

Appendix 1 Attachment Letter

1.1 Research Permission Letter (Undiksha)



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI

UNIVERSITAS PENDIDIKAN GANESHA

FAKULTAS BAHASA DAN SENI

Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116

Telepon (0362) 21541 Fax. (0362) 27561

Laman: fbs.undiksha.ac.id

Nomor : 2475/UN48.7.1/DT/2023

28 Juli 2023

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala MAN Karangasem
di Karangasem

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Wahida Syfa Maryam
NIM	: 2012021057
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2022/2023
Judul	: The Use of DeepL in English Learning to Improve The Writing Skills of Senior High School Students at MAN Karangasem

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,

Dr. Dewa Putu Ramendra, S.Pd., M.Pd.
NIP. 197609022000031001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS

1.2 Research Permission Letter (MAN 1 Karangasem)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN KARANGASEM
MADRASAH ALIYAH NEGERI KARANGASEM

Jalan Bukit Catu Subagan Karangasem Bali 80813
 Telepon (0363) 21397 / 4301191; Faksimili (0363) 21397
 Website : www.mansaka.sch.id ~ E-mail : manamlapura13@gmail.com

Nomor : B-597/Ma.18.5/PP.00.6/10/2023 24 Oktober 2023
 Sifat : Biasa
 Lampiran : -
 Hal : Balasan Permohonan Penelitian

Kepada
 Yth. Wakil Dekan I Univ. Pendidikan Ganesha Singaraja
 di_
Singaraja

Dengan Hormat,

Sehubungan dengan surat dari Wakil Dekan I Universitas Pendidikan Ganesha Fakultas Bahasa dan Seni Tanggal 28 Juli 2023 perihal Permohonan Izin Penelitian atas nama :

N a m a : **Wahida Syfa Maryam**
N I M : 2012021057
Jurusan : Bahasa Asing
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S 1
Tahun Akademik : 2022/2023
Judul Akademik : The Use of deepL in English Learning to Improve The Writing Skills of Senior High School Students at MAN Karangasem
Universitas : Universitas Pendidikan Ganesha Singaraja
Alamat Universitas : Jalan Udayana (Kampus Tengah Undiksha) Singaraja – Bali
Telp. (0362) 31372 Kode Pos 81116

Pada intinya kami memberikan ijin kepada mahasiswi saudara tersebut, untuk melakukan penelitian di Madrasah Aliyah negeri Karangasem, guna keperluan menyelesaikan Skripsi/Tugas Akhir dalam rangka memenuhi salah satu syarat untuk menyelesaikan program Studi Pendidikan Bahasa Inggris
 Demikian surat balasan ini dibuat dengan sebenarnya agar dapat digunakan sebagaimana mestinya..

Kepala,



Drs. Supriyanto, M.Pd
 NIP. 196508181994031003



Dokumen ini telah ditanda tangani secara elektronik.

Token : fgq7nl

Appendix 2 List of Students

2.1 List of Experimental and Control Group

No.	Experimental Group	Control Group
1.	E1	C1
2.	E2	C2
3.	E3	C3
4.	E4	C4
5.	E5	C5
6.	E6	C6
7.	E7	C7
8.	E8	C8
9.	E9	C9
10.	E10	C10
11.	E11	C11
12.	E12	C12
13.	E13	C13
14.	E14	C14
15.	E15	C15
16.	E16	C16
17.	E17	C17
18.	E18	C18
19.	E19	C19
20.	E20	C20
21.	E21	C21
22.	E22	C22
23.	E23	C23
24.	E24	C24
25.	E25	C25
26.	E26	C26
27.	E27	C27
28.	E28	C28



Appendix 3 Lesson Plan

3.1 Lesson Plan Experimental Group and Control Group

MODUL AJAR BAHASA INGGRIS (EXPERIMENTAL GROUP)

A. Informasi Umum

Kode Modul	Bahasa Inggris
Kelas	XI
Elemen/Topik	Menyimak – Berbicara Membaca – Memirsa Menulis – Mempresentasikan / <i>How Are Your Critical Thinking Skills?</i>
Alokasi Waktu	270 menit (6 Jam Pelajaran)
Pertemuan Ke-	1 - 6
Sarana Prasarana	LCD, Proyektor, Papan Tulis, Web-Application DeepL
Target Peserta Didik	Regular/tipikal
Model Pembelajaran	Student Centered
Mode Pembelajaran	Tatap Muka

B. Komponen Inti

Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik dapat:

1. menggunakan kosa kata dan struktur kebahasaan yang tepat.
2. menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman, atau orang lain dengan menunjukkan fakta, kutipan, dan penelitian untuk argumen mereka.
3. membaca teks argumentasi dan berlatih dalam menyusun kalimat argumentatif.
4. memahami arti kosakata tertentu dalam konteks.
5. memahami penggunaan *simple present tense* dan *conjunction*.
6. memahami penyusunan *Analytical Exposition Text*.
7. memahami penggunaan daftar, fakta, dan survei.
8. menulis teks argumentasi melalui kegiatan yang dipandu, merencanakan, menulis, meninjau, dan menyusun ulang teks.

Materi Pembelajaran

1. *Analytical Exposition Text*
2. *Simple present tense*
3. *Conjunctions*

C. Langkah Pembelajaran

Pertemuan 1 (2 JP)

Ice breaking

Siswa diminta untuk menyentuh anggota tubuh yang disebutkan, namun guru akan mengecoh siswa dengan menyentuh anggota tubuh yang tidak sesuai.

Persiapan Pembelajaran

1. Guru melakukan persiapan media dan bahan ajar sebelum memberikan pre-test dan materi.

Kegiatan Awal

1. Guru menyapa peserta didik dan melakukan presensi.
2. Guru melakukan perkenalan diri dan menjelaskan kegiatan selama jam pembelajaran.
3. Guru membagikan assessment “Writing Test: Analytical Exposition Text” kepada siswa.

Kegiatan Inti

1. Guru meminta siswa untuk menjawab pertanyaan yang diberikan.
2. Peserta didik mengerjakan Pre-test yang telah diberikan tanpa bantuan media bahan ajar.
3. Peserta didik mengumpulkan hasil yang sudah mereka kerjakan.
4. Peserta didik melanjutkan sesi pembelajaran jam Pelajaran kedua dengan menyimak penjelasan guru terkait Analytical Exposition Text.
5. Guru menjelaskan secara umum terkait materi yang baru dikerjakan oleh siswa pada lembar Writing Test yaitu Analytical Exposition Text.

Kegiatan Penutup

1. Guru bersama peserta didik melakukan refleksi mengenai pembelajaran yang telah dilakukan, yaitu penggunaan strategi 'berbagai sudut pandang'.
2. Guru mengkonfirmasi materi yang akan dibahas akan dilanjutkan pada pertemuan berikutnya yaitu Analytical Exposition Text.

MATERI**Pre-Test:****WRITTEN TEST**

Instruction: Please read the instruction carefully!

Please construct an exposition text consisting of 3 paragraphs (15-20 sentences) based on the following topics. You may choose one of them based on your interest.

- a. Video games for Children
- b. Home Work for Student
- c. Cigarettes and The Damage

Definition of Analytical Exposition Text

What is analytical exposition text?

Analytical exposition text is a text that explains a phenomenon or problem comprehensively using arguments that support the idea of the text. The main function of analytical exposition text is to tell and convince the reader that the issue raised is important.

Structure of Analytical Exposition Text

1. Thesis
Contains an introduction to the topic and indicates the author's position. Usually, the core of the main argument is contained in this section.
2. Arguments
Contains the main arguments of the general description. In addition, this paragraph can also develop and support paragraph points with each other. In this paragraph also state the position of the author.
3. Reiteration
Restating the writer's point of view. It can be a conclusion to strengthen the thesis.

KRITERIA PENILAIAN**RUBRIK PE NILAIAN WRITING TEST**

ASPECT	SCORE	LEVEL/CRITERIA
Content	100 - 85	EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development if thesis, relevant to the assigned topic.
	84 - 70	GOOD TO AVERAGE: some knowledge of the subject, adequate range, limited development of thesis, mostly relevant to the topic, but lack details.
	69 - 55	FAIR TO POOR: limited knowledge of the subject, little substance, inadequate development of the topic.
	54 - 0	VERY POOR: does not show knowledge of the subject, non-substantive, not pertinent, or not enough to evaluate.
Organization	100 - 85	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly started or supported, succinct, well-organized, logical sequencing, cohesive.
	84 - 70	GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	69 - 55	FAIR TO POOR: non-fluent, ideas are confused or disconnected, lacks logical sequencing and development.
	54 - 0	VERY POOR: does not communicate, has no organization, or is not enough to evaluate.
Vocabulary	100 - 85	EXCELLENT TO VERY GOOD: sophisticated range, effective word/idiom choice, and usage, the word form mastery, appropriate register.
	84 - 70	GOOD TO AVERAGE: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	69 - 55	FAIR TO POOR: limited range, frequent errors of word/idiom form, choice, usage meaning confused or obscured.
	54 - 0	VERY POOR: essential translation, little knowledge of English vocabulary, idioms, word form, not enough to evaluate.
Language Use	100 - 85	EXCELLENT TO VERY GOOD: effective complex constructions, few errors of agreement, tense, number, word order/function., articles, pronouns, prepositions.
	84 - 70	GOOD TO AVERAGE: effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles pronouns, and

		prepositions but meaning seldom obscured.
	69 - 55	FAIR TO POOR: major problems in simple/complex constructions, frequent errors or negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
	54 - 0	VERY TO POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
Mechanics	100 - 85	EXCELLENT TO VERY GOOD: demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	84 - 70	GOOD TO AVERAGE: occasional errors in spelling, punctuation, capitalization, and paragraphing but meaning obscured.
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	54 - 0	VERY POOR: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.



Pertemuan 2 (2JP)

Persiapan Pembelajaran

1. Guru melakukan asesmen diagnostik dalam bentuk kuis sebelum pembelajaran.
2. Guru menyiapkan bahan tayang PPT materi teks argumentasi dalam bahasa Inggris.

Kegiatan Awal

1. Guru membuka kegiatan pembelajaran dengan mengucapkan salam.
2. Perwakilan peserta didik memimpin doa.
3. Guru menanyakan kabar peserta didik dan memeriksa kehadiran peserta didik.
4. Guru memberikan pertanyaan pemantik terkait Analytical Exposition Text.
5. Guru menyampaikan tujuan pembelajaran yang ingin dicapai dalam materi Analytical Exposition Text.
6. Guru menjelaskan media berbasis AI yang dapat membantu siswa dalam menyusun kalimat Bahasa Inggris bernama DeepL.

Kegiatan Inti

1. Peserta didik menyimak penjelasan guru mengenai Analytical Exposition Text.
2. Peserta didik menyimak struktur yang terdapat pada Analytical Exposition Text.
3. Peserta didik secara mendiskusikan beberapa struktur pada contoh Analytical Exposition Text yang diberikan guru.
4. Peserta didik berlatih menentukan struktur pada Analytical Exposition Text yang ditayangkan oleh guru.
5. Peserta didik berlatih membuat kalimat sederhana sesuai struktur Analytical Exposition Text.
6. Peserta didik memanfaatkan DeepL untuk membantu dalam penyusunan kalimat.

Kegiatan Penutup

1. Guru bersama peserta didik melakukan refleksi mengenai pembelajaran yang telah dilakukan, yaitu Analytical Exposition Text
2. Guru mengkonfirmasi materi yang akan dibahas pada pertemuan berikutnya yaitu Analytical Exposition Text Language Elements seperti penggunaan *simple present tense, thinking verb, and internal conjunctions*.

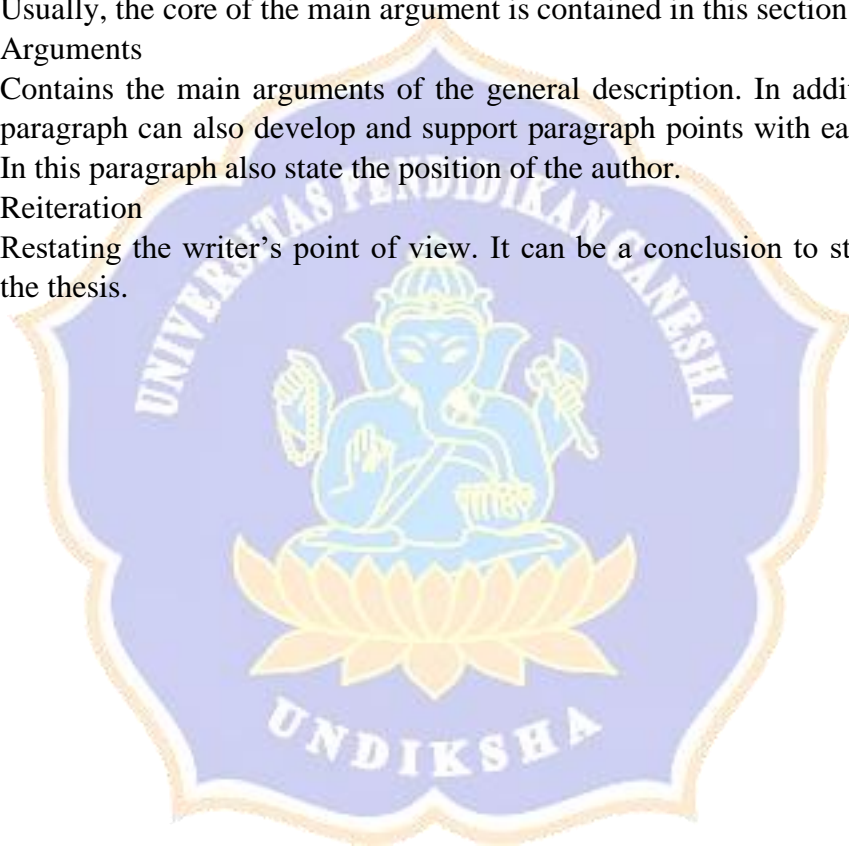
MATERI

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Restating the writer's point of view. It can be a conclusion to strengthen the thesis.



LKPD

Please define the structure of each paragraph on these texts below!

Text 1:**The Danger of Sugar**

Sugar is sweet, but it can negatively affect our body. How sugar actually affects heart health is not completely understood, but it appears to have several indirect connections. What is the danger of the sugar.

Obesity rates are rising worldwide, and evidence suggests that added sugar, often from sugar-sweetened beverages, is a major contributor to obesity. Sugar-sweetened drinks like sodas, juices, and sweet teas are loaded with fructose, a type of simple sugar. Consuming fructose increases your hunger and desire for food more than glucose, the main type of sugar found in starchy foods. Also, drinking a lot of sugar-sweetened beverages is linked to an increased amount of visceral fat, a kind of deep belly fat associated with conditions like diabetes and heart disease. High-sugar diets have been associated with an increased risk of many diseases, including heart disease, the number one cause of death worldwide. Evidence suggests that high-sugar diets can lead to obesity and inflammation as well as high triglycerides, blood sugar, and blood pressure levels, all of which are risk factors for heart disease. Additionally, consuming too much sugar, especially from sugar-sweetened drinks, has been linked to atherosclerosis, a disease characterized by fatty, artery-clogging deposits. A study in over 25,877 adults found that individuals who consumed more added sugar had a greater risk of developing heart disease and coronary complications compared to individuals who consumed less added sugar.

Your body needs some sugar for energy, but the rest is stored as fat. Not shockingly, sugar's relationship to weight gain affects your health. So, you have to consume sugar moderately, not too much.

Text 2:**Why We Shouldn't Waste Food?**

Food waste is a big problem and it needs to be stopped. Food wasting is bad for the Earth and the environment, wastes money, and wastes resources. If we all work together, this problem of food wasting can be changed.

To start with, wasting food is bad, and destructive for the Earth's environment. When food rots with other organics in landfill, it gives off methane gas, which is 25x more powerful than carbon pollution. Food waste can also cause infestation of rodents, which can cause disease and sickness to spread to everyone.

It is also unjust that we toss out perfectly good, excess food, while people in the world are dying every second.

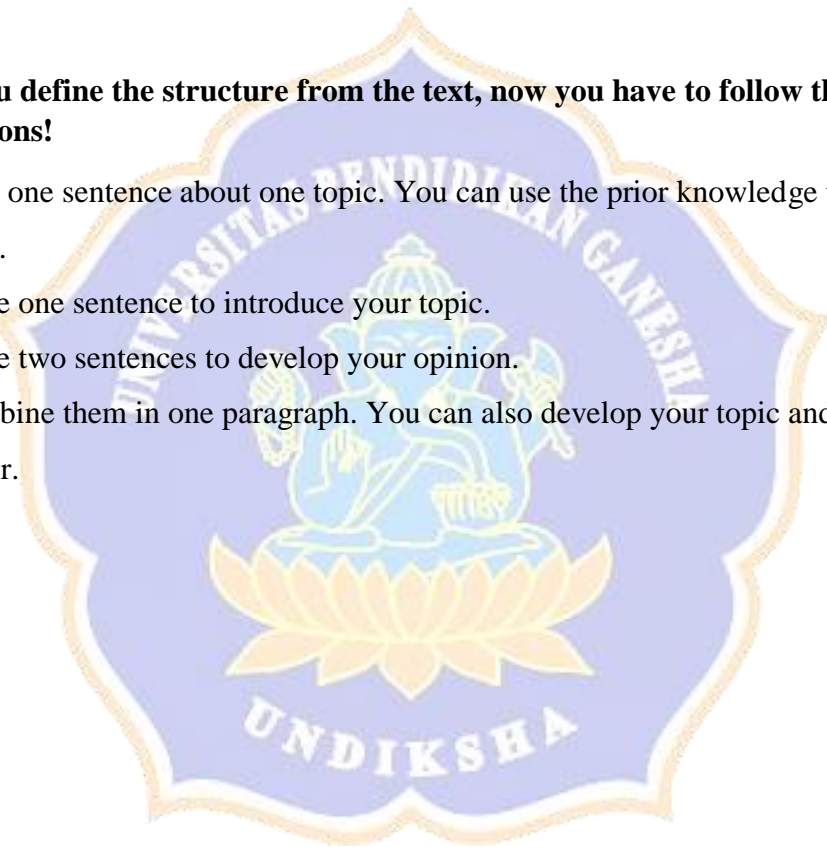
Secondly, wasting food also wastes your money. Instead of throwing perfectly good food away to landfill, we should do something useful with it like giving it away to homeless people that don't have money to buy food.

Lastly, wasting food wastes resources. When you toss out food, you're also wasting everything that helped make it.

We need to stop buying food we don't need and then waste. If we buy food, we must make sure we eat it! Wasting food is not sustainable for our earth, wastes our money and wastes many valuable resources.

After you define the structure from the text, now you have to follow these instructions!

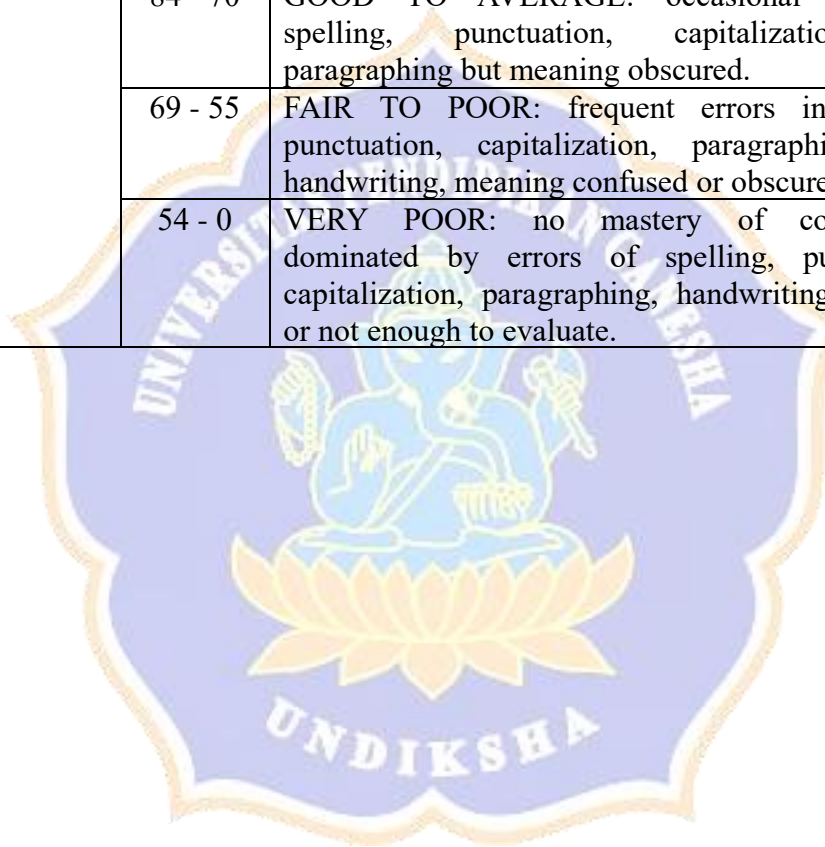
1. Give one sentence about one topic. You can use the prior knowledge that you have.
2. Make one sentence to introduce your topic.
3. Make two sentences to develop your opinion.
4. Combine them in one paragraph. You can also develop your topic and make it better.



KRITERIA PENILAIAN**RUBRIK PE NILAIAN WRITING TEST**

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Pertemuan 3 dan 4 (4 JP)

Persiapan Pembelajaran

1. Guru melakukan asesmen diagnostik dalam bentuk kuis sebelum pembelajaran.
2. Guru menyiapkan bahan tayang PPT materi penggunaan *simple present tense, thinking verb, and internal conjunctions*.

Kegiatan awal

1. Guru membuka kegiatan pembelajaran dengan mengucapkan salam.
2. Perwakilan peserta didik memimpin doa.
3. Guru menanyakan kabar peserta didik dan memeriksa kehadiran peserta didik.
4. Guru memberikan pertanyaan pemantik terkait penggunaan *simple present tense, thinking verb, and internal conjunctions*.
5. Guru menyampaikan tujuan pembelajaran yang ingin dicapai dalam materi penggunaan *simple present tense, thinking verb, and internal conjunctions*.
6. Guru menyampaikan arahan penggunaan DeepL untuk membantu siswa dalam pembelajaran.

Kegiatan Inti

1. Peserta didik mempelajari penggunaan *simple present tense, thinking verb, and internal conjunctions*.
2. Peserta didik menganalisa beberapa kalimat yang disajikan dengan menyelesaikan kegiatan
3. Peserta didik secara mendiskusikan bersama bentuk *simple sentences, complex sentences, dan compound sentences*.
4. Peserta didik mengerjakan instruksi yang diberikan pada sesi akhir pembelajaran.
5. Peserta didik memanfaatkan DeepL dalam mengerjakan instruksi yang diberikan.

MATERI

What is Analytical Exposition?

Analytical exposition text is a text that explains a phenomenon or problem comprehensively using arguments that support the idea of the text. The main function of analytical exposition text is to tell and convince the reader that the issue raised is important.

The Structure:

1. Thesis

Contains an introduction to the topic and indicates the author's position. Usually, the core of the main argument is contained in this section.

2. Arguments

Contains the main arguments of the general description. In addition, this paragraph can also develop and support paragraph points with each other. In this paragraph also state the position of the author.

3. Significant Lexicogrammatical Features

- Focusing on topics about humans and not about humans.
- Using simple present tense
- Using relational processes
- Using internal conjunction to state argument
- Making excuses through casual conjunction or nominalization

LKPD

1. Give one sentence about one topic. You can use the prior knowledge that you have.
2. Make one sentence to introduce your topic.
3. Make two sentences to develop your opinion.
4. Combine them in one paragraph. You can also develop your topic and make it better.

Pertemuan 5 dan 6 (4 JP)

Persiapan Pembelajaran

1. Guru melakukan asesmen diagnostik dalam bentuk kuis sebelum pembelajaran.
2. Guru menyiapkan bahan tayang PPT materi latihan membuat Exposition Analytical Text.

Kegiatan Awal

1. Guru membuka kegiatan pembelajaran dengan mengucapkan salam.
2. Perwakilan peserta didik memimpin doa.
3. Guru menanyakan kabar peserta didik dan memeriksa kehadiran peserta didik.
4. Guru memberikan pertanyaan pemantik terkait penggunaan *simple present tense, thinking verb, and internal conjunctions*.
5. Guru menyampaikan tujuan pembelajaran yang ingin dicapai dalam materi penggunaan *simple present tense, thinking verb, and internal conjunctions* dalam *Exposition Analytical Text*.
6. Guru menyampaikan arahan penggunaan DeepL untuk membantu siswa dalam pembelajaran.

Kegiatan Inti

1. Peserta didik diberikan arahan untuk membuat sebuah teks mengandung *Thesis, Argument, dan Reiteration*.
2. Peserta didik menganalisa setiap struktur teks.
3. Peserta didik mendiskusikan bersama bentuk *simple present tense, thinking verb, and internal conjunctions*.
4. Peserta didik berlatih membuat sebuah *Exposition Analytical Text* sesuai struktur dan kaidah kebahasaan.
5. Peserta didik memanfaatkan DeepL dalam mengerjakan instruksi yang diberikan.

Kegiatan Penutup

1. Guru bersama peserta didik melakukan refleksi mengenai pembelajaran yang telah dilakukan, yaitu menyusun *Exposition Analytical Text*.
2. Guru mengkonfirmasi materi yang akan dibahas pada pertemuan berikutnya yaitu melanjutkan penulisan *Exposition Analytical Text*.

MODUL AJAR BAHASA INGGRIS (CONTROL GROUP)

D. Informasi Umum

Kode Modul	Bahasa Inggris
Kelas	XI
Elemen/Topik	Menyimak – Berbicara Membaca – Memirsa Menulis – Mempresentasikan / <i>How Are Your Critical Thinking Skills?</i>
Alokasi Waktu	270 menit (6 Jam Pelajaran)
Pertemuan Ke-	1 - 6
Sarana Prasarana	LCD, Proyektor, Papan Tulis
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4. memahami arti kosakata tertentu dalam konteks.
5. memahami penggunaan *simple present tense* dan *conjunction*.
6. memahami penyusunan *Analytical Exposition Text*.
7. memahami penggunaan daftar, fakta, dan survei.
8. menulis teks argumentasi melalui kegiatan yang dipandu, merencanakan, menulis, meninjau, dan menyusun ulang teks.

Materi Pembelajaran

1. *Analytical Exposition Text*
2. *Simple present tense*
3. *Conjunctions*

F. Langkah Pembelajaran

Pertemuan 1 (2 JP)

Ice breaking

Siswa diminta untuk menyentuh anggota tubuh yang disebutkan, namun guru akan mengecoh siswa dengan menyentuh anggota tubuh yang tidak sesuai.

Persiapan Pembelajaran

1. Guru melakukan persiapan media dan bahan ajar sebelum memberikan pre-test dan materi.

Kegiatan Awal

1. Guru menyapa peserta didik dan melakukan presensi.
2. Guru melakukan perkenalan diri dan menjelaskan kegiatan selama jam pembelajaran.
3. Guru membagikan assessment “Writing Test: Analytical Exposition Text” kepada siswa.

Kegiatan Inti

1. Guru meminta siswa untuk menjawab pertanyaan yang diberikan.
2. Peserta didik mengerjakan Pre-test yang telah diberikan tanpa bantuan media bahan ajar.
3. Peserta didik mengumpulkan hasil yang sudah mereka kerjakan.
4. Peserta didik melanjutkan sesi pembelajaran jam Pelajaran kedua dengan menyimak penjelasan guru terkait Analytical Exposition Text.
5. Guru menjelaskan secara umum terkait materi yang baru dikerjakan oleh siswa pada lembar Writing Test yaitu Analytical Exposition Text.

Kegiatan Penutup

1. Guru bersama peserta didik melakukan refleksi mengenai pembelajaran yang telah dilakukan, yaitu penggunaan strategi 'berbagai sudut pandang'.
2. Guru mengkonfirmasi materi yang akan dibahas akan dilanjutkan pada pertemuan berikutnya yaitu Analytical Exposition Text.

MATERI

Pre-Test:

WRITTEN TEST

Instruction: Please read the instruction carefully!

Please construct an exposition text consisting of 3 paragraphs (15-20 sentences) based on the following topics. You may choose one of them based on your interest.

- a. Video games for Children
- b. Home Work for Student
- c. Cigarettes and The Damage

Definition of Analytical Exposition Text

What is analytical exposition text?

Analytical exposition text is a text that explains a phenomenon or problem comprehensively using arguments that support the idea of the text. The main function of analytical exposition text is to tell and convince the reader that the issue raised is important.

Structure of Analytical Exposition Text

1. Thesis

Contains an introduction to the topic and indicates the author's position. Usually, the core of the main argument is contained in this section.

6. Arguments

Contains the main arguments of the general description. In addition, this paragraph can also develop and support paragraph points with each other. In this paragraph also state the position of the author.

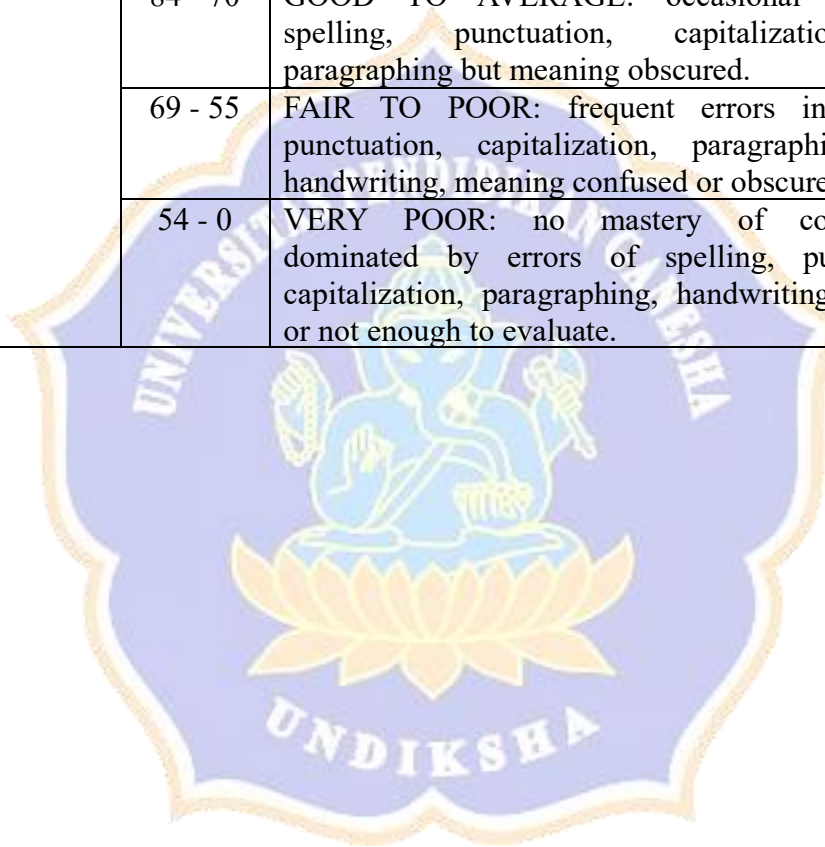
7. Reiteration

Restating the writer's point of view. It can be a conclusion to strengthen the thesis.

KRITERIA PENILAIAN**RUBRIK PE NILAIAN WRITING TEST**

ASPECT	SCORE	LEVEL/CRITERIA
Content	100 - 85	EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development if thesis, relevant to the assigned topic.
	84 - 70	GOOD TO AVERAGE: some knowledge of the subject, adequate range, limited development of thesis, mostly relevant to the topic, but lack details.
	69 - 55	FAIR TO POOR: limited knowledge of the subject, little substance, inadequate development of the topic.
	54 - 0	VERY POOR: does not show knowledge of the subject, non-substantive, not pertinent, or not enough to evaluate.
Organization	100 - 85	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly started or supported, succinct, well-organized, logical sequencing, cohesive.
	84 - 70	GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	69 - 55	FAIR TO POOR: non-fluent, ideas are confused or disconnected, lacks logical sequencing and development.
	54 - 0	VERY POOR: does not communicate, has no organization, or is not enough to evaluate.
Vocabulary	100 - 85	EXCELLENT TO VERY GOOD: sophisticated range, effective word/idiom choice, and usage, the word form mastery, appropriate register.
	84 - 70	GOOD TO AVERAGE: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	69 - 55	FAIR TO POOR: limited range, frequent errors of word/idiom form, choice, usage meaning confused or obscured.
	54 - 0	VERY POOR: essential translation, little knowledge of English vocabulary, idioms, word form, not enough to evaluate.
Language Use	100 - 85	EXCELLENT TO VERY GOOD: effective complex constructions, few errors of agreement, tense, number, word order/function., articles, pronouns, prepositions.
	84 - 70	GOOD TO AVERAGE: effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles pronouns, and

		prepositions but meaning seldom obscured.
	69 - 55	FAIR TO POOR: major problems in simple/complex constructions, frequent errors or negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
	54 - 0	VERY TO POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
Mechanics	100 - 85	EXCELLENT TO VERY GOOD: demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	84 - 70	GOOD TO AVERAGE: occasional errors in spelling, punctuation, capitalization, and paragraphing but meaning obscured.
	69 - 55	FAIR TO POOR: frequent errors in spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	54 - 0	VERY POOR: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.



Pertemuan 2 (2JP)

Persiapan Pembelajaran

1. Guru melakukan asesmen diagnostik dalam bentuk kuis sebelum pembelajaran.
2. Guru menyiapkan bahan tayang PPT materi teks argumentasi dalam bahasa Inggris.

Kegiatan Awal

1. Guru membuka kegiatan pembelajaran dengan mengucapkan salam.
2. Perwakilan peserta didik memimpin doa.
3. Guru menanyakan kabar peserta didik dan memeriksa kehadiran peserta didik.
4. Guru memberikan pertanyaan pemantik terkait Analytical Exposition Text.
5. Guru menyampaikan tujuan pembelajaran yang ingin dicapai dalam materi Analytical Exposition Text.

Kegiatan Inti

1. Peserta didik menyimak penjelasan guru mengenai Analytical Exposition Text.
2. Peserta didik menyimak struktur yang terdapat pada Analytical Exposition Text.
3. Peserta didik secara mendiskusikan beberapa struktur pada contoh Analytical Exposition Text yang diberikan guru.
4. Peserta didik berlatih menentukan struktur pada Analytical Exposition Text yang ditayangkan oleh guru.
5. Peserta didik berlatih membuat kalimat sederhana sesuai struktur Analytical Exposition Text.

Kegiatan Penutup

1. Guru bersama peserta didik melakukan refleksi mengenai pembelajaran yang telah dilakukan, yaitu Analytical Exposition Text
2. Guru mengkonfirmasi materi yang akan dibahas pada pertemuan berikutnya yaitu Analytical Exposition Text Language Elements seperti penggunaan *simple present tense, thinking verb, and internal conjunctions*.

MATERI

What is analytical exposition text?

Analytical exposition text is a text that explains a phenomenon or problem comprehensively using arguments that support the idea of the text. The main function of analytical exposition text is to tell and convince the reader that the issue raised is important.

Structure of Analytical Exposition Text

1. Thesis

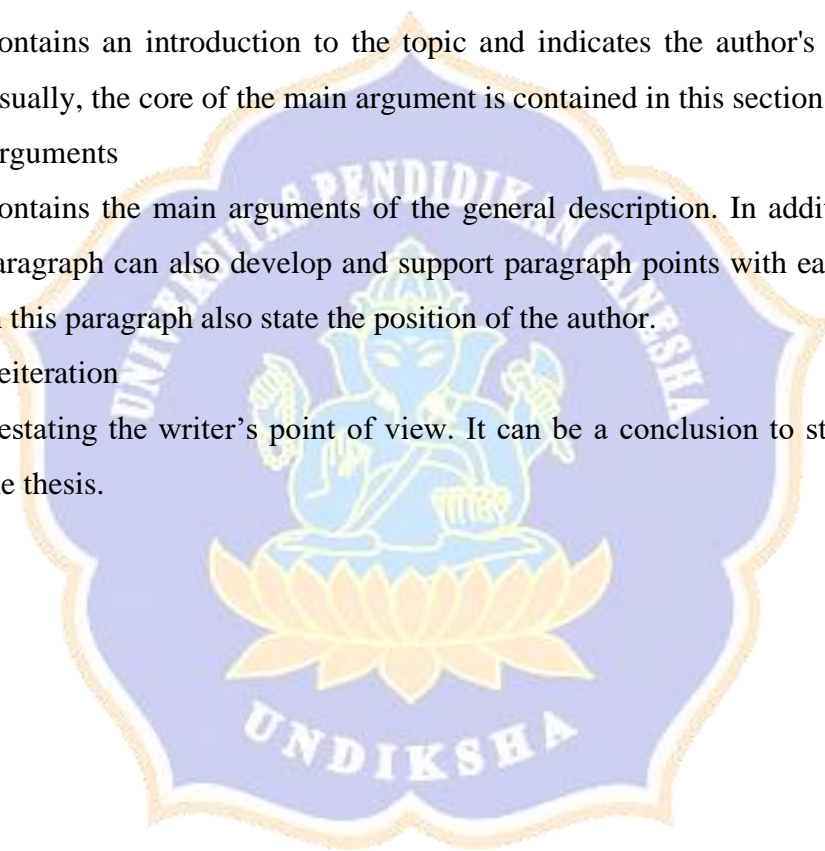
Contains an introduction to the topic and indicates the author's position. Usually, the core of the main argument is contained in this section.

8. Arguments

Contains the main arguments of the general description. In addition, this paragraph can also develop and support paragraph points with each other. In this paragraph also state the position of the author.

9. Reiteration

Restating the writer's point of view. It can be a conclusion to strengthen the thesis.



LKPD

Please define the structure of each paragraph on these text below!

Text 1:

The Danger of Sugar

Sugar is sweet, but it can negatively affect our body. How sugar actually affects heart health is not completely understood, but it appears to have several indirect connections. What is the danger of the sugar.

Obesity rates are rising worldwide, and evidence suggests that added sugar, often from sugar-sweetened beverages, is a major contributor to obesity. Sugar-sweetened drinks like sodas, juices, and sweet teas are loaded with fructose, a type of simple sugar. Consuming fructose increases your hunger and desire for food more than glucose, the main type of sugar found in starchy foods. Also, drinking a lot of sugar-sweetened beverages is linked to an increased amount of visceral fat, a kind of deep belly fat associated with conditions like diabetes and heart disease. High-sugar diets have been associated with an increased risk of many diseases, including heart disease, the number one cause of death worldwide. Evidence suggests that high-sugar diets can lead to obesity and inflammation as well as high triglycerides, blood sugar, and blood pressure levels, all of which are risk factors for heart disease. Additionally, consuming too much sugar, especially from sugar-sweetened drinks, has been linked to atherosclerosis, a disease characterized by fatty, artery-clogging deposits. A study in over 25,877 adults found that individuals who consumed more added sugar had a greater risk of developing heart disease and coronary complications compared to individuals who consumed less added sugar.

Your body needs some sugar for energy, but the rest is stored as fat. Not shockingly, sugar's relationship to weight gain affects your health. So, you have to consume sugar moderately, not too much.

Text 2:

Why We Shouldn't Waste Food?

Food waste is a big problem and it needs to be stopped. Food wasting is bad for the Earth and the environment, wastes money, and wastes resources. If we all work together, this problem of food wasting can be changed.

To start with, wasting food is bad, and destructive for the Earth's environment. When food rots with other organics in landfill, it gives off methane gas, which is 25x more powerful than carbon pollution. Food waste can also cause infestation of rodents, which can cause disease and sickness to spread to everyone.

It is also unjust that we toss out perfectly good, excess food, while people in the world are dying every second.

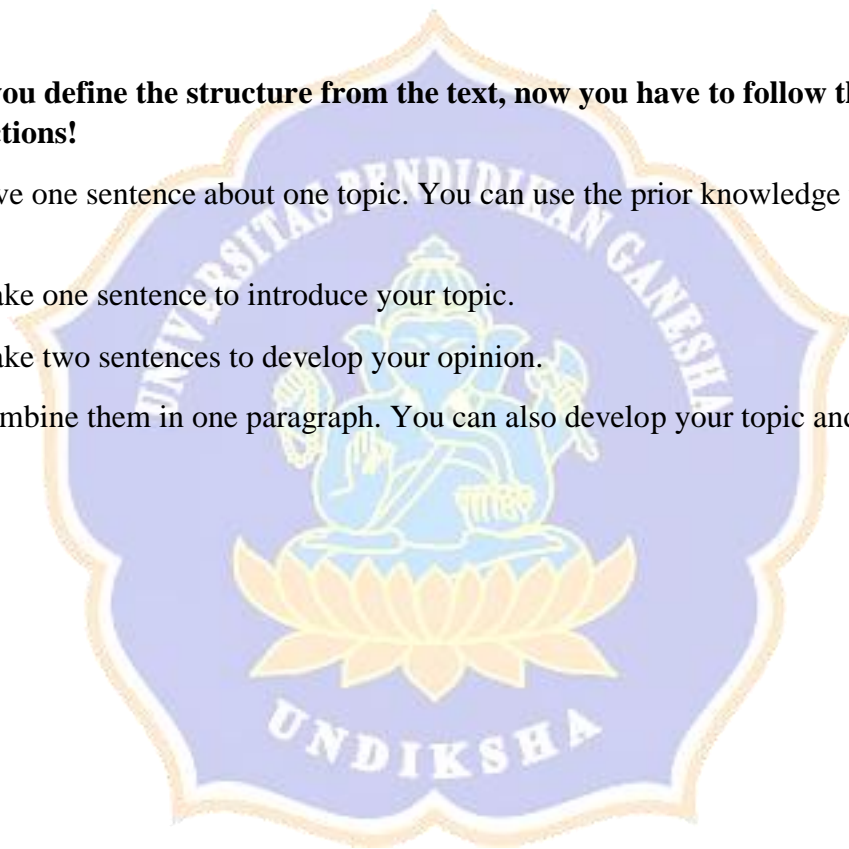
Secondly, wasting food also wastes your money. Instead of throwing perfectly good food away to landfill, we should do something useful with it like giving it away to homeless people that don't have money to buy food.

Lastly, wasting food wastes resources. When you toss out food, you're also wasting everything that helped make it.

We need to stop buying food we don't need and then waste. If we buy food, we must make sure we eat it! Wasting food is not sustainable for our earth, wastes our money and wastes many valuable resources.

After you define the structure from the text, now you have to follow these instructions!

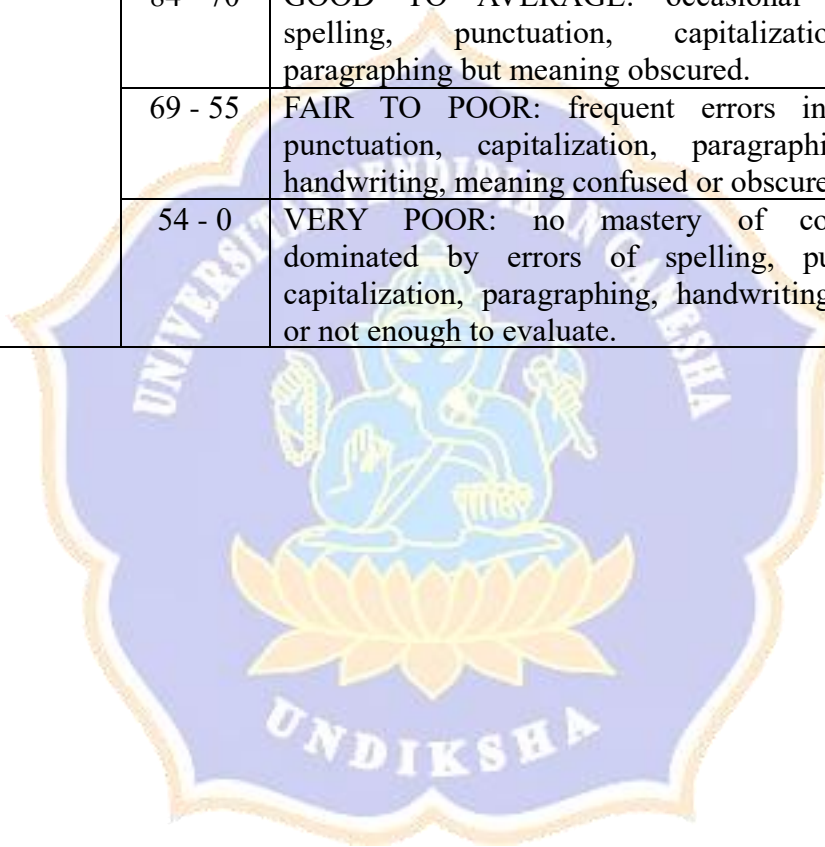
1. Give one sentence about one topic. You can use the prior knowledge that you have.
2. Make one sentence to introduce your topic.
3. Make two sentences to develop your opinion.
4. Combine them in one paragraph. You can also develop your topic and make it better.



KRITERIA PENILAIAN
RUBRIK PENILAIAN WRITING TEST

ASPECT	SCORE	LEVEL/CRITERIA
Content	100 - 85	EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development if thesis, relevant to the assigned topic.
	84 - 70	GOOD TO AVERAGE: some knowledge of the subject, adequate range, limited development of thesis, mostly relevant to the topic, but lack details.
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	54 - 0	VERY POOR: does not show knowledge of the subject, non-substantive, not pertinent, or not enough to evaluate.
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		prepositions but meaning seldom obscured.
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Mechanics	100 - 85	EXCELLENT TO VERY GOOD: demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
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	69 - 55	FAIR TO POOR: frequent errors in spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	54 - 0	VERY POOR: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.



Pertemuan 3 dan 4 (4 JP)

Persiapan Pembelajaran

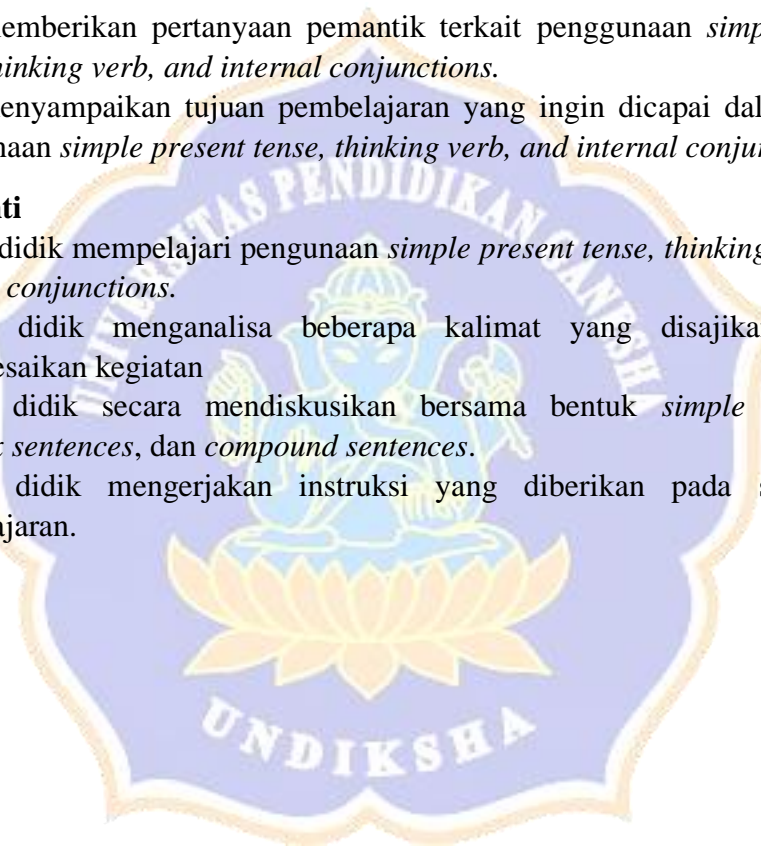
1. Guru melakukan asesmen diagnostik dalam bentuk kuis sebelum pembelajaran.
2. Guru menyiapkan bahan tayang PPT materi penggunaan *simple present tense, thinking verb, and internal conjunctions*.

Kegiatan awal

1. Guru membuka kegiatan pembelajaran dengan mengucapkan salam.
2. Perwakilan peserta didik memimpin doa.
3. Guru menanyakan kabar peserta didik dan memeriksa kehadiran peserta didik.
4. Guru memberikan pertanyaan pemantik terkait penggunaan *simple present tense, thinking verb, and internal conjunctions*.
5. Guru menyampaikan tujuan pembelajaran yang ingin dicapai dalam materi penggunaan *simple present tense, thinking verb, and internal conjunctions*.

Kegiatan Inti

1. Peserta didik mempelajari penggunaan *simple present tense, thinking verb, and internal conjunctions*.
2. Peserta didik menganalisa beberapa kalimat yang disajikan dengan menyelesaikan kegiatan
3. Peserta didik secara mendiskusikan bersama bentuk *simple sentences, complex sentences, dan compound sentences*.
4. Peserta didik mengerjakan instruksi yang diberikan pada sesi akhir pembelajaran.



MATERI

What is Analytical Exposition?

Analytical exposition text is a text that explains a phenomenon or problem comprehensively using arguments that support the idea of the text. The main function of analytical exposition text is to tell and convince the reader that the issue raised is important.

The Structure:

1. Thesis

Contains an introduction to the topic and indicates the author's position. Usually, the core of the main argument is contained in this section.

2. Arguments

Contains the main arguments of the general description. In addition, this paragraph can also develop and support paragraph points with each other. In this paragraph also state the position of the author.

3. Significant Lexicogrammatical Features

- Focusing on topics about humans and not about humans.
- Using simple present tense
- Using relational processes
- Using internal conjunction to state argument
- Making excuses through casual conjunction or nominalization

LKPD

5. Give one sentence about one topic. You can use the prior knowledge that you have.
6. Make one sentence to introduce your topic.
7. Make two sentences to develop your opinion.
8. Combine them in one paragraph. You can also develop your topic and make it better.

Pertemuan 5 dan 6 (4 JP)

Persiapan Pembelajaran

1. Guru melakukan asesmen diagnostik dalam bentuk kuis sebelum pembelajaran.
2. Guru menyiapkan bahan tayang PPT materi latihan membuat Exposition Analytical Text.

Kegiatan Awal

1. Guru membuka kegiatan pembelajaran dengan mengucapkan salam.
2. Perwakilan peserta didik memimpin doa.
3. Guru menanyakan kabar peserta didik dan memeriksa kehadiran peserta didik.
4. Guru memberikan pertanyaan pemantik terkait penggunaan *simple present tense, thinking verb, and internal conjunctions*.
5. Guru menyampaikan tujuan pembelajaran yang ingin dicapai dalam materi penggunaan *simple present tense, thinking verb, and internal conjunctions* dalam *Exposition Analytical Text*.

Kegiatan Inti

1. Peserta didik diberikan arahan untuk membuat sebuah teks mengandung *Thesis, Argument, dan Reiteration*.
2. Peserta didik menganalisa setiap struktur teks.
3. Peserta didik mendiskusikan bersama bentuk *simple present tense, thinking verb, and internal conjunctions*.
4. Peserta didik berlatih membuat sebuah *Exposition Analytical Text* sesuai struktur dan kaidah kebahasaan.

Kegiatan Penutup

1. Guru bersama peserta didik melakukan refleksi mengenai pembelajaran yang telah dilakukan, yaitu menyusun *Exposition Analytical Text*.
2. Guru mengkonfirmasi materi yang akan dibahas pada pertemuan berikutnya yaitu melanjutkan penulisan *Exposition Analytical Text*.

Appendix 4 Research Instruments

4.1 Pre-test and Post-test (Writing Test)

Name :

No. :

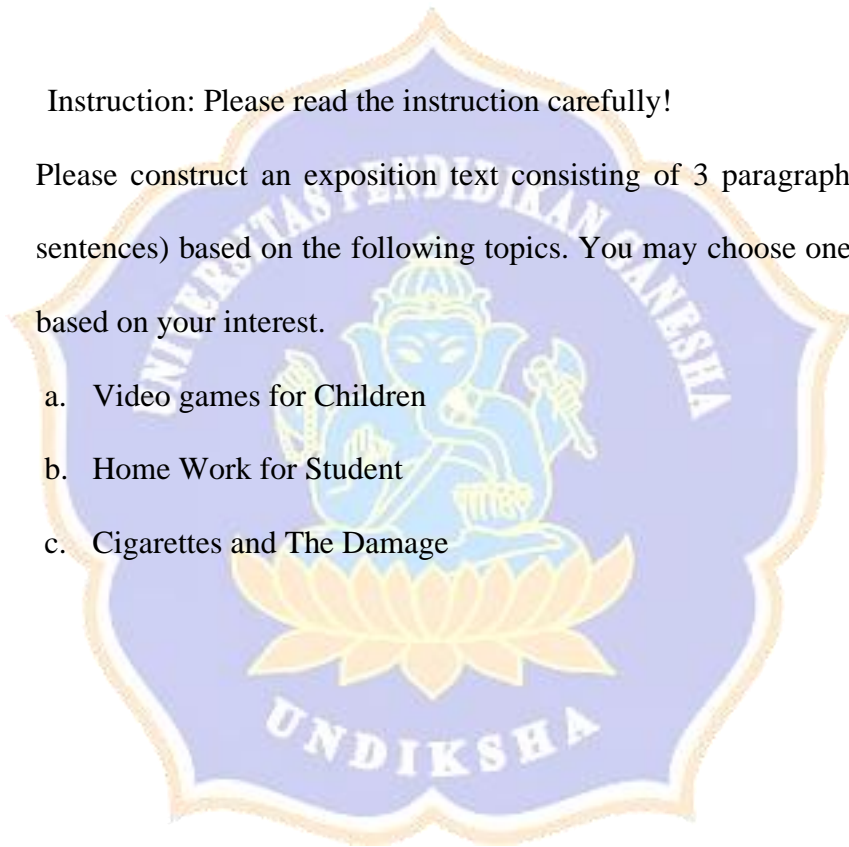
Class :

WRITTEN TEST

Instruction: Please read the instruction carefully!

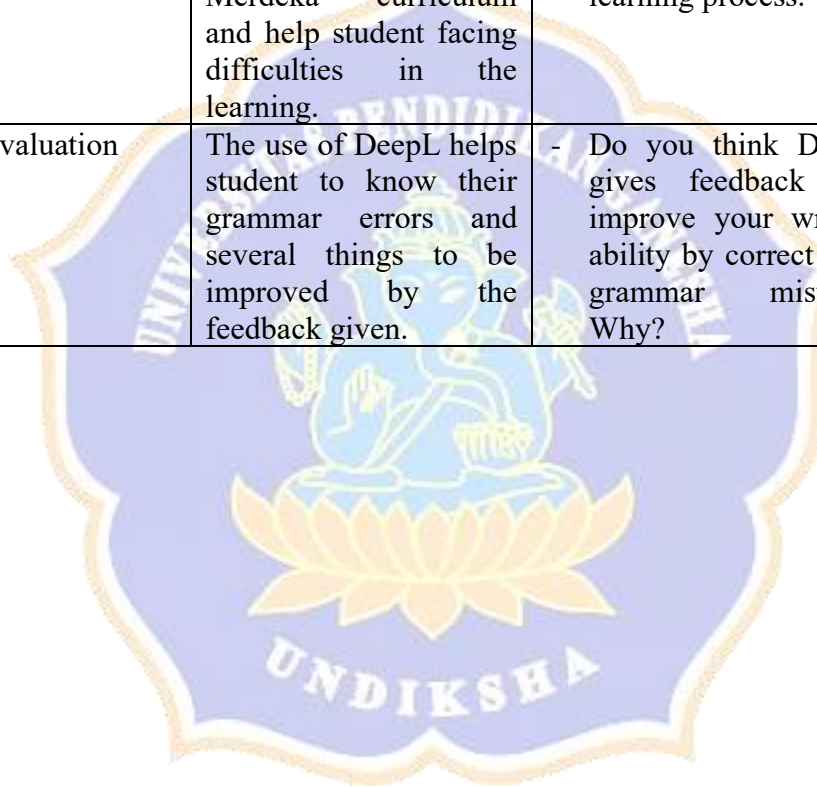
Please construct an exposition text consisting of 3 paragraphs (15-20 sentences) based on the following topics. You may choose one of them based on your interest.

- a. Video games for Children
- b. Home Work for Student
- c. Cigarettes and The Damage



4.2 Interview Guide

No.	DIMENSION	INDICATOR	QUESTION
1.	Resources	DeepL can help students to increasing their writing ability	- Do you think DeepL can be used as a learning resources? Why?
2.	Activity	DeepL able to increase the effective of activities in the classroom	- Do you agree that DeepL make the learning process more effective for you? Why?
3.	Support	DeepL support activities based on Merdeka curriculum and help student facing difficulties in the learning.	- Do you think DeepL support you in the learning process.
4.	Evaluation	The use of DeepL helps student to know their grammar errors and several things to be improved by the feedback given.	- Do you think DeepL gives feedback and improve your writing ability by correct your grammar mistake? Why?



Appendix 5 Expert Judgement Validity Form

5.1 Expert Judgement Validity Form (Judge 1)

Expert Judge Sheet

Instrument: Pre-Test for the Students

Expert Judge 1: Made Hery Santosa, Ph.D.

CONTENT	EXPERT'S RESPONSE		NOTE
	Relevant	Irrelevant	
Please construct an exposition text consisting of 3 paragraphs (15-20 sentences) based on the following topics. You may choose one of them based on your interest. <ul style="list-style-type: none"> d. Video games for Children e. Home Work for Student e. Cigarettes and The Damage 	✓		

Expert Judge Sheet

Instrument: Interview Guide the Students

Expert Judge 1: Made Hery Santosa, Ph.D.

No.	DIMENSION	INDICATOR	QUESTION	EXPERT'S RESPONSE		NOTE
				Relevant	Irrelevant	
1.	Resources	DeepL can help students to increasing their writing ability	- Do you think DeepL can be used as a learning resources ? Why?	✓		
2.	Activity	DeepL able to increase the effective of activities in the classroom	- Do you agree that DeepL make the learning process more effective for you? Why?	✓		
3.	Support	DeepL support activities based on Merdeka curriculum and help student facing difficulties in the learning.	- Do you think DeepL support you in the learning process?	✓		

4.	Evaluation	The use of DeepL helps student to know their grammar errors and several things to be improved by the feedback given.	- Do you think DeepL gives feedback and improve your writing ability by correct your grammar mistake? Why?	✓		
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Singaraja, 31 Oktober 2023

Telah ditandatangani secara elektronik
 Made Hery Santosa, S.Pd, M.Pd., Ph.D.
 NIP : 197910232003121001
 Email : mhsantosa@undiksha.ac.id

Dokumen ini ditandatangani secara elektronik menggunakan Sertifikat Elektronik BSI/E-GSSN, verifikasi dokumen bisa dilakukan melalui <https://agenda.undiksha.ac.id/verifikasiITE>

Made Hery Santosa, Ph.D.
 NIP. 197910232003121001



5.1 Expert Judgement Validity Form (Judge 2)

Expert Judge Sheet**Instrument: Post-Test for the Students****Expert Judge 2: Kadek Sintya Dewi, S.Pd., M.Pd.**

CONTENT	EXPERT'S RESPOND		NOTE
	Relevant	Irrelevant	
<p>Please construct an exposition text consisting of 3 paragraphs (15-20 sentences) based on the following topics. You may choose one of them based on your interest.</p> <p>a. Video games for Children</p> <p>b. Home Work for Student</p> <p>f. Cigarettes and The Damage</p>	✓		

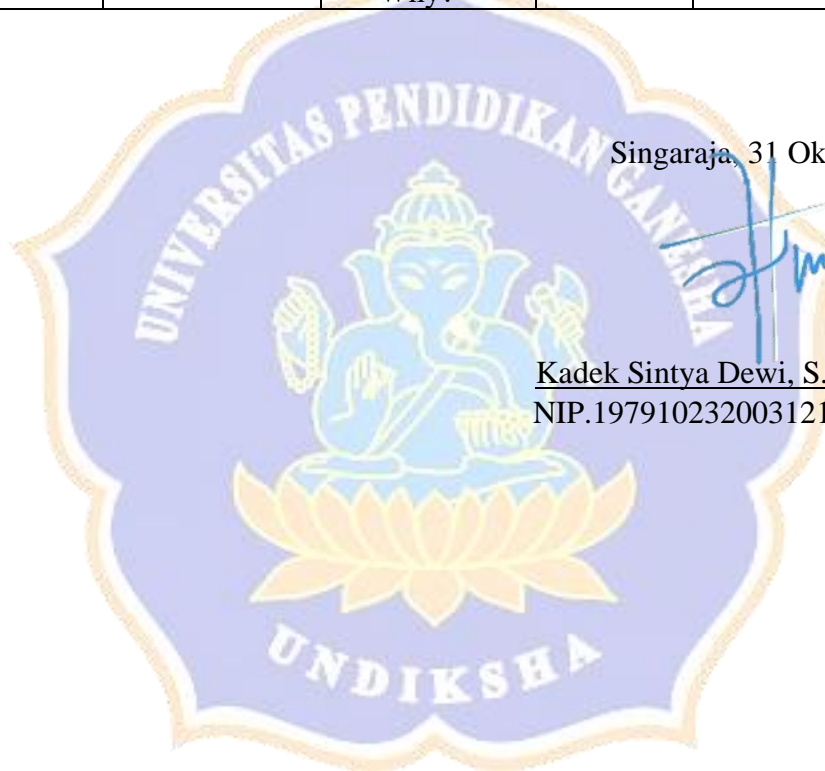
Expert Judge Sheet

Instrument: Interview Guide for the Students

Expert Judge 2: Kadek Sintya Dewi, S.Pd., M.Pd.

No.	DIMENSION	INDICATOR	QUESTION	EXPERT'S RESPOND		NOTE
				Relevant	Irrelevant	
1.	Resources	DeepL can help students to increasing their writing ability	- Do you think DeepL can be used as a learning resources? Why?	✓		
2.	Activity	DeepL able to increase the effective of activities in the classroom	- Do you agree that DeepL make the learning process more effective for you? Why?	✓		
3.	Support	DeepL support activities based on Merdeka curriculum and help student facing difficulties in the learning.	- Do you think DeepL support you in the learning process?	✓		

4.	Evaluation	The use of DeepL helps student to know their grammar errors and several things to be improved by the feedback given.	- Do you think DeepL gives feedback and improve your writing ability by correct your grammar mistake? Why?	✓		
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Singaraja, 31 Oktober 2023

Kadek Sintya Dewi, S.Pd., M.Pd.
NIP.197910232003121001

Appendix 6 Data Collection Result

6.1 Descriptive Analysis of Student's Pre-test Score

Descriptives

	Name of Group		Statistic	Std. Error	
Pretest Score	Experimental Group	Mean	78.046	1.0517	
		95% Confidence Interval for Mean	Lower Bound	75.889	
			Upper Bound	80.204	
		5% Trimmed Mean		78.085	
		Median		77.800	
		Variance		30.970	
		Std. Deviation		5.5651	
		Minimum		68.6	
		Maximum		86.8	
		Range		18.2	
		Interquartile Range		10.5	
		Skewness		.042	.441
		Kurtosis		-1.140	.858
		Control Group	Mean		76.586
	95% Confidence Interval for Mean		Lower Bound	73.609	
			Upper Bound	79.562	
	5% Trimmed Mean			77.159	
	Median			78.600	
	Variance			58.915	
	Std. Deviation			7.6756	
	Minimum			50.0	
	Maximum			89.2	
Range			39.2		
Interquartile Range		10.0			
Skewness		-1.476	.441		
Kurtosis		4.104	.858		

6.2 Descriptive Analysis of Student's Post-test Score

Descriptives

	Name of Group		Statistic	Std. Error	
Post-test Score	Experimental Group	Mean	81.607	1.0899	
		95% Confidence Interval for Mean	Lower Bound	79.371	
			Upper Bound	83.843	
		5% Trimmed Mean		81.948	
		Median		80.200	
		Variance		33.258	
		Std. Deviation		5.7670	
		Minimum		68.0	
		Maximum		88.8	
		Range		20.8	
		Interquartile Range		8.8	
		Skewness		-.624	.441
		Kurtosis		-.064	.858
	Control Group	Mean		80.214	1.5838
		95% Confidence Interval for Mean	Lower Bound	76.965	
			Upper Bound	83.464	
		5% Trimmed Mean		80.671	
		Median		81.000	
		Variance		70.237	
		Std. Deviation		8.3807	
		Minimum		61.0	
		Maximum		90.0	
		Range		29.0	
Interquartile Range			13.5		
Skewness			-.659	.441	
Kurtosis			-.661	.858	

6.3 Homogeneity Test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Post-test Score	Based on Mean	5.068	1	54	.028
	Based on Median	4.105	1	54	.048
	Based on Median and with adjusted df	4.105	1	50.238	.048
	Based on trimmed mean	4.503	1	54	.038

6.4 Normality Test

Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Name of Group		Statistic	df	Sig.	Statistic	df	Sig.
Post-test Score	Experimental Group	.162	28	.058	.904	28	.015
	Control Group	.168	28	.041	.908	28	.017

a. Lilliefors Significance Correction



Appendix 7 Documentations





Wahida Syfa Maryam lahir di Gianyar pada tahun 2002. Penulis lahir dari pasangan suami istri Bapak Moh. Solikun dan Ibu Wiwiek Resdyah Ningsih. Penulis berkebangsaan Indonesia dan beragama Islam. Penulis beralamat di Jalan Kesatrian Gang Megawarna No. 2G Kabupaten Gianyar, Provinsi Bali. Penulis menyelesaikan pendidikan dasar di SD Negeri 1 Gianyar dan lulus pada tahun 2013. Kemudian penulis melanjutkan di SMP IT Abu Hurairah Mataram dan lulus pada tahun 2016. Pada tahun 2020, penulis lulus dari MAN Karangasem. Selanjutnya, mulai tahun 2020 sampai dengan penulisan skripsi ini, penulis masih terdaftar sebagai mahasiswa Program S1 Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha.

