

# LAMPIRAN-LAMPIRAN





**LAMPIRAN 01.**  
**Tes Kinerja Keterampilan**  
**Menulis**

### Kisi-Kisi Tes kinerja keterampilan menulis

| <b>Kompetensi Dasar</b>   | <b>Indikator</b>  | <b>Materi</b>              | <b>No. Soal</b> | <b>Total Item</b> |
|---|---|----------------------------|-----------------|-------------------|
| 4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks | Menyusun undangan resmi terkait kegiatan sekolah  | Formal Invitation letter   | 1               |                   |
| 4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks  | Menyusun teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya | Analytical Exposition text | 2               |                   |

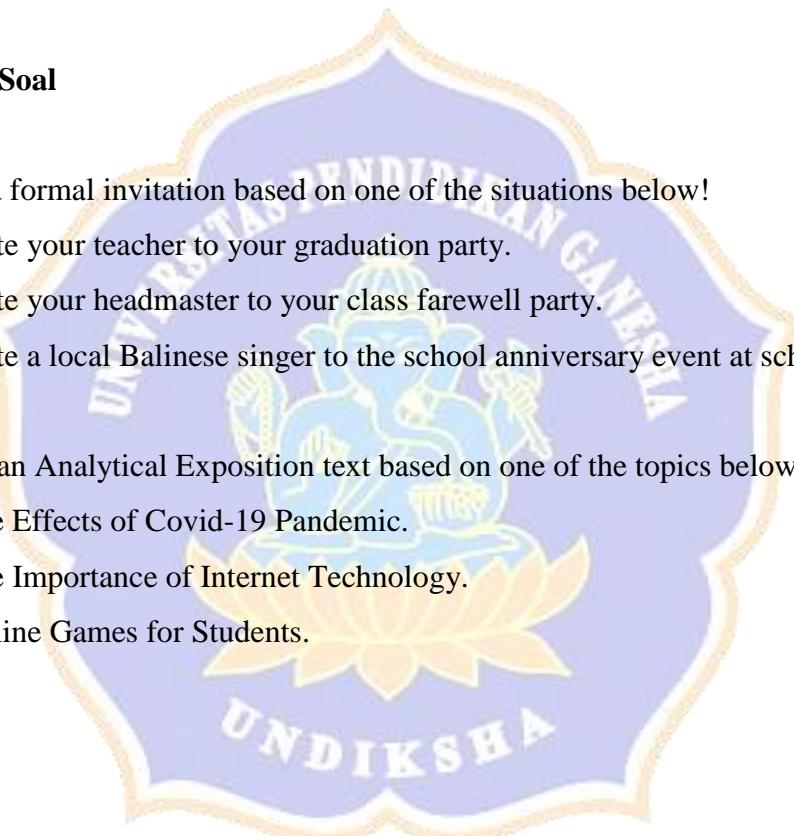
### Tes Kinerja Keterampilan Menulis

|                       |  |
|-----------------------|--|
| <b>Mata Pelajaran</b> | <b>: Bahasa Inggris</b>                                    |
| <b>Kelas/Semester</b> | <b>: XI/I</b>  |
| <b>Pokok Bahasan</b>  | <b>: 1) Formal Invitation<br/>2) Analytical Exposition</b> |
| <b>Waktu</b>          | <b>: 90 Menit</b>  |

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#### Rumusan Soal

1. Create a formal invitation based on one of the situations below!
  - a. Invite your teacher to your graduation party.
  - b. Invite your headmaster to your class farewell party.
  - c. Invite a local Balinese singer to the school anniversary event at school.
  
2. Write an Analytical Exposition text based on one of the topics below!
  - a. The Effects of Covid-19 Pandemic.
  - b. The Importance of Internet Technology.
  - c. Online Games for Students.



**Kriteria Penilaian Asesmen Kinerja Keterampilan Menulis Bahasa Inggris**  
**(Analytical Scoring Rubric)**

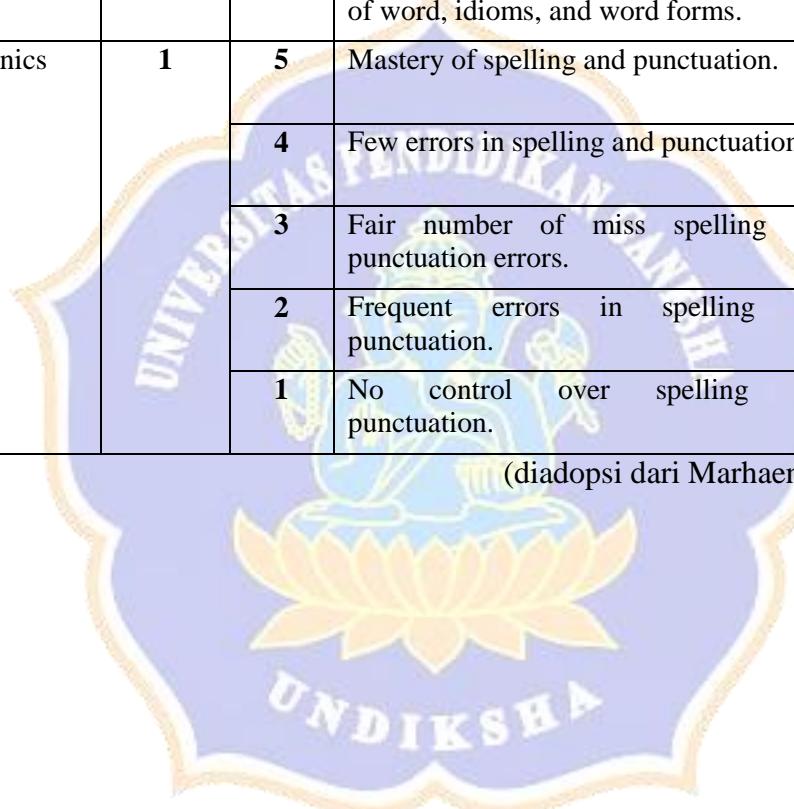
| NO. | Dimension                                   | Weight | Score |
|-----|---|--------|-------|
| 1   | Content (Isi Karangan)                      | 3      | 1-5   |
| 2   | Organization (Organisasi Ide)               | 2      | 1-5   |
| 3   | Structure (Penggunaan Tata bahasa)          | 2      | 1-5   |
| 4   | Vocabulary (Penggunaan Kosakata)            | 2      | 1-5   |
| 5   | Mechanics (Penggunaan ejaan dan tanda baca) | 1      | 1-5   |

(diadopsi dari Marhaeni et.al, 2014)

| Dimension    | Weight | Level | The Criteria of Scoring   | Score |
|--------------|--------|-------|---|-------|
| Content      | 3      | 5     | The topic and main ideas stated clearly, accurately, and relevant.                          |       |
|              |        | 4     | The topic and main ideas stated fairly, clearly, accurately, and relevant.                  |       |
|              |        | 3     | The topic and main ideas somewhat unclear or inaccurate, and irrelevant.                    |       |
|              |        | 2     | The topic and main ideas unclear or inaccurate or irrelevant.                               |       |
|              |        | 1     | The topic and main ideas very unclear or inaccurate, and irrelevant.                        |       |
| Organization | 2      | 5     | Well organized in logical order and perfectly coherent.                                     |       |
|              |        | 4     | Fairly organized in logical order and coherent.   |       |
|              |        | 3     | Loosely organized in logical order but main ideas clear, logical but incomplete sequencing. |       |
|              |        | 2     | Ideas disconnected, lacks logical sequencing.   |       |
|              |        | 1     | No organization, incoherent.  |       |
| Structure    | 2      | 5     | No errors at all and full control of complex structure.                                     |       |
|              |        | 4     | Almost no errors and good control of structure.   |       |
|              |        | 3     | Some errors and poor control of structure.  |       |
|              |        | 2     | Many errors and poor control of structure.  |       |

|            |          |          |  |  |
|------------|----------|----------|--|--|
|            |          | <b>1</b> | Dominated by errors and no control of structure.                               |  |
| Vocabulary | <b>2</b> | <b>5</b> | Very effective choice of words and use idioms and word forms correctly.        |  |
|            |          | <b>4</b> | Effective choice of words and use correct idioms and word forms.               |  |
|            |          | <b>3</b> | Adequate choice of words but some misuse of vocabulary, idioms and word forms. |  |
|            |          | <b>2</b> | Limited range, confused use of words, idioms, and word forms.                  |  |
|            |          | <b>1</b> | Very limited range, very poor knowledge of word, idioms, and word forms.       |  |
| Mechanics  | <b>1</b> | <b>5</b> | Mastery of spelling and punctuation.   |  |
|            |          | <b>4</b> | Few errors in spelling and punctuation.  |  |
|            |          | <b>3</b> | Fair number of miss spelling and punctuation errors.                           |  |
|            |          | <b>2</b> | Frequent errors in spelling and punctuation.                                   |  |
|            |          | <b>1</b> | No control over spelling and punctuation.                                      |  |

(diadopsi dari Marhaeni et.al, 2014)





# **Lampiran 02.**

## **Hasil Uji Coba Tes**

## **Kinerja Keterampilan**

## **Menulis**

## HASIL UJI COBA

### TES KINERJA KETERAMPILAN MENULIS

#### **Validitas Isi**

Validitas isi tes kinerja keterampilan menulis tidak dapat dikuantifikasi, tetapi dapat diestimasi berdasarkan pertimbangan oleh ahli isi dan ahli desain terhadap tes kinerja yang telah disusun ini, penilaian dilakukan oleh dua orang pakar (*expert judges*). Pertimbangan-pertimbangan yang diberikan oleh para pakar (*expert judges*) dianggap representatif dalam mengembangkan instrument kuesioner prokrastinasi akademik. Adapun kedua pakar dalam hal ini adalah dua orang dosen Universitas Pendidikan Ganesha.

|    | <b>Nama Pakar (<i>expert judges</i>)</b>                        | <b>Spesialisasi/Keahlian</b>   |
|----|---|--|
| 1. | Prof. Dr. Ni Nyoman Padmadewi, MA<br>NIP. 19620202 198803 2 001 | Dosen Program Studi S-2<br>Pendidikan Bahasa Inggris,<br>Universitas Pendidikan<br>Ganesha |
| 2. | Dr. I Made Tegeh, S.Pd, M.Pd.<br>NIP. 19720815 200112 1 001     | Dosen Program Studi S-2<br>Teknologi Pembelajaran,<br>Universitas Pendidikan<br>Ganesha    |

Berdasarkan penilaian yang dilakukan oleh kedua pakar, diperoleh hasil sebagai berikut.

Tabel

Ringkasan Hasil Penilaian *Expert Judges*

| <b>No</b> | <b>Instrumen</b>                 | <b>Hasil Penilaian</b> |                       |                   |                       | <b>Catatan</b> |  |
|-----------|----------------------------------|------------------------|-----------------------|-------------------|-----------------------|----------------|--|
|           |                                  | <b>Penilai I</b>       |                       | <b>Penilai II</b> |                       |                |  |
|           |                                  | <b>Relevan</b>         | <b>Kurang Relevan</b> | <b>Relevan</b>    | <b>Kurang Relevan</b> |                |  |
| 1.        | Tes kinerja keterampilan menulis | 2                      | -                     | 2                 | -                     |                |  |

Perhitungan validitas isi menggunakan mekanisme yang dikembangkan Gregory sebagai berikut.

| <b>Judges II</b>      | <b>Judges I</b>       | <b>Kurang Relevan</b> | <b>Sangat Relevan</b> |
|-----------------------|-----------------------|-----------------------|-----------------------|
|                       | <b>Kurang Relevan</b> | (A) 0                 | (C) 0                 |
| <b>Sangat Relevan</b> | (B) 0                 | (D) 2                 |                       |

$$vc = \frac{D}{A + B + C + D}$$
$$vc = \frac{2}{0 + 0 + 0 + 2}$$
$$vc = 1$$

Jadi, koefesien validitas isi keterampilan menulis =1 dalam kategori sangat tinggi.

Selanjutnya dilakukan uji lapangan di SMAN 1 Bebandem pada peserta didik kelas XII MIPA dengan jumlah responden 94 orang.



### Hasil Perhitungan dengan Microsoft Excel

| Kode peserta didik | Item Butir Soal |              |           |            |           |      |         |              |           |            |           |         | Skor |  |
|--------------------|-----------------|--------------|-----------|------------|-----------|------|---------|--------------|-----------|------------|-----------|---------|------|--|
|                    | KD 3.3          |              |           |            |           | Skor | KD 3.4  |              |           |            |           |         |      |  |
|                    | Content         | Organization | Structure | Vocabulary | Mechanics |      | Content | Organization | Structure | Vocabulary | Mechanics | Content |      |  |
| A1                 | 5               | 5            | 4         | 3          | 4         | 43   | 3       | 4            | 5         | 4          | 4         | 4       | 39   |  |
| A2                 | 5               | 4            | 3         | 4          | 5         | 42   | 5       | 5            | 4         | 4          | 4         | 5       | 46   |  |
| A3                 | 4               | 4            | 4         | 4          | 4         | 40   | 4       | 4            | 4         | 4          | 4         | 5       | 41   |  |
| A4                 | 3               | 4            | 4         | 4          | 4         | 37   | 4       | 5            | 5         | 4          | 4         | 4       | 44   |  |
| A5                 | 5               | 4            | 5         | 5          | 5         | 48   | 5       | 5            | 4         | 4          | 4         | 4       | 45   |  |
| A6                 | 4               | 4            | 4         | 4          | 4         | 40   | 4       | 4            | 4         | 4          | 4         | 5       | 41   |  |
| A7                 | 4               | 4            | 3         | 4          | 4         | 38   | 5       | 4            | 5         | 4          | 5         | 5       | 46   |  |
| A8                 | 5               | 5            | 4         | 4          | 4         | 45   | 4       | 4            | 4         | 4          | 3         | 3       | 39   |  |
| A9                 | 4               | 4            | 4         | 4          | 4         | 40   | 4       | 4            | 4         | 4          | 5         | 41      |      |  |
| A10                | 5               | 4            | 4         | 4          | 4         | 43   | 4       | 4            | 4         | 4          | 4         | 4       | 40   |  |
| A11                | 5               | 5            | 4         | 4          | 4         | 45   | 3       | 4            | 4         | 4          | 4         | 4       | 37   |  |
| A12                | 4               | 5            | 4         | 4          | 4         | 42   | 5       | 4            | 4         | 4          | 4         | 4       | 43   |  |
| A13                | 5               | 4            | 4         | 4          | 4         | 43   | 4       | 4            | 4         | 4          | 4         | 4       | 40   |  |
| A14                | 4               | 4            | 5         | 4          | 4         | 42   | 4       | 4            | 4         | 4          | 4         | 4       | 40   |  |
| A15                | 5               | 4            | 4         | 3          | 4         | 41   | 4       | 4            | 4         | 4          | 5         | 4       | 42   |  |
| A16                | 4               | 4            | 4         | 4          | 4         | 40   | 4       | 4            | 4         | 5          | 4         | 4       | 42   |  |
| A17                | 5               | 4            | 4         | 5          | 4         | 45   | 5       | 5            | 4         | 4          | 4         | 4       | 45   |  |
| A18                | 5               | 4            | 4         | 3          | 4         | 41   | 4       | 4            | 4         | 4          | 4         | 4       | 40   |  |
| A19                | 5               | 4            | 4         | 4          | 4         | 43   | 4       | 4            | 5         | 4          | 4         | 4       | 42   |  |
| A20                | 5               | 5            | 4         | 4          | 4         | 45   | 5       | 5            | 4         | 4          | 5         | 4       | 46   |  |
| A21                | 5               | 4            | 4         | 4          | 4         | 43   | 5       | 4            | 4         | 4          | 4         | 4       | 43   |  |

|     |   |   |   |   |   |    |   |   |   |   |   |   |    |
|-----|---|---|---|---|---|----|---|---|---|---|---|---|----|
| A22 | 5 | 4 | 4 | 4 | 4 | 43 | 4 | 4 | 4 | 4 | 4 | 4 | 40 |
| A23 | 5 | 4 | 4 | 4 | 4 | 43 | 4 | 3 | 4 | 4 | 4 | 4 | 38 |
| A24 | 5 | 4 | 4 | 4 | 3 | 42 | 4 | 4 | 4 | 4 | 4 | 4 | 40 |
| A25 | 5 | 5 | 4 | 4 | 4 | 45 | 5 | 5 | 4 | 4 | 4 | 5 | 46 |
| A26 | 5 | 4 | 5 | 5 | 5 | 48 | 5 | 5 | 4 | 4 | 4 | 4 | 45 |
| A27 | 5 | 4 | 4 | 4 | 4 | 43 | 4 | 4 | 4 | 4 | 4 | 4 | 40 |
| A28 | 5 | 4 | 4 | 4 | 4 | 43 | 4 | 4 | 4 | 4 | 4 | 3 | 39 |
| A29 | 5 | 4 | 3 | 4 | 4 | 41 | 4 | 4 | 3 | 4 | 4 | 4 | 38 |
| A30 | 5 | 4 | 4 | 4 | 4 | 43 | 4 | 4 | 3 | 4 | 4 | 4 | 38 |
| A31 | 5 | 4 | 4 | 3 | 4 | 41 | 4 | 5 | 4 | 4 | 4 | 4 | 42 |
| A32 | 5 | 4 | 4 | 4 | 4 | 43 | 4 | 5 | 4 | 4 | 4 | 4 | 42 |
| A33 | 5 | 5 | 4 | 5 | 5 | 48 | 5 | 5 | 4 | 5 | 5 | 5 | 48 |
| A34 | 5 | 4 | 4 | 4 | 5 | 44 | 5 | 5 | 4 | 4 | 4 | 4 | 45 |
| A35 | 5 | 4 | 4 | 4 | 5 | 44 | 5 | 5 | 4 | 4 | 4 | 4 | 45 |
| A36 | 5 | 4 | 4 | 4 | 4 | 43 | 4 | 3 | 4 | 4 | 4 | 4 | 38 |
| A37 | 5 | 4 | 4 | 4 | 4 | 43 | 4 | 3 | 4 | 4 | 4 | 4 | 38 |
| A38 | 5 | 5 | 4 | 4 | 4 | 45 | 4 | 4 | 4 | 4 | 4 | 4 | 40 |
| A39 | 4 | 4 | 4 | 4 | 4 | 40 | 4 | 3 | 4 | 4 | 4 | 4 | 38 |
| A40 | 4 | 4 | 4 | 4 | 4 | 40 | 4 | 4 | 4 | 4 | 4 | 4 | 40 |
| A41 | 4 | 4 | 4 | 4 | 4 | 40 | 4 | 4 | 4 | 4 | 4 | 4 | 40 |
| A42 | 4 | 4 | 4 | 4 | 4 | 40 | 4 | 3 | 4 | 4 | 4 | 4 | 38 |
| A43 | 4 | 5 | 4 | 4 | 4 | 42 | 4 | 4 | 3 | 4 | 4 | 4 | 38 |
| A44 | 5 | 4 | 4 | 3 | 4 | 41 | 4 | 4 | 4 | 4 | 4 | 4 | 40 |
| A45 | 5 | 5 | 4 | 4 | 4 | 45 | 4 | 4 | 4 | 4 | 4 | 4 | 40 |
| A46 | 5 | 5 | 4 | 4 | 4 | 45 | 5 | 5 | 4 | 4 | 4 | 4 | 45 |
| A47 | 5 | 5 | 4 | 4 | 4 | 45 | 4 | 4 | 4 | 4 | 4 | 4 | 40 |

|     |   |   |   |   |   |    |   |   |   |   |   |   |    |
|-----|---|---|---|---|---|----|---|---|---|---|---|---|----|
| A48 | 4 | 4 | 4 | 4 | 4 | 40 | 4 | 3 | 4 | 4 | 4 | 4 | 38 |
| A49 | 4 | 4 | 4 | 4 | 4 | 40 | 4 | 4 | 4 | 4 | 4 | 4 | 40 |
| A50 | 5 | 4 | 4 | 4 | 4 | 43 | 4 | 4 | 4 | 4 | 3 | 4 | 38 |
| A51 | 4 | 4 | 4 | 4 | 4 | 40 | 4 | 4 | 4 | 4 | 3 | 4 | 38 |
| A52 | 5 | 5 | 4 | 4 | 4 | 45 | 4 | 4 | 4 | 4 | 4 | 4 | 40 |
| A53 | 4 | 3 | 4 | 4 | 4 | 38 | 4 | 3 | 4 | 4 | 4 | 4 | 38 |
| A54 | 5 | 5 | 4 | 4 | 4 | 45 | 4 | 4 | 4 | 4 | 3 | 4 | 38 |
| A55 | 5 | 4 | 4 | 4 | 4 | 43 | 4 | 4 | 4 | 4 | 4 | 4 | 40 |
| A56 | 5 | 5 | 4 | 4 | 4 | 45 | 4 | 4 | 4 | 4 | 3 | 4 | 38 |
| A57 | 5 | 5 | 4 | 4 | 4 | 45 | 4 | 3 | 4 | 4 | 4 | 4 | 38 |
| A58 | 5 | 4 | 4 | 4 | 4 | 43 | 4 | 3 | 4 | 4 | 4 | 4 | 38 |
| A59 | 5 | 4 | 4 | 4 | 4 | 43 | 4 | 3 | 4 | 4 | 4 | 4 | 38 |
| A60 | 5 | 5 | 4 | 4 | 5 | 46 | 4 | 4 | 4 | 4 | 4 | 4 | 40 |
| A61 | 4 | 4 | 4 | 4 | 5 | 41 | 4 | 3 | 4 | 4 | 4 | 4 | 38 |
| A62 | 5 | 5 | 4 | 4 | 4 | 45 | 4 | 4 | 4 | 4 | 3 | 4 | 38 |
| A63 | 5 | 5 | 4 | 3 | 4 | 43 | 4 | 4 | 4 | 4 | 4 | 4 | 40 |
| A64 | 5 | 5 | 4 | 4 | 5 | 46 | 4 | 4 | 4 | 4 | 3 | 3 | 37 |
| A65 | 5 | 4 | 4 | 4 | 5 | 44 | 5 | 5 | 4 | 4 | 4 | 4 | 45 |
| A66 | 5 | 4 | 4 | 4 | 5 | 44 | 4 | 4 | 4 | 4 | 3 | 4 | 38 |
| A67 | 5 | 4 | 4 | 4 | 4 | 43 | 4 | 4 | 4 | 4 | 4 | 4 | 40 |
| A68 | 5 | 5 | 4 | 4 | 5 | 46 | 4 | 4 | 4 | 4 | 4 | 4 | 40 |
| A69 | 5 | 5 | 4 | 4 | 4 | 45 | 4 | 4 | 4 | 4 | 4 | 4 | 40 |
| A70 | 4 | 4 | 4 | 3 | 4 | 38 | 4 | 4 | 4 | 4 | 4 | 4 | 40 |
| A71 | 5 | 4 | 4 | 4 | 4 | 43 | 4 | 4 | 4 | 4 | 4 | 4 | 40 |
| A72 | 4 | 4 | 5 | 4 | 4 | 42 | 4 | 4 | 4 | 4 | 4 | 4 | 40 |
| A73 | 5 | 5 | 4 | 4 | 4 | 45 | 4 | 4 | 4 | 4 | 3 | 4 | 38 |

|     |   |   |   |   |   |    |   |   |   |   |   |    |
|-----|---|---|---|---|---|----|---|---|---|---|---|----|
| A74 | 5 | 5 | 4 | 4 | 4 | 45 | 4 | 4 | 4 | 3 | 4 | 38 |
| A75 | 4 | 4 | 4 | 4 | 3 | 39 | 4 | 4 | 4 | 4 | 4 | 40 |
| A76 | 5 | 4 | 4 | 4 | 4 | 43 | 4 | 3 | 4 | 4 | 4 | 38 |
| A77 | 5 | 4 | 3 | 4 | 4 | 41 | 4 | 4 | 4 | 4 | 4 | 40 |
| A78 | 5 | 5 | 4 | 4 | 4 | 45 | 4 | 4 | 4 | 4 | 5 | 41 |
| A79 | 5 | 5 | 4 | 4 | 4 | 45 | 4 | 4 | 4 | 4 | 4 | 40 |
| A80 | 5 | 5 | 4 | 4 | 4 | 45 | 4 | 4 | 3 | 4 | 4 | 38 |
| A81 | 5 | 4 | 4 | 4 | 4 | 43 | 4 | 4 | 4 | 3 | 4 | 38 |
| A82 | 5 | 5 | 5 | 4 | 4 | 47 | 5 | 5 | 4 | 4 | 4 | 45 |
| A83 | 4 | 4 | 3 | 4 | 4 | 38 | 4 | 4 | 4 | 3 | 4 | 38 |
| A84 | 5 | 5 | 4 | 4 | 4 | 45 | 4 | 4 | 4 | 4 | 3 | 39 |
| A85 | 5 | 5 | 4 | 4 | 4 | 45 | 4 | 4 | 4 | 4 | 4 | 40 |
| A86 | 5 | 4 | 4 | 4 | 4 | 43 | 4 | 4 | 4 | 4 | 4 | 40 |
| A87 | 4 | 4 | 4 | 4 | 3 | 39 | 4 | 4 | 5 | 4 | 4 | 42 |
| A88 | 4 | 4 | 4 | 4 | 4 | 40 | 4 | 4 | 4 | 4 | 4 | 40 |
| A89 | 5 | 4 | 4 | 4 | 4 | 43 | 4 | 4 | 4 | 4 | 4 | 40 |
| A90 | 5 | 4 | 4 | 4 | 4 | 43 | 5 | 5 | 4 | 4 | 4 | 45 |
| A91 | 5 | 5 | 4 | 4 | 5 | 46 | 5 | 4 | 4 | 4 | 4 | 43 |
| A92 | 5 | 5 | 4 | 4 | 4 | 45 | 4 | 4 | 4 | 3 | 4 | 38 |
| A93 | 4 | 4 | 4 | 4 | 4 | 40 | 4 | 4 | 3 | 4 | 4 | 38 |
| A94 | 4 | 4 | 4 | 4 | 4 | 40 | 4 | 4 | 3 | 3 | 4 | 36 |



## I. Kisi-Kisi Tes Prestasi Belajar

| KD  | Indikator  | Sebaran Soal |                   |                  |   | Jumlah    |
|---|--|--------------|-------------------|------------------|---|-----------|
|   |  | C1           | C2                | C3               | C4  |           |
| 3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya | 3.3.1 Mengidentifikasi fungsi sosial teks khusus dalam bentuk undangan resmi.                | 1,3          |                   |                  |   | 2         |
|   | 3.3.2 Merinci informasi teks khusus dalam bentuk undangan resmi.                             |              | 2,5,<br>7,<br>10, |                  |   | 4         |
|   | 3.3.3 Menggunakan kosakata yang sesuai dalam undangan resmi.                                 |              |                   | 13,<br>14,<br>15 |   | 3         |
|   | 3.3.4 Menganalisis bagian-bagian serta ungkapan yang digunakan dalam undangan resmi          |              |                   |                  | 4,6,<br>8,<br>9,<br>11,<br>12                       | 6         |
| 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya                   | 3.4.1 Mengidentifikasi fungsi sosial teks eksposisi analitis                                 | 16           |                   |                  |   | 1         |
|   | 3.4.2 Merinci informasi dalam teks eksposisi analitis  |              | 17,<br>19,<br>25  |                  |   | 3         |
|   | 3.4.3 Menggunakan kosakata yang sesuai dalam teks eksposisi analitis.                        |              |                   | 28,<br>29,<br>30 |   | 3         |
|   | 3.4.4 Menganalisis bagian-bagian serta ungkapan yang digunakan dalam teks eksposisi analitis |              |                   |                  | 18,<br>20,<br>21,<br>22,<br>23,<br>24,<br>26,<br>27 | 8         |
| <b>Jumlah Soal</b>  |  |              |                   |                  |   | <b>30</b> |

## II. Instrumen (Item/butir/pertanyaan)

| No | Indikator   | Ranah Kognitif | Soal   | Keterangan |
|----|---|----------------|--|------------|
| 1. | Mengidentifikasi fungsi sosial teks khusus dalam bentuk undangan resmi. | C1 Mengingat   | <p>Please join us as we celebrate our 40th Anniversary<br/> <b>Rahmat and Wati Juminten</b><br/>       Friday, May 7th<br/>       6.30p.m -10.00p.m<br/>       Pondok Indah, South Jakarta<br/>       (Dinner is available)<br/>       RSVP 65412397<br/>       (Nanang/ Nini/ Nita)<br/>       The purpose of the invitation is...?</p> <p>A. To tell a good relationship<br/>       B. To describe a certain party<br/>       C. To persuade people to have marriage<br/>       D. To invite people to join the party<br/>       E. To share the happiness</p> | Jawaban D  |
| 2. | Merinci informasi teks khusus dalam bentuk undangan resmi               | C2 Memahami    | <p>The type of the party is ...</p> <p>A. Birthday Party<br/>       B. Graduation Party<br/>       C. Wedding Anniversary Party<br/>       D. New Year's party<br/>       E. Ceremonial new house party</p>  | Jawaban C  |
| 3  | Mengidentifikasi fungsi sosial teks khusus dalam bentuk undangan resmi. | C1 Mengingat   | <p><i>Dear Bianca Jodie,<br/>       Time counted so fast<br/>       Let's celebrate new year's eve together!<br/>       Sunday, December 31st<br/>       9 p.m. until drop<br/>       at Dragonfly Bar<br/>       Jln Gatot Subroto<br/>       Sincerely,<br/>       Hannah</i></p> <p>What is the purpose of the invitation text above?<br/>       A. To make a new relation</p>  | Jawaban E  |

|    |  |                    |   |           |
|----|--|--------------------|---|-----------|
|    |  |                    | B. To spend time together<br>C. To have conversation with old friend<br>D. To reunite with old friends<br>E. To celebrate the New Year's eve  |           |
| 4. | Menganalisis bagian-bagian serta ungkapan yang digunakan dalam udangan resmi | C4<br>Menganalisis | <p>“...9 p.m. <u>until drop...</u>”</p> <p>The underlined phrase is similar with...</p> <p>A. until morning.<br/>B. until you fall on the floor.<br/>C. until you get tired.<br/>D. until something fall into the floor.<br/>E. until you drop something.</p>   | Jawaban C |
| 5. | Merinci informasi teks khusus dalam bentuk udangan resmi                     | C2<br>Memahami     | <p>Glad if you can attend and laugh with us in Graduation Party</p> <p>In respect of our Daughter's perseverance and persistence</p> <p>Isyana Sarasvati has graduated from an Msi (Master of Science from Bandung Institute Technology)</p> <p>Accompany with us on Sunday, Mei 30, 2021 at 8 p.m.</p> <p>The Suite Room, Hermitage Hotel.</p> <p><b>Afgan and Melly Goeslaw</b><br/>RSVP 65412397</p> <p>Based on the invitation text above, we can conclude that...</p> <p>A. Melly Goeslaw is Isyana's daughter<br/>B. The party will be held in Hermitage Hotel<br/>C. The party ended at 8 p.m<br/>D. The party is to celebrate Isyana's Birthday<br/>E. Afgan and Melly Goeslaw have been graduate from Bandung Institute Technology</p> | Jawaban B |

|    |   |                    |  |           |
|----|---|--------------------|--|-----------|
| 6. | Menganalisis bagian-bagian serta ungkapan yang digunakan dalam undangan resmi | C4<br>Menganalisis | What does R.S.V.P means?<br><br>A. Please come.<br>B. Please respond.<br>C. Please call.<br>D. Please invite.<br>E. Please ask.  | Jawaban B |
| 7. | Merinci informasi teks khusus dalam bentuk undangan resmi                     | C2<br>Memahami     | <i>Together with their families<br/>Tania Pratiwi<br/>And<br/>Doni Widyo Utama<br/>Request the honor of your<br/>presence at their marriage<br/>on Saturday, 18 March 2021<br/>at six o'clock in the evening<br/>Sasana Hall Indah Permai<br/>Street 55 Surakarta<br/>Reception to follow<br/>Suit coat required<br/>RSVP<br/>Andi Prihadi<br/>08567588671</i><br><br>What is the invitation about?<br><br>A. Dinner party<br>B. Wedding party<br>C. Grand opening<br>D. Cocktail party<br>E. Graduation Party | Jawaban B |
| 8. | Menganalisis bagian-bagian serta ungkapan yang digunakan dalam undangan resmi | C4<br>Menganalisis | “Suit coat required.” What is the purpose of sentence on the card?<br><br>A. to inform the guest about the party theme.<br>B. to inform the guest about what they should bring to the party.<br>C. to inform the guest that they have to follow the reception.<br>D. to let the guest know about what they should wear to the party.<br>E. to let the guest know that coat is not allowed.   | Jawaban D |
| 9. | Menganalisis bagian-bagian serta ungkapan yang digunakan                      | C4<br>Menganalisis | “Request the honor of your presence...”<br>The underlined word has similar meaning to...   | Jawaban C |

|     |  |                    |   |           |
|-----|--|--------------------|---|-----------|
|     | dalam udangan resmi  |                    | A. representation<br>B. performance<br>C. attendance<br>D. appearance<br>E. absence   |           |
| 10. | Merinci informasi teks khusus dalam bentuk udangan resmi                     | C2<br>Memahami     | <p><i>To: All members of UPN Society Petroleum Engineer Student Chapter</i></p> <p><i>You are cordially invited to attend the weekly meeting on Wednesday, 23 August 2020, from 7 p.m until 9 p.m in our meeting room. There will be some souvenir from Bali.</i></p> <p><i>Best regards,<br/>Ravino Ichsan</i></p> <p>Based on the invitation text above, the following statements are false, except ...</p> <p>A. The meeting held every week.<br/>B. Every week, Ravino Ichsan gives a souvenir from Bali to all members.<br/>C. The meetings always held on Wednesday.<br/>D. The meeting always held in meeting room.<br/>E. Ravino Ichsan is the president of UPN Society Petroleum Engineer Student Chapter.</p> | Jawaban B |
| 11. | Menganalisis bagian-bagian serta ungkapan yang digunakan dalam udangan resmi | C4<br>Menganalisis | <p>“You are <u>cordially</u> invited ...”</p> <p>The synonym of the underlined word is...</p> <p>A. cheerfully<br/>B. politely<br/>C. actively<br/>D. warmly<br/>E. helpfully</p>   | Jawaban B |

|     |   |                    |  |           |
|-----|---|--------------------|--|-----------|
|     |   |                    | <p>To:<br/>Mr. Umar Rahadi<br/>Headmaster<br/>SMP Merdeka 1</p> <p><i>Dear Sir,</i><br/>It gives me a pleasure to invite you as a Guest Speaker to address our students in the workshop. The date for the workshop conducted by you will be on the 12 February 2021.</p> <p>We are looking forward for your reply. Thank you.</p> <p><i>Yours sincerely,</i><br/>Aditya</p> <p>“We are <u>looking forward</u> for your reply.”<br/>The underlined word means...</p> <p>A. wishing.<br/>B. thinking.<br/>C. taking.<br/>D. expecting.<br/>E. wanting.</p> | Jawaban D |
| 12. | Menganalisis bagian-bagian serta ungkapan yang digunakan dalam undangan resmi | C4<br>Menganalisis | <p>July 3, 2020</p> <p>Mr. and Mrs. Sales Manager<br/>of Collins Company<br/>Main Road 38<br/>California</p> <p><i>Dear Client,</i><br/>We will introduce our newest Laser Printer Model 382 Color B during the (13)... Computer hardware Exhibition in California from March 8 to 10. Since you probably will attend this major trade exhibition, we would like to (14) ... you to stop by our demonstration booth, so that we might introduce you to and</p>   | Jawaban B |

|     |  |                  |   |           |
|-----|--|------------------|---|-----------|
|     |  |                  | <p><i>demonstrate this brand new model.</i></p> <p><i>We are looking forward to having the (15) ... to meet you.</i></p> <p><i>Sincerely,</i><br/><i>Jhon Leeds.</i></p> <p><b>For questions 13 to 15, complete the following text with suitable words!</b></p> <p>A. last<br/>B. beginning<br/>C. final<br/>D. upcoming<br/>E. recent</p>                          |           |
| 14. | Menggunakan kosakata yang seusai dalam undangan resmi.                         | C3<br>Menerapkan | <p><b>For questions 13 to 15, complete the following text with suitable words!</b></p> <p>A. invite<br/>invited<br/>B. invites<br/>invitation<br/>C. inviting</p>   | Jawaban A |
| 15. | Menggunakan kosakata yang seusai dalam undangan resmi.                         | C3<br>Menerapkan | <p><b>For questions 13 to 15, complete the following text with suitable words!</b></p> <p>A. event<br/>space<br/>B. show<br/>truth<br/>C. opportunity</p>   | Jawaban C |
| 16. | Mengidentifikasi fungsi sosial teks khusus dalam bentuk analytical exposition. | C1<br>Mengingat  | <p><i>As we all know, cars create pollution, and cause a lot of road deaths and other accidents.</i></p> <p><i>Firstly, cars, as we all know contribute the most of pollution in the world. Cars emit a deadly gas causes illnesses such as bronchitis, lung cancer, and trigger of asthma. Some of these illness are so bad that people can die from them.</i></p> | Jawaban A |

|     |  |                    |   |           |
|-----|--|--------------------|---|-----------|
|     |  |                    | <p><i>Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.</i></p> <p><i>Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate in your homework, and especially talk to someone.</i></p> <p><i>In conclusion, cars should be banned from the city for the reasons listed.</i></p> <p>What is the purpose of the text?</p> <p>A. To persuade reader about the bad effects of cars.<br/> B. To explain the characteristics of the cars.<br/> C. To inform readers about cars in the city.<br/> D. To describe the cars.<br/> E. To entertain readers about cars.</p> |           |
| 17. | Merinci informasi dalam teks eksposisi analitis  | C2<br>Memahami     | <p>What is one of the diseases caused by pollution?</p> <p>A. HIV / AIDS<br/> B. Bronchitis<br/> C. Liver<br/> D. Fever<br/> E. Cholera</p>   | Jawaban B |
| 18. | Menganalisis bagian-bagian serta ungkapan yang digunakan dalam teks eksposisi analitis | C4<br>Menganalisis | <p>We usually call the last paragraph as...</p> <p>A. Resolution<br/> B. Reiteration<br/> C. Arguments<br/> D. Recommendation<br/> E. Twist</p>   | Jawaban A |
| 19  | Merinci informasi dalam teks eksposisi analitis  | C2<br>Memahami     | <p><i>There is no best way to deal with pests in agriculture. Pesticides which are commonly used may cause many problems. I think combining different</i></p>   | Jawaban E |

|     |  |                    |   |           |
|-----|--|--------------------|---|-----------|
|     |  |                    | <p><i>management operations is the most effective way to control pests.</i></p> <p><i>Firstly, the chemicals in the pesticides may build up as residues in the environment and in the soil which absorbs the chemicals. This reduces the quality of farm product.</i></p> <p><i>Secondly, pests can gradually become resistant to pesticides. This means that newer and stronger ones have to be developed.</i></p> <p><i>Lastly, some pesticides affect non target plants and animals such as fish and bees. This affects the ecology and environment as well.</i></p> <p><i>So, understanding of ecology of an area helps a lot in pest control. Pesticides should be chosen and applied carefully so that they don't affect the ecological balance and environment.</i></p> <p><i>Therefore, integrated pest management is a safe and more effective option to fight pest in agriculture and livestock.</i></p> <p>Which of the following is not directly affected by pesticides used?</p> <ul style="list-style-type: none"> <li>A. Plants</li> <li>B. Ecology</li> <li>C. Animals.</li> <li>D. Environment.</li> <li>E. Human Beings.</li> </ul> |           |
| 20. | Menganalisis bagian-bagian serta ungkapan yang digunakan dalam teks eksposisi analitis | C4<br>Menganalisis | <p>What can you say about paragraph two and four?</p> <ul style="list-style-type: none"> <li>A. The fourth paragraph supports the idea stated in paragraph two.</li> <li>B. Both paragraphs tell about the disadvantages of using pesticides.</li> <li>C. Both paragraphs tell</li> </ul>   | Jawaban B |

|     |  |                    |  |           |
|-----|--|--------------------|--|-----------|
|     |  |                    | <p>about how pesticides improve the quality of farm products.</p> <p>D. The statement in paragraph two is contrary to the statement in paragraph four.</p> <p>E. The second paragraph tells about the effects of using pesticides on animals, mentioned in paragraph four.</p>   |           |
| 21. | Menganalisis bagian-bagian serta ungkapan yang digunakan dalam teks eksposisi analitis | C4<br>Menganalisis | <p>Secondly, pests can gradually become resistant to pesticides (paragraph 3). The word “resistant” in the sentence above means ...</p> <p>A. weak<br/>B. fragile<br/>C. damage<br/><b>D. unaffected</b><br/>E. unbalanced</p>   | Jawaban D |
| 22. | Menganalisis bagian-bagian serta ungkapan yang digunakan dalam teks eksposisi analitis | C4<br>Menganalisis | <p><i>Nuclear energy is energy in uranium that can be released by nuclear reaction in a machine is called a nuclear reactor. This energy is made into electricity, which can be used to power machine and heat home. 14% of the world's electricity came from nuclear power. But, the use of nuclear power cause some hazard.</i></p> <p><i>First, the radioactive material must travel from its place of manufacture at the power station. Although the power stations themselves are solidly built, the containers used for the transport of the materials are not. There are normally only two methods of transport available, namely road or rail. Unfortunately, both of these involve close contact with the general public or even heavily populated areas.</i></p> | Jawaban A |

|     |                            |                    |  |           |
|-----|----------------------------|--------------------|--|-----------|
|     |                            |                    | <p>Next, there is the problem of waste. All nuclear power station produced wastes that in most cases will remain radioactive for thousands of years. It is impossible to make these wastes non-radioactive. So, they must be stored in one of the inconvenient ways that scientist have invited. For example they may be buried under ground, or dropped into abandoned mines, or sunk in the sea. However, these methods do not solve the problem, since an earthquake could easily crack the containers open.</p> <p>Finally, there is the problem of accidental exposure due to a leak or an explosion at the power station. As with the other two hazards, this is not every likely, so it does not provide a serious objection to the nuclear program. Nevertheless, it can happen.</p> <p>Separately, these three types of risks are not a great cause for concern. On the whole though, the probability of disaster is still high.</p> <p>The text above is about....</p> <ul style="list-style-type: none"> <li>A. The disadvantages of a nuclear power.</li> <li>B. The legend of nuclear.</li> <li>C. The writer's experience when he worked in the nuclear plant.</li> <li>D. Discussion about the advantages of nuclear power.</li> <li>E. How to make a nuclear plant.</li> </ul> |           |
| 23. | Menganalisis bagian-bagian | C4<br>Menganalisis | The second argument discusses about ....   | Jawaban C |

|     |  |                    |   |           |
|-----|--|--------------------|---|-----------|
|     | serta ungkapan yang digunakan dalam teks eksposisi analitis                            |                    | A. The waste of nuclear power.<br>B. Nuclear power that faces disaster.<br>C. How to transport the nuclear energy.<br>D. How to make a nuclear plant.<br>E. How to stop a nuclear plant.  |           |
| 24. | Menganalisis bagian-bagian serta ungkapan yang digunakan dalam teks eksposisi analitis | C4<br>Menganalisis | On the whole though, the probability of disaster is still high (paragraph 5).<br>The synonym of the word “whole” is....<br>A. all<br>B. nothing<br>C. several<br>D. parts<br>E. good  | Jawaban A |
| 25. | Merinci informasi dalam teks eksposisi analitis  | C2<br>Memahami     | <p><i>There are many reasons why people become vegetarians, including personal health, the environment, and the economy.</i></p> <p><i>A vegetarian is a person who does not eat meat, poultry, and fish. Vegetarians mostly eat fruit, vegetables, legumes, grains, seeds, and nuts. Vegetarians also consume eggs and dairy products, but they avoid meat products, such as beef, chicken stocks, and gelatin.</i></p> <p><i>According to research, vegetarians have lower risk of heart disease, high cholesterol, diabetes, obesity, and high blood pressure. This may happen due to a healthy vegetarian diet, which has low fat but high fiber.</i></p> <p><i>However, a vegetarian diet can be high in fat if it includes excessive amounts of fatty snacks, fried food, whole dairy</i></p> | Jawaban D |

|     |  |                    |   |           |
|-----|--|--------------------|---|-----------|
|     |  |                    | <p><i>products, and eggs. At the same time, a vegetarian diet can be simple and easy to prepare. Therefore, a vegetarian diet must be well-planned to prevent and treat certain diseases.</i></p> <p>Which of the following statement is stated in the text?</p> <ul style="list-style-type: none"> <li>A. Being a vegetarian helps keep your body strong.</li> <li>B. Vegetarians do not eat fatty snacks.</li> <li>C. Eggs do not contain any fat.</li> <li>D. Vegetarians do not consume gelatin.</li> <li>E. Vegetarian have high cholesterol.</li> </ul> |           |
| 26. | Menganalisis bagian-bagian serta ungkapan yang digunakan dalam teks eksposisi analitis | C4<br>Menganalisis | <p>“... if it includes excessive amounts of fatty snacks ...” (paragraph 4).</p> <p>What does the word “excessive” mean?</p> <ul style="list-style-type: none"> <li>A. Too many.</li> <li>B. Decent.</li> <li>C. Very few.</li> <li>D. Little.</li> <li>E. Big.</li> </ul>  | Jawaban A |
| 27  | Menganalisis bagian-bagian serta ungkapan yang digunakan dalam teks eksposisi analitis | C4<br>Menganalisis | <p>Arrange these sentences to make a good analytical text!</p> <ol style="list-style-type: none"> <li>1. One of them is by buying and consuming fresh local groceries as much as possible. It of course includes local vegetables, fruits, bread, etc.</li> <li>2. Everybody should change their way of life to reduce global warming. There are several things that we can do.</li> <li>3. So, from now on we should consume fresh</li> </ol>  | Jawaban A |

|     |  |                  |  |           |
|-----|--|------------------|--|-----------|
|     |  |                  | <p>local groceries to reduce global warming.</p> <p>4. Local groceries don't need much transportation to get it into the market. It of course means, the amount of carbon dioxide produced is less than the groceries from other region.</p> <p>5. Another way is by consuming fresh groceries instead of frozen ones are healthier for us. Furthermore, fresh food or groceries means no requirements for it to be freeze up.</p> <p>6. It means that no electricity is needed and saving energy means reducing carbon dioxide and money.</p> <p>7. Therefore, by buying local groceries we are helping reduce the amount of carbon dioxide produced.</p> <p>A. 2-1-4-7-5-6-3<br/>     B. 2-1-4-5-7-6-3<br/>     C. 2-1-5-4-7-6-3<br/>     D. 2-1-5-4-6-7-3<br/>     E. 2-5-6-2-4-7-3</p> |           |
| 28. | Menggunakan kosakata yang seusai dalam teks eksposisi analitis | C3<br>Menerapkan | <p><i>The use of formalin and other dangerous preservatives in food has been serious problem for three reasons.</i></p> <p><i>Firstly, formalin is not for human beings, but it is for biological specimens and experiments. Formalin in Biology is a 10% solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. (28)...., it is not for food preservatives because it is</i></p>  | Jawaban D |

|     |  |                  |   |           |
|-----|--|------------------|---|-----------|
|     |  |                  | <p><i>very dangerous to human's body.</i></p> <p><i>The second reason is that there are no strict rules and punishment from the government to the perpetrators. This condition makes the people's health is really in a threat. The government control is weak and the use of formalin for food has spread widely all over the Indonesian regions. Fish or food traders still sell (29) ... products which contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses?</i></p> <p><i>Considering the reasons, we can make (30) ... that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.</i></p> <p><b>For questions 28 to 30, complete the following text with suitable words!</b></p> <p>A. Because<br/>B. Consequently<br/>C. In fact<br/>D. Thus<br/>E. Based on the arguments</p> |           |
| 29. | Menggunakan kosakata yang seusai dalam teks eksposisi analitis | C3<br>Menerapkan | <p><b>For questions 28 to 30, complete the following text with suitable words!</b></p> <p>A. our<br/>B. your<br/>C. his<br/>D. her<br/>E. their</p>   | Jawaban E |
| 30. | Menggunakan kosakata yang seusai dalam teks eksposisi          | C3<br>Menerapkan | <p><b>For questions 28 to 30, complete the following text with suitable words!</b></p>  | Jawaban B |

|  |          |  |  |  |
|--|----------|--|--|--|
|  | analitis |  | A. reasons<br>B. a conclusion<br>C. solution<br>D. opinion<br>E. arguments |  |
|--|----------|--|--|--|





**LAMPIRAN 04**  
**Hasil Uji Coba**  
**Tes Prestasi Belajar**

### A. Validitas Isi

Validitas isi tes prestasi belajar tidak dapat dikuantifikasi, tetapi dapat diestimasi berdasarkan pertimbangan oleh ahli isi dan ahli desain terhadap tes prestasi belajar yang telah disusun ini, penilaian dilakukan oleh dua orang pakar (*expert judges*). Pertimbangan-pertimbangan yang diberikan oleh para pakar (*expert judges*) dianggap representatif dalam mengembangkan instrument tes prestasi belajar. Adapun kedua pakar dalam hal ini adalah dua orang dosen Universitas Pendidikan Ganesha.

|    | <b>Nama Pakar (<i>expert judges</i>)</b>                        | <b>Spesialisasi/Keahlian</b>  |
|----|---|---|
| 1. | Prof. Dr. Ni Nyoman Padmadewi, MA<br>NIP. 19620202 198803 2 001 | Dosen Program Studi S-2<br>Pendidikan Bahasa Inggris,<br>Universitas Pendidikan Ganesha |
| 2. | Dr. I Made Tegeh, S.Pd, M.Pd.<br>NIP. 19720815 200112 1 001     | Dosen Program Studi S-2<br>Teknologi Pembelajaran,<br>Universitas Pendidikan Ganesha    |

Berdasarkan penilaian yang dilakukan oleh kedua pakar, diperoleh hasil sebagai berikut.

Tabel Ringkasan Hasil Penilaian *Expert Judges*

| <b>No</b> | <b>Instrumen</b>     | <b>Hasil Penilaian</b> |                       |                   |                       | <b>Catatan</b> |  |
|-----------|----------------------|------------------------|-----------------------|-------------------|-----------------------|----------------|--|
|           |                      | <b>Penilai I</b>       |                       | <b>Penilai II</b> |                       |                |  |
|           |                      | <b>Relevan</b>         | <b>Kurang Relevan</b> | <b>Relevan</b>    | <b>Kurang Relevan</b> |                |  |
| 1.        | Tes Prestasi Belajar | 30                     | -                     | 30                | -                     | -              |  |

Perhitungan validitas isi menggunakan mekanisme yang dikembangkan Gregory sebagai berikut.

| Judges II \ Judges I | Kurang Relevan | Sangat Relevan |
|----------------------|----------------|----------------|
| Kurang Relevan       | (A) 0          | (C) 0          |
| Sangat Relevan       | (B) 0          | (D) 30         |

$$vc = \frac{D}{A + B + C + D}$$

$$vc = \frac{30}{0 + 0 + 0 + 30}$$

$$vc = 1$$

Jadi, koefesien validitas isi tes prestasi belajar =1 dalam kategori sangat tinggi.

Selanjutnya dilakukan uji lapangan tes prestasi belajar di SMAN 1 Bebandem pada peserta didik kelas XII MIPA dengan jumlah responden 94 orang.

#### A. Hasil Analisis Indek Kesukaran Butir dan Daya Beda Tes

Indeks kesukaran butir digunakan untuk menentukan apakah butir tersebut terlalu sukar atau terlalu mudah bagi peserta didik. Ini bertujuan agar tes benar-benar menggambarkan kemampuan peserta didik. Indeks Kesukaran Butir tes dapat dihitung dengan persamaan berikut.

$$IKB = \frac{\sum H + \sum L - (2N \times score_{min})}{2N(score_{max} - score_{min})}$$

Keterangan:

- $\sum H$  = jumlah skor kelompok atas (KA)
- $\sum L$  = jumlah skor kelompok bawah (KB)
- N = jumlah responden pada KA atau KB
- Scoremax = skor tertinggi butir
- Scoremin = skor terendah butir

Pada penelitian ini perhitungan indeks kesukaran setiap butir tes menggunakan formula Mehrens dan Lehman dilakukan dengan bantuan program komputer *Microsoft Office Excel 2013 for Windows*. Kriteria indeks kesukaran butir tes disajikan pada Tabel berikut.

Tabel Kriteria Indeks Kesukaran Butir Tes

| Rentang IKB | Kualifikasi    |
|-------------|----------------|
| 0,00-0,30   | Sangat sukar   |
| 0,31-0,70   | Cukup (Sedang) |
| 0,71-1,00   | Mudah          |

(Sudijono, 2008)

Pada penelitian ini nilai IKB menggunakan kriteria sesuai butir yang ditoleransi sebagai tes standar yaitu yang memiliki  $IKB = 0,30-0,70$ .

Daya beda tes (IDB) adalah kemampuan suatu tes untuk memisahkan antara subjek yang pandai dengan subjek yang kurang pandai dalam suatu kelompok. Untuk menghitung indeks daya beda tes digunakan rumus formula *Mehrens* dan *Lehmann* sebagai berikut (Sudijono, 2008).

$$IDB = \frac{\sum H - \sum L}{N(Score_{\max} - Score_{\min})}$$

Keterangan:

- $\Sigma H$  = jumlah skor kelompok atas (KA)
- $\Sigma L$  = jumlah skor kelompok bawah (KB)
- N = jumlah responden pada KA atau KB
- Scoremax = skor tertinggi butir
- Scoremin = skor terendah butir

Nilai IDB bergerak dari  $-1,00$  sampai dengan  $+1,00$ . Apabila IDB bernilai positif, butir tersebut memiliki daya beda yang positif yang berarti bahwa porsi peserta didik yang lebih tahu tentang jawaban benar lebih besar dibandingkan dengan peserta didik yang tidak tahu. IDB dianalisis dengan bantuan software aplikasi *Microsoft Office Excel* 2013.

Tabel Kriteria Indeks Daya Beda Tes

| Rentang IDB | Kualifikasi |
|-------------|-------------|
| $< 0,2$     | Buruk       |
| 0,21 - 0,40 | Sedang      |
| 0,41 - 0,70 | Baik        |
| 0,71 – 1,00 | Sangat Baik |

|                  |                                  |
|------------------|----------------------------------|
| Bertanda negatif | Buruk Sekali<br>(Sudijono, 2008) |
|------------------|----------------------------------|

Pada penelitian ini tes yang dipergunakan mempunyai IDB nilai lebih besar dari 0,2 sesuai syarat nilai IDB tes standar.



## UJI VALIDITAS DAYA BEDA DAN TINGKAT KESUKARAN BUTIR SOAL PRESTASI BELAJAR

| Correlations |                     |        |        |       |        |        |        |        |        |        |        |        |        |        |       |       |
|--------------|---------------------|--------|--------|-------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-------|-------|
|              | X1                  | X2     | X3     | X4    | X5     | X6     | X7     | X8     | X9     | X10    | X11    | X12    | X13    | X14    | X15   |       |
| X1           | Pearson Correlation | 1      | .376** | -.027 | .123   | .165   | .249*  | .520** | .115   | .267** | .121   | .256*  | .921** | .592** | .106  | .209* |
|              | Sig. (2-tailed)     |        | .000   | .796  | .238   | .112   | .016   | .000   | .268   | .009   | .244   | .013   | .000   | .000   | .311  | .043  |
|              | N                   |        | 94     | 94    | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94    | 94    |
| X2           | Pearson Correlation | .376** | 1      | -.022 | .216*  | .274** | .274** | .420** | .208*  | .132   | .240*  | .248*  | .342** | .478** | .085  | .169  |
|              | Sig. (2-tailed)     |        | .000   | .834  | .037   | .008   | .008   | .000   | .044   | .203   | .020   | .016   | .001   | .000   | .414  | .104  |
|              | N                   |        | 94     | 94    | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94    | 94    |
| X3           | Pearson Correlation | -.027  | -.022  | 1     | -.066  | -.073  | -.080  | -.025  | -.068  | .188   | -.091  | -.059  | -.029  | -.022  | -.005 | .083  |
|              | Sig. (2-tailed)     |        | .796   | .834  | .528   | .485   | .444   | .814   | .518   | .070   | .382   | .572   | .778   | .834   | .982  | .426  |
|              | N                   |        | 94     | 94    | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94    | 94    |
| X4           | Pearson Correlation | .123   | .216*  | -.066 | 1      | .449** | .435** | .269** | .975** | .427** | .390** | .131   | .089   | .332** | .097  | .096  |
|              | Sig. (2-tailed)     |        | .238   | .037  | .528   | .000   | .000   | .009   | .000   | .000   | .000   | .209   | .396   | .001   | .352  | .356  |
|              | N                   |        | 94     | 94    | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94    | 94    |
| X5           | Pearson Correlation | .165   | .274** | -.073 | .449** | 1      | .340** | .213*  | .474** | .417** | .456** | .046   | .125   | .274** | .101  | .080  |
|              | Sig. (2-tailed)     |        | .112   | .008  | .485   | .000   | .001   | .039   | .000   | .000   | .000   | .661   | .229   | .008   | .332  | .445  |
|              | N                   |        | 94     | 94    | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94    | 94    |
| X6           | Pearson Correlation | .249*  | .274** | -.080 | .435** | .340** | 1      | .210*  | .461** | .458** | .343** | .176   | .201   | .274** | .142  | .095  |
|              | Sig. (2-tailed)     |        | .016   | .008  | .444   | .000   | .001   | .043   | .000   | .000   | .001   | .090   | .053   | .008   | .172  | .363  |
|              | N                   |        | 94     | 94    | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94    | 94    |
| X7           | Pearson Correlation | .520** | .420** | -.025 | .269** | .213*  | .210*  | 1      | .280*  | .317** | .174   | .416** | .474** | .889** | .074  | .141  |
|              | Sig. (2-tailed)     |        | .000   | .000  | .814   | .009   | .039   | .043   | .011   | .002   | .094   | .000   | .000   | .000   | .476  | .175  |
|              | N                   |        | 94     | 94    | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94    | 94    |
| X8           | Pearson Correlation | .115   | .208*  | -.068 | .975** | .474** | .461** | .260*  | 1      | .409** | .365** | .116   | .081   | .324** | .095  | .114  |
|              | Sig. (2-tailed)     |        | .268   | .044  | .518   | .000   | .000   | .000   | .011   | .000   | .000   | .264   | .437   | .001   | .363  | .274  |
|              | N                   |        | 94     | 94    | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94    | 94    |
| X9           | Pearson Correlation | .267** | .132   | .188  | .427** | .417** | .458** | .317** | .409** | 1      | .426** | .095   | .226*  | .257*  | .178  | .054  |
|              | Sig. (2-tailed)     |        | .009   | .203  | .070   | .000   | .000   | .000   | .002   | .000   | .000   | .365   | .028   | .012   | .086  | .605  |
|              | N                   |        | 94     | 94    | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94    | 94    |
| X10          | Pearson Correlation | .121   | .240*  | -.091 | .390** | .456** | .343** | .174   | .365** | .426** | 1      | .098   | .077   | .240*  | .191  | .240* |
|              | Sig. (2-tailed)     |        | .244   | .020  | .382   | .000   | .000   | .001   | .094   | .000   | .000   | .346   | .459   | .020   | .066  | .020  |
|              | N                   |        | 94     | 94    | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94    | 94    |

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| X16   | X17   | X18   | X19   | X20   | X21   | X22   | X23   | X24   | X25   | X26   | X27   | X28   | X29   | X30   | JUMLAH |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| .315" | -.076 | .038  | .104  | .081  | .173  | .028  | -.194 | -.027 | .108  | .109  | -.073 | -.114 | .110  | .081  | .313"  |
| .002  | .465  | .718  | .319  | .435  | .095  | .788  | .061  | .796  | .299  | .298  | .485  | .275  | .293  | .435  | .002   |
| 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94     |
| .433" | .064  | .075  | .119  | .287" | .267" | .067  | .106  | .492" | .316" | .088  | .088  | -.092 | .230' | .287" | .414"  |
| .000  | .538  | .472  | .253  | .005  | .009  | .520  | .309  | .000  | .002  | .401  | .397  | .379  | .026  | .005  | .000   |
| 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94     |
| -.050 | .032  | -.029 | -.097 | -.076 | -.056 | -.033 | .052  | -.011 | -.069 | -.004 | -.087 | -.045 | -.095 | -.076 | -.048  |
| .629  | .762  | .781  | .351  | .465  | .594  | .755  | .617  | .918  | .507  | .969  | .405  | .665  | .361  | .465  | .637   |
| 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94     |
| .468" | .194  | .241' | .158  | .321" | .393" | .217' | .027  | -.066 | .390" | .104  | .256' | -.020 | .408" | .321" | .605"  |
| .000  | .062  | .019  | .127  | .002  | .000  | .035  | .798  | .528  | .000  | .320  | .013  | .850  | .000  | .002  | .000   |
| 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94     |
| .362" | .138  | .219' | .066  | .420" | .390" | .193  | .036  | .135  | .453" | .147  | .196  | -.015 | .509" | .420" | .574"  |
| .000  | .184  | .034  | .525  | .000  | .000  | .063  | .734  | .195  | .000  | .157  | .058  | .882  | .000  | .000  | .000   |
| 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94     |
| .296" | .156  | .009  | -.061 | .448" | .274" | .018  | -.051 | .135  | .438" | .170  | .276" | -.095 | .353" | .448" | .495"  |
| .004  | .133  | .935  | .559  | .000  | .008  | .863  | .627  | .196  | .000  | .101  | .007  | .361  | .000  | .000  | .000   |
| 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94     |
| .367" | .072  | .014  | .063  | .223' | .100  | .046  | .001  | -.025 | .252' | .077  | .119  | .026  | .163  | .223' | .391"  |
| .000  | .489  | .893  | .549  | .031  | .335  | .663  | .990  | .814  | .014  | .461  | .253  | .802  | .117  | .031  | .000   |
| 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94     |
| .452" | .199  | .232' | .135  | .349" | .377" | .208' | .038  | -.068 | .421" | .123  | .234' | -.030 | .382" | .349" | .604"  |
| .000  | .055  | .024  | .195  | .001  | .000  | .045  | .715  | .518  | .000  | .238  | .023  | .776  | .000  | .001  | .000   |
| 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94     |
| .306" | .079  | .144  | .186  | .278" | .488" | .144  | -.097 | -.057 | .338" | .184  | .126  | -.104 | .451" | .278" | .531"  |
| .003  | .452  | .167  | .072  | .007  | .000  | .165  | .351  | .583  | .001  | .076  | .225  | .320  | .000  | .007  | .000   |
| 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94     |
| .499" | -.116 | .081  | .121  | .387" | .507" | .049  | .015  | .118  | .434" | .200  | .305" | -.032 | .958" | .387" | .600"  |
| .000  | .265  | .435  | .246  | .000  | .000  | .636  | .883  | .258  | .000  | .053  | .003  | .761  | .000  | .000  | .000   |
| 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94     |

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|       |       |       |       |       |       |       |       |       |       |       |       |       |       |        |       |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|-------|
| .289  | .085  | .114  | -.038 | .152  | .170  | .134  | -.206 | -.059 | .102  | .113  | .269  | -.045 | .073  | .152   | .327  |
| .005  | .416  | .276  | .716  | .144  | .101  | .196  | .046  | .572  | .328  | .279  | .009  | .665  | .482  | .144   | .001  |
| 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94     | 94    |
| .274" | -.059 | .058  | .059  | .046  | .140  | .048  | -.160 | -.029 | .074  | .100  | -.034 | -.013 | .065  | .046   | .290" |
| .008  | .574  | .578  | .574  | .659  | .179  | .648  | .124  | .778  | .480  | .340  | .745  | .901  | .534  | .659   | .005  |
| 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94     | 94    |
| .433" | .064  | .030  | .119  | .287" | .140  | .023  | -.025 | -.022 | .316" | .088  | .177  | -.092 | .230' | .287"  | .444" |
| .000  | .538  | .771  | .253  | .005  | .178  | .828  | .810  | .834  | .002  | .401  | .089  | .379  | .026  | .005   | .000  |
| 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94     | 94    |
| .099  | -.020 | .052  | -.084 | .126  | .159  | .050  | -.096 | -.005 | .114  | .987" | .121  | .032  | .188  | .126   | .477" |
| .343  | .850  | .620  | .422  | .226  | .126  | .633  | .359  | .962  | .275  | .000  | .245  | .762  | .070  | .226   | .000  |
| 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94     | 94    |
| .223' | .031  | .029  | .114  | -.009 | .245' | .020  | -.103 | .083  | .012  | .071  | .028  | -.011 | .053  | -.009  | .295" |
| .031  | .767  | .784  | .275  | .935  | .017  | .847  | .325  | .426  | .906  | .497  | .792  | .920  | .614  | .935   | .004  |
| 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94     | 94    |
| 1     | .148  | .208' | .194  | .435" | .258' | .189  | -.024 | .213' | .494" | .104  | .181  | -.064 | .476" | .435"  | .607" |
|       | .153  | .044  | .061  | .000  | .012  | .068  | .816  | .039  | .000  | .318  | .081  | .537  | .000  | .000   | .000  |
| 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94     | 94    |
| .148  | 1     | .344" | .210' | .144  | .072  | .353" | .131  | .032  | .121  | .012  | .128  | .029  | -.103 | .144   | .284" |
| .153  |       | .001  | .042  | .165  | .490  | .000  | .207  | .762  | .245  | .910  | .220  | .783  | .325  | .165   | .006  |
| 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94     | 94    |
| .208' | .344" | 1     | .045  | .210' | .153  | .985" | -.084 | .059  | .204' | .047  | .189  | .174  | .087  | .210'  | .547" |
| .044  | .001  |       | .667  | .042  | .140  | .000  | .422  | .573  | .049  | .656  | .068  | .094  | .403  | .042   | .000  |
| 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94     | 94    |
| .194  | .210' | .045  | 1     | -.065 | .213' | .029  | .260' | -.097 | .020  | -.075 | -.036 | -.176 | .080  | -.065  | .159  |
| .061  | .042  | .667  |       | .536  | .039  | .781  | .011  | .351  | .851  | .472  | .733  | .090  | .443  | .536   | .126  |
| 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94     | 94    |
| .435" | .144  | .210' | -.065 | 1     | .194  | .239' | .093  | .141  | .908" | .154  | .392" | .045  | .443" | 1.000" | .623" |
| .000  | .165  | .042  | .536  |       | .061  | .020  | .374  | .175  | .000  | .139  | .000  | .669  | .000  | .000   | .000  |
| 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94     | 94    |
| .258' | .072  | .153  | .213' | .194  | 1     | .133  | -.175 | -.056 | .195  | .165  | .235' | .045  | .482" | .194   | .518" |
| .012  | .490  | .140  | .039  | .061  |       | .200  | .091  | .594  | .060  | .112  | .022  | .665  | .000  | .081   | .000  |
| 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94    | 94     | 94    |

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|        |                     |        |        |       |        |        |        |        |        |        |        |        |        |        |        |        |
|--------|---------------------|--------|--------|-------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| X22    | Pearson Correlation | .028   | .067   | -.033 | .217*  | .193   | .018   | .046   | .208*  | .144   | .049   | .134   | .048   | .023   | .050   | .020   |
|        | Sig. (2-tailed)     | .788   | .520   | .755  | .035   | .063   | .863   | .663   | .045   | .165   | .636   | .196   | .648   | .828   | .633   | .847   |
|        | N                   | 94     | 94     | 94    | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     |
| X23    | Pearson Correlation | -.194  | .106   | .052  | .027   | .036   | -.051  | .001   | .038   | -.097  | .015   | -.206* | -.160  | -.025  | -.096  | -.103  |
|        | Sig. (2-tailed)     | .061   | .309   | .617  | .798   | .734   | .627   | .990   | .715   | .351   | .883   | .046   | .124   | .810   | .359   | .325   |
|        | N                   | 94     | 94     | 94    | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     |
| X24    | Pearson Correlation | -.027  | .492** | -.011 | -.066  | .135   | .135   | -.025  | -.068  | -.057  | .118   | -.059  | -.029  | -.022  | -.005  | .083   |
|        | Sig. (2-tailed)     | .796   | .000   | .918  | .528   | .195   | .196   | .814   | .518   | .583   | .258   | .572   | .778   | .834   | .962   | .426   |
|        | N                   | 94     | 94     | 94    | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     |
| X25    | Pearson Correlation | .108   | .316** | -.069 | .390** | .453** | .438** | .252*  | .421** | .338** | .434** | .102   | .074   | .316** | .114   | .012   |
|        | Sig. (2-tailed)     | .299   | .002   | .507  | .000   | .000   | .000   | .014   | .000   | .001   | .000   | .328   | .480   | .002   | .275   | .906   |
|        | N                   | 94     | 94     | 94    | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     |
| X26    | Pearson Correlation | .109   | .088   | -.004 | .104   | .147   | .170   | .077   | .123   | .184   | .200   | .113   | .100   | .088   | .987** | .071   |
|        | Sig. (2-tailed)     | .298   | .401   | .969  | .320   | .157   | .101   | .461   | .238   | .076   | .053   | .279   | .340   | .401   | .000   | .497   |
|        | N                   | 94     | 94     | 94    | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     |
| X27    | Pearson Correlation | -.073  | .088   | -.087 | .256*  | .196   | .276** | .119   | .234*  | .126   | .305** | .269** | -.034  | .177   | .121   | .028   |
|        | Sig. (2-tailed)     | .485   | .397   | .405  | .013   | .058   | .007   | .253   | .023   | .225   | .003   | .009   | .745   | .089   | .245   | .792   |
|        | N                   | 94     | 94     | 94    | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     |
| X28    | Pearson Correlation | -.114  | -.092  | -.045 | -.020  | -.015  | -.095  | .026   | -.030  | -.104  | -.032  | -.045  | -.013  | -.092  | .032   | -.011  |
|        | Sig. (2-tailed)     | .275   | .379   | .665  | .850   | .882   | .361   | .802   | .776   | .320   | .781   | .665   | .901   | .379   | .762   | .920   |
|        | N                   | 94     | 94     | 94    | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     |
| X29    | Pearson Correlation | .110   | .230*  | -.095 | .408** | .509** | .353** | .163   | .382** | .451** | .958** | .073   | .065   | .230*  | .188   | .053   |
|        | Sig. (2-tailed)     | .293   | .026   | .361  | .000   | .000   | .000   | .117   | .000   | .000   | .000   | .482   | .534   | .026   | .070   | .614   |
|        | N                   | 94     | 94     | 94    | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     |
| X30    | Pearson Correlation | .081   | .287** | -.076 | .321** | .420** | .448** | .223*  | .349** | .278** | .387** | .152   | .046   | .287** | .126   | -.009  |
|        | Sig. (2-tailed)     | .435   | .005   | .465  | .002   | .000   | .000   | .031   | .001   | .007   | .000   | .144   | .659   | .005   | .226   | .935   |
|        | N                   | 94     | 94     | 94    | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     |
| JUMLAH | Pearson Correlation | .313** | .414** | -.049 | .605** | .574** | .495** | .391** | .604** | .531** | .600** | .327** | .290** | .444** | .477** | .295** |
|        | Sig. (2-tailed)     | .002   | .000   | .637  | .000   | .000   | .000   | .000   | .000   | .000   | .000   | .001   | .005   | .000   | .000   | .004   |
|        | N                   | 94     | 94     | 94    | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     | 94     |

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

\*. Correlation is significant at the 0.05 level (2-tailed).

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|       |       |       |       |        |       |       |        |       |       |       |        |       |       |       |       |
|-------|-------|-------|-------|--------|-------|-------|--------|-------|-------|-------|--------|-------|-------|-------|-------|
| .189  | .353" | .985" | .029  | .239'  | .133  | 1     | -.065  | .055  | .198  | .045  | .203'  | .231' | .054  | .239' | .543" |
| .068  | .000  | .000  | .781  | .020   | .200  |       | .531   | .599  | .055  | .667  | .050   | .025  | .606  | .020  | .000  |
| 94    | 94    | 94    | 94    | 94     | 94    | 94    | 94     | 94    | 94    | 94    | 94     | 94    | 94    | 94    | 94    |
| -.024 | .131  | -.084 | .260' | .093   | -.175 | -.065 | 1      | .052  | .049  | -.077 | -.244' | .002  | .037  | .093  | -.023 |
| .816  | .207  | .422  | .011  | .374   | .091  | .531  |        | .617  | .636  | .462  | .018   | .982  | .725  | .374  | .826  |
| 94    | 94    | 94    | 94    | 94     | 94    | 94    | 94     | 94    | 94    | 94    | 94     | 94    | 94    | 94    | 94    |
| .213' | .032  | .059  | -.097 | .141   | -.056 | .055  | .052   |       | .155  | -.004 | -.087  | -.045 | .113  | .141  | .102  |
| .039  | .762  | .573  | .351  | .175   | .594  | .599  | .617   |       | .135  | .969  | .405   | .665  | .278  | .175  | .330  |
| 94    | 94    | 94    | 94    | 94     | 94    | 94    | 94     | 94    | 94    | 94    | 94     | 94    | 94    | 94    | 94    |
| .494" | .121  | .204' | .020  | .908"  | .195  | .198  | .049   | .155  |       | 1     | .142   | .405" | -.102 | .496" | .908" |
| .000  | .245  | .049  | .851  | .000   | .060  | .055  | .636   | .135  |       | .173  | .000   | .326  | .000  | .000  | .000  |
| 94    | 94    | 94    | 94    | 94     | 94    | 94    | 94     | 94    | 94    | 94    | 94     | 94    | 94    | 94    | 94    |
| .104  | .012  | .047  | -.075 | .154   | .165  | .045  | -.077  | -.004 | .142  |       | 1      | .097  | .010  | .197  | .154  |
| .318  | .910  | .656  | .472  | .139   | .112  | .667  | .462   | .969  | .173  |       | .352   | .927  | .057  | .139  | .000  |
| 94    | 94    | 94    | 94    | 94     | 94    | 94    | 94     | 94    | 94    | 94    | 94     | 94    | 94    | 94    | 94    |
| .181  | .128  | .189  | -.036 | .392"  | .235' | .203' | -.244' | -.087 | .405" | .097  |        | 1     | .073  | .340" | .392" |
| .081  | .220  | .068  | .733  | .000   | .022  | .050  | .018   | .405  | .000  | .352  |        | .484  | .001  | .000  | .000  |
| 94    | 94    | 94    | 94    | 94     | 94    | 94    | 94     | 94    | 94    | 94    | 94     | 94    | 94    | 94    | 94    |
| -.064 | .029  | .174  | -.176 | .045   | .045  | .231' | .002   | -.045 | -.102 | .010  | .073   |       | 1     | -.050 | .045  |
| .537  | .783  | .094  | .090  | .669   | .665  | .025  | .982   | .665  | .326  | .927  | .484   |       | .631  | .669  | .418  |
| 94    | 94    | 94    | 94    | 94     | 94    | 94    | 94     | 94    | 94    | 94    | 94     | 94    | 94    | 94    | 94    |
| .476" | -.103 | .087  | .080  | .443"  | .482" | .054  | .037   | .113  | .496" | .197  | .340"  | -.050 | 1     | .443" | .589" |
| .000  | .325  | .403  | .443  | .000   | .000  | .606  | .725   | .278  | .000  | .057  | .001   | .631  |       | .000  | .000  |
| 94    | 94    | 94    | 94    | 94     | 94    | 94    | 94     | 94    | 94    | 94    | 94     | 94    | 94    | 94    | 94    |
| .435" | .144  | .210' | -.065 | 1.000" | .194  | .239' | .093   | .141  | .908" | .154  | .392"  | .045  | .443" | 1     | .623" |
| .000  | .165  | .042  | .536  | .000   | .061  | .020  | .374   | .175  | .000  | .139  | .000   | .669  | .000  |       | .000  |
| 94    | 94    | 94    | 94    | 94     | 94    | 94    | 94     | 94    | 94    | 94    | 94     | 94    | 94    | 94    | 94    |
| .607" | .284" | .547" | .159  | .623"  | .518" | .543" | -.023  | .102  | .631" | .491" | .434"  | .085  | .589" | .623" | 1     |
| .000  | .006  | .000  | .126  | .000   | .000  | .000  | .826   | .330  | .000  | .000  | .000   | .418  | .000  | .000  |       |
| 94    | 94    | 94    | 94    | 94     | 94    | 94    | 94     | 94    | 94    | 94    | 94     | 94    | 94    | 94    | 94    |

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## 1. UJI VALIDITAS

hasil analisis pada kolom “Jumlah“ Jika *Pearson Correlation*  $>0,2006$  (r Tabel) menyatakan butir soal tersebut valid. Sehingga berdasarkan hasil di atas di peroleh hasil sebagai berikut!

| No item | Sig    | Keterangan  | No item | Sig    | Keterangan  |
|---------|--------|-------------|---------|--------|-------------|
| 1       | 0,313  | Valid       | 16      | 0,607  | Valid       |
| 2       | 0,414  | Valid       | 17      | 0,284  | Valid       |
| 3       | -0,049 | Tidak Valid | 18      | 0,547  | Valid       |
| 4       | 0,605  | Valid       | 19      | 0,159  | Tidak Valid |
| 5       | 0,574  | Valid       | 20      | 0,623  | Valid       |
| 6       | 0,495  | Valid       | 21      | 0,518  | Valid       |
| 7       | 0,391  | Valid       | 22      | 0,543  | Valid       |
| 8       | 0,604  | Valid       | 23      | -0,023 | Tidak Valid |
| 9       | 0,531  | Valid       | 24      | 0,102  | Tidak Valid |
| 10      | 0,600  | Valid       | 25      | 0,631  | Valid       |
| 11      | 0,327  | Valid       | 26      | 0,491  | Valid       |
| 12      | 0,290  | Valid       | 27      | 0,434  | Valid       |
| 13      | 0,444  | Valid       | 28      | 0,085  | Tidak Valid |
| 14      | 0,477  | Valid       | 29      | 0,589  | Valid       |
| 15      | 0,295  | Valid       | 30      | 0,623  | Valid       |

## 2. UJI DAYA BEDA

Berdasarkan hasil analisis diperoleh daya beda butir soal sebagai berikut!

| No item | IDB    | Keterangan    | No item | IDB    | Keterangan    |
|---------|--------|---------------|---------|--------|---------------|
| 1       | 0,313  | Rendah        | 16      | 0,607  | Tinggi        |
| 2       | 0,414  | Sedang        | 17      | 0,284  | Rendah        |
| 3       | -0,049 | Sangat Rendah | 18      | 0,547  | Sedang        |
| 4       | 0,605  | Tinggi        | 19      | 0,159  | Sangat Rendah |
| 5       | 0,574  | Sedang        | 20      | 0,623  | Tinggi        |
| 6       | 0,495  | Sedang        | 21      | 0,518  | Sedang        |
| 7       | 0,391  | Rendah        | 22      | 0,543  | Sedang        |
| 8       | 0,604  | Tinggi        | 23      | -0,023 | Sangat Rendah |
| 9       | 0,531  | Sedang        | 24      | 0,102  | Sangat Rendah |
| 10      | 0,600  | Sedang        | 25      | 0,631  | Tinggi        |
| 11      | 0,327  | Rendah        | 26      | 0,491  | Sedang        |
| 12      | 0,290  | Rendah        | 27      | 0,434  | Sedang        |
| 13      | 0,444  | Sedang        | 28      | 0,085  | Sangat Rendah |
| 14      | 0,477  | Sedang        | 29      | 0,589  | Sedang        |
| 15      | 0,295  | Rendah        | 30      | 0,623  | Tinggi        |

### 3. INDEKS KESUKARAN BUTIR

|         | X1    | X2  | X3  | X4  | X5  | X6  | X7  | X8  | X9  | X10 | X11 | X12 | X13 | X14 | X15 | X16 | X17 | X18 | X19 | X20 | X21 | X22 | X23 | X24 | X25 | X26 | X27 | X28 | X29 | X30 |
|---------|-------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| N       | Valid | 94  | 94  | 94  | 94  | 94  | 94  | 94  | 94  | 94  | 94  | 94  | 94  | 94  | 94  | 94  | 94  | 94  | 94  | 94  | 94  | 94  | 94  | 94  | 94  | 94  | 94  | 94  | 94  |     |
| Missing | 7     | 7   | 7   | 7   | 7   | 7   | 7   | 7   | 7   | 7   | 7   | 7   | 7   | 7   | 7   | 7   | 7   | 7   | 7   | 7   | 7   | 7   | 7   | 7   | 7   | 7   | 7   | 7   | 7   |     |
| Mean    | .88   | .94 | .96 | .99 | .71 | .65 | .63 | .95 | .70 | .77 | .56 | .76 | .93 | .96 | .95 | .78 | .81 | .09 | .67 | .53 | .65 | .78 | .63 | .20 | .99 | .69 | .96 | .50 | .84 | .54 |

Berdasarkan hasil analisis yang ditunjukkan oleh nilai MEAN Selanjutnya dilakukan analisis Tingkat Kesukaran Butir Menggunakan nilai Mean sehingga di peroleh hasil sebagai berikut!

| No Item | Tingkat Kesukaran | Keterangan   | No Item | Tingkat Kesukaran | Keterangan   |
|---------|-------------------|--------------|---------|-------------------|--------------|
| 1       | 0,88              | Sangat Mudah | 16      | 0,78              | Mudah        |
| 2       | 0,94              | Sangat Mudah | 17      | 0,81              | Sangat Mudah |
| 3       | 0,96              | Sangat Mudah | 18      | 0,09              | Sedang       |
| 4       | 0,99              | Sangat Mudah | 19      | 0,67              | Mudah        |
| 5       | 0,71              | Mudah        | 20      | 0,53              | Sedang       |
| 6       | 0,65              | Mudah        | 21      | 0,65              | Sedang       |
| 7       | 0,63              | Mudah        | 22      | 0,78              | Mudah        |
| 8       | 0,95              | Sangat Mudah | 23      | 0,63              | Mudah        |
| 9       | 0,70              | Mudah        | 24      | 0,20              | Sukar        |
| 10      | 0,77              | Mudah        | 25      | 0,99              | Sangat Mudah |
| 11      | 0,56              | Sedang       | 26      | 0,69              | Mudah        |
| 12      | 0,76              | Mudah        | 27      | 0,96              | Sangat Mudah |
| 13      | 0,93              | Sangat Mudah | 28      | 0,50              | Sedang       |
| 14      | 0,96              | Sangat Mudah | 29      | 0,84              | Sangat Mudah |
| 15      | 0,95              | Sangat Mudah | 30      | 0,54              | Sedang       |

**TABEL HASIL ANALISIS BUTIR TES PRESTASI BELAJAR**

**TABEL**

| NO | r(butir-total) >0.3 | IKB (0.30 – 0.70) | IDB > 0.20 | KEPUTUSAN |
|----|---------------------|-------------------|------------|-----------|
| 1  | 0,313               | 0,88              | 0,313      | Digunakan |
| 2  | 0,414               | 0,94              | 0,414      | Digunakan |
| 3  | -0,049              | 0,96              | -0,049     | Dibuang   |
| 4  | 0,605               | 0,99              | 0,605      | Digunakan |
| 5  | 0,574               | 0,71              | 0,574      | Digunakan |
| 6  | 0,495               | 0,65              | 0,495      | Digunakan |
| 7  | 0,391               | 0,63              | 0,391      | Digunakan |
| 8  | 0,604               | 0,95              | 0,604      | Digunakan |
| 9  | 0,531               | 0,70              | 0,531      | Digunakan |
| 10 | 0,600               | 0,77              | 0,600      | Digunakan |
| 11 | 0,327               | 0,56              | 0,327      | Digunakan |
| 12 | 0,290               | 0,76              | 0,290      | Digunakan |
| 13 | 0,444               | 0,93              | 0,444      | Digunakan |
| 14 | 0,477               | 0,96              | 0,477      | Digunakan |
| 15 | 0,295               | 0,95              | 0,295      | Digunakan |
| 16 | 0,607               | 0,78              | 0,607      | Digunakan |
| 17 | 0,284               | 0,81              | 0,284      | Digunakan |
| 18 | 0,547               | 0,09              | 0,547      | Digunakan |
| 19 | 0,159               | 0,67              | 0,159      | Dibuang   |
| 20 | 0,623               | 0,53              | 0,623      | Digunakan |
| 21 | 0,518               | 0,65              | 0,518      | Digunakan |
| 22 | 0,543               | 0,78              | 0,543      | Digunakan |
| 23 | -0,023              | 0,63              | -0,023     | Dibuang   |
| 24 | 0,102               | 0,20              | 0,102      | Dibuang   |
| 25 | 0,631               | 0,99              | 0,631      | Digunakan |
| 26 | 0,491               | 0,69              | 0,491      | Digunakan |
| 27 | 0,434               | 0,96              | 0,434      | Digunakan |
| 28 | 0,085               | 0,50              | 0,085      | Dibuang   |
| 29 | 0,589               | 0,84              | 0,589      | Digunakan |
| 30 | 0,623               | 0,54              | 0,623      | Digunakan |

Dari hasil analisis validitas, IKB dan IDB di putuskan 25 butir soal yang akan digunakan dalam penelitian. Selanjutnya dilanjutkan dengan menguji reliabilitas 25 butir soal tersebut menggunakan metode *alpha cronbach* sebagai berikut.

**Case Processing Summary**

|       |                       | N   | %     |
|-------|-----------------------|-----|-------|
| Cases | Valid                 | 94  | 93.1  |
|       | Excluded <sup>a</sup> | 7   | 6.9   |
|       | Total                 | 101 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .826             | 25         |

**Item Statistics**

|     | Mean | Std. Deviation | N  |
|-----|------|----------------|----|
| X1  | .94  | .246           | 94 |
| X2  | .96  | .203           | 94 |
| X4  | .71  | .455           | 94 |
| X5  | .65  | .502           | 94 |
| X6  | .63  | .486           | 94 |
| X7  | .95  | .226           | 94 |
| X8  | .70  | .460           | 94 |
| X9  | .77  | .426           | 94 |
| X10 | .56  | .499           | 94 |
| X11 | .76  | .432           | 94 |
| X12 | .93  | .264           | 94 |
| X13 | .96  | .203           | 94 |
| X14 | .95  | 1.111          | 94 |
| X15 | .78  | .974           | 94 |
| X16 | .81  | .396           | 94 |
| X17 | .09  | .281           | 94 |
| X18 | .67  | 1.186          | 94 |

|     |     |       |    |
|-----|-----|-------|----|
| X20 | .65 | .480  | 94 |
| X21 | .78 | .419  | 94 |
| X22 | .63 | 1.191 | 94 |
| X25 | .69 | .464  | 94 |
| X26 | .96 | 1.106 | 94 |
| X27 | .50 | .600  | 94 |
| X29 | .54 | .501  | 94 |
| X30 | .65 | .480  | 94 |

Analisis reliabilitas tes prestasi belajar dilakukan berdasarkan hasil perhitungan konsistensi internal butir instrumen sebelumnya. Berdasarkan hasil perhitungan reliabilitas instrumen menggunakan metode *alpha cronbach* dengan program komputer *SPSS-PC 17.0 for Windows* diperoleh koefesien reliabilitas tes prestasi belajar sebesar 0,826. Ini menunjukkan bahwa instrumen tes prestasi belajar sangat tinggi sehingga memenuhi syarat untuk tujuan penelitian (*reliable*).





**LAMPIRAN 05**

**Hasil *Pretest* dan *Posttest***

**Kinerja Keterampilan**

**Menulis**

### DAFTAR NILAI PRETEST KETERAMPILAN MENULIS

**A. Kelas Eksperimen**

| No | Kode peserta didik | Skor Keterampilan Menulis |              |           |            |           |      |         |              |           |            | Total Skor |    |    |
|----|--------------------|---------------------------|--------------|-----------|------------|-----------|------|---------|--------------|-----------|------------|------------|----|----|
|    |                    | Teks I                    |              |           |            |           | Skor | Teks II |              |           |            |            |    |    |
|    |                    | Content                   | Organization | Structure | Vocabulary | Mechanics |      | Content | Organization | Structure | Vocabulary | Mechanics  |    |    |
| 1  | INGE10             | 2                         | 2            | 3         | 3          | 5         | 27   | 2       | 2            | 4         | 3          | 4          | 28 | 55 |
| 2  | INGE22             | 3                         | 2            | 3         | 2          | 3         | 26   | 2       | 3            | 3         | 3          | 4          | 28 | 54 |
| 3  | INGE18             | 2                         | 2            | 3         | 3          | 5         | 27   | 2       | 2            | 2         | 3          | 3          | 23 | 50 |
| 4  | INGE26             | 2                         | 2            | 3         | 2          | 4         | 24   | 2       | 2            | 2         | 3          | 4          | 24 | 48 |
| 5  | INGE20             | 2                         | 2            | 3         | 3          | 3         | 25   | 3       | 3            | 2         | 2          | 2          | 25 | 50 |
| 6  | INGE05             | 3                         | 3            | 2         | 2          | 5         | 28   | 2       | 2            | 3         | 3          | 4          | 26 | 54 |
| 7  | INGE03             | 3                         | 2            | 2         | 3          | 3         | 26   | 2       | 2            | 3         | 2          | 3          | 23 | 49 |
| 8  | INGE09             | 3                         | 3            | 2         | 3          | 4         | 29   | 2       | 2            | 3         | 3          | 4          | 26 | 55 |
| 9  | INGE17             | 2                         | 2            | 2         | 3          | 3         | 23   | 2       | 2            | 3         | 3          | 3          | 25 | 48 |
| 10 | INGE04             | 2                         | 2            | 2         | 2          | 2         | 20   | 2       | 3            | 2         | 2          | 3          | 23 | 43 |
| 11 | INGE11             | 2                         | 2            | 2         | 2          | 4         | 22   | 3       | 3            | 3         | 3          | 4          | 31 | 53 |
| 12 | INGE01             | 2                         | 2            | 3         | 2          | 4         | 24   | 2       | 2            | 3         | 2          | 4          | 24 | 48 |
| 13 | INGE30             | 3                         | 3            | 4         | 3          | 3         | 32   | 4       | 4            | 3         | 3          | 4          | 36 | 68 |
| 14 | INGE16             | 3                         | 3            | 4         | 3          | 3         | 32   | 3       | 3            | 4         | 4          | 4          | 35 | 67 |
| 15 | INGE14             | 3                         | 3            | 4         | 3          | 4         | 33   | 3       | 3            | 4         | 3          | 4          | 33 | 66 |
| 16 | INGE08             | 3                         | 3            | 2         | 3          | 3         | 28   | 3       | 3            | 3         | 3          | 4          | 31 | 59 |
| 17 | INGE31             | 2                         | 2            | 2         | 3          | 2         | 22   | 2       | 2            | 3         | 3          | 3          | 25 | 47 |

| No | Kode peserta didik | Skor Keterampilan Menulis |              |           |            |           |      |         |              |           |            | Total Skor      |       |    |
|----|--------------------|---------------------------|--------------|-----------|------------|-----------|------|---------|--------------|-----------|------------|-----------------|-------|----|
|    |                    | Teks I                    |              |           |            |           | Skor | Teks II |              |           |            |                 |       |    |
|    |                    | Content                   | Organization | Structure | Vocabulary | Mechanics |      | Content | Organization | Structure | Vocabulary | Mechanics       |       |    |
| 18 | INGE25             | 3                         | 4            | 4         | 4          | 4         | 37   | 2       | 3            | 4         | 3          | 4               | 30    | 