the fact above, it is clear that we must find our own potential, then practice in order to become an athletes who achievement.

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HORTATORY EXPOSITION TEXT

PRE-TEST

SMA MUHAMMADIYAH 10 SURABAYA

Name : Wahyu Mustofa

Class : XI Mia 2

Instruction for writing test :

- Write a hortatory exposition text!
- Make sure that the pharagraph consist of Thesis, Argument, and Recomendation!
- You have 60 minutes to write your argumentative writing. Scoring will be based on organizational structure, developing idea, vocebulary and grammar usage, and mechanism of writing.

Text Hortatory Exposition

Danger of HIV AIDS

Thesis: Human Immunodeficiency Virus or HIV is one type of virus that weakness the Immune System of human body. meanwhile AIDS or Acquired Immune Deficiency Sdrome is the symptoms and infection caused by damaged immune system as a result of HIV. Let me tell you the reason why.

Argument : 1. one reason is that why HIV AIDS is dangerous. because HIV AIDS is a disease that has no antidote.

2. Another is that HIV AIDS has a danger such as tuberculosis, tipes, dermatitis, Cancer.

3. still another reason is that more deady HIV AIDS disease Can cause death.

Recommendation : Based on the reason above so what should we do? the only thing we It is not avoiding the patients of HIV AIDS but the bad behaviours that lead us to HIV AIDS such as Free sex and drugs.

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HORTATORY EXPOSITION TEXT

POST-TEST

SMA MUHAMMADIYAH 10 SURABAYA

Name : Diva Dwi Garita Wimba

Class : XI MIA 2

Instruction for writing test :

- Write a hortatory exposition text
- Make sure that the pharagraph consist of thesis, Argument, and Recomendation!
- You have 60 minutes to write your argumentative writing. Scoring will be based on organizational structure, developing idea, vocebulary and grammar usage, and mechanism of writing.

"Jogging Healty"

Thesis : Jogging is an important for the health of the body, there are for several reasons.

Argument 1 : One reason is that, Jogging in the morning provides emotional positive psychological and physychological effects, as well as in weight loss

Argument 2 : Another is that, with jogging. the lungs of the body will be filled with air and last with jogging moods will be better if our minds are fresh so that indirectly will contribute to the improvement of health conditions.

Recomendation : Therefore, we shoule take the time to jogging because Jogging have many benefits.

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HORTATORY EXPOSITION TEXT

POST-TEST

SMA MUHAMMADIYAH 10 SURABAYA

Name : Erinda Ambarina

Class : XI MIA 1

Instruction for writing test :

- Write a hortatory exposition text
- Make sure that the pharagraph consist of thesis, Argument, and Recomendation!
- You have 60 minutes to write your argumentative writing. Scoring will be based on organizational structure, developing idea, vocebulary and grammar usage, and mechanism of writing.

The Important of Brushing teeth at night

Thesis : Keeping the healthy teeth at night is very important. This is for several reason.

Argument : There are some negative impact will happen if we dont Brush our teeth before sleeping. 1. First, Bacteria will damage our teeth. Because the Bacteria at night will become acteve due to condition of the mouth that is deficient with Saliva when the Body sleep at night. Ok, when Brushing teeth is forgotten it means you let your teeth are damaged by Bacteria and teeth will increas the risk of having cavities.

2. Second, it causes Bad Breath in the morning. When wake up in the morning because there are some food left in the ~~the~~ teeth. If we Brush teeth before going to bed, we will get fresher breath at the time we get up

Recommendation : Based on the reason above, we should keep the teeth health by Brushing the teeth every night. so, we will be avaded from any problems for teeth and mouth.

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Appendix 12: Observation List

Lembar Validasi

terhadap Observasi Aktivitas Guru (OAG)

Petunjuk:

1. Berdasarkan pendapat bapak/ibu berilah nilai 4 (Sangat baik), 3 (baik), 2 (kurang baik), 1 (tidak baik) pada kolom yang telah disediakan dengan memberi centang (V)
2. Jika terdapat komentar, maka tulislah pada lembar saran yang telah disediakan
3. Isilah kolom validasi berikut ini:

No.	Aspek yang diniai	Nilai yang diberikan			
		1	2	3	4
1.	**Format OAG:** 1. Format jelas sehingga memudahkan melakukan penilaian 2. Menarik			✓	
2.	**Isi OAG:** 1. Kesesuaian dengan aktivitas guru dalam Rencana Pelaksanaan pembelajaran (RPP) 2. Urutan Observasi sesuai dengan aktivitas dalam Rencana Pelaksanaan Pembelajaran (RPP) 3. Dirumuskan secara jelas, spesifik dan operasioanl sehingga mudah diukur 4. Setiap aktivitas guru dapat teramati 5. Setiap aktivitas guru sesuai dengan aktivitas pembelajaran			✓ ✓ ✓ ✓ ✓	
3.	**Bahasa dan Tulisan:** 1. Menggunakan bahasa sesuai dengan kaidah bahasa indonesia yang baku 2. Bahas yang digunakan bersifat komunikatif 3. Bahasa mudah dipahami 4. Tulisan mengikuti aturan EYD			✓ ✓ ✓ ✓	
4.	**Manfaat Lembar Observasi:** 1. Dapat digunakan sebagai pedoman bagoobservasi guru 2. Dapat digunakan untuk menilai keberhasilan proses pembelajaran			✓ ✓	

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5. **Penilaian secara umum berilah tanda (x)**
   Format pengamatan aktivitas guru ini:
   a. Sangat baik
   b. Baik
   c. Kurang baik
   d. Tidak baik

6. **Saran dan komentar**

   Sebaiknya kolom fitur ini diletakkan sejajar dengan kolom aktivitas guru untuk memudahkan pencatatan setiap perisiwa pada rangkaian kegiatan.

Surabaya, April 2019

Validator

Arlieria W., S.Si, M.Pd.

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Lembar Validasi

terhadap Observasi Aktivitas Siswa (OAS)

Petunjuk:

1. Berdasarkan pendapat bapak/ibu berilah nilai 4 (Sangat baik), 3 (baik), 2 (kurang baik), 1 (tidak baik) pada kolom yang telah disediakan dengan memberi centang (V)
2. Jika terdapat komentar, maka tulislah pada lembar saran yang telah disediakan
3. Isilah kolom validasi berikut ini:

No.	Aspek yang diniai	Nilai yang diberikan			
		1	2	3	4
1.	**Format OAS:** 1. Format jelas sehingga memudahkan melakukan penilaian 2. Menarik			V V	
2.	**Isi OAS:** 1. Kesesuaian dengan aktivitas guru dalam Rencana Pelaksanaan pembelajaran (RPP) 2. Urutan Observasi sesuai dengan aktivitas dalam Rencana Pelaksanaan Pembelajaran (RPP) 3. Dirumuskan secara jelas, spesifik dan operasioanl sehingga mudah diukur 4. Setiap aktivitas siswa dapat teramati 5. Setiap aktivitas siswa sesuai dengan aktivitas pembelajaran			V V V V V	
3.	**Bahasa dan Tulisan:** 1. Menggunakan bahasa sesuai dengan kaidah bahasa indonesia yang baku 2. Bahas yang digunakan bersifat komunikatif 3. Bahasa mudah dipahami 4. Tulisan mengikuti aturan EYD			V V V V	
4.	**Manfaat Lembar Observasi:** 1. Dapat digunakan sebagai pedoman bagoobservasi guru 2. Dapat digunakan untuk menilai keberhasilan proses pembelajaran			V V	

5. **Penilaian secara umum berilah tanda (x)**
   Format pengamatan aktivitas guru ini:

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a. Sangat baik
b. Baik
c. Kurang baik
d. Tidak baik

6. Saran dan komentar

Sebaiknya kolom Refleksi dipindahkan sejajar dengan kolom aktivitas siswa.

Surabaya, April 2019

Validator

(Ameria W., S., S., M.Pd.)

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Appendix 13: Documentations

Appendix 14: Result of Plagiarism Check

CURICULUM VITAE

Dien Fathin Al-Jihadiyah was born on 18th November 1997 in Lamongan, East Java, the first child of three siblings of a couple Mr. Didik Zainuddin, S. Ag and Ms. Nur Musyahadah, S. Ag. Dien Fathin Al-Jihadiyah graduated from of MI Muhammadiyah 04 Lamongan in 2009 and MTS Luqmanul Hakim Batumarta 2 in 2012, she was the best graduate of MA Luqmanul Hakim Batumarta 2 in 2015. Dien Fathin Al-Jihadiyah studied for 4 years to get a Bachelor (S1) English Education Study Program from the University of Muhammadiyah Surabaya in 2019. During his studies at Muhammadiyah University of Surabaya. Dien Fathin Al-Jihadiyah is active in the organization of the Muhammadiyah Student Association (2015-2019), Student Representative Council (DPM) UMSurabaya (2017), education minister of the Student Executive Board of UMSurabaya (2018). The competition that was attended during his study period was Calculus Cup (2016), MIPA National Olympiad (2016), the Big 5 BEM Learning Media Competition FKIP UNS, the Big 13 UMSurabaya Student Innovation Program in 2016-2018.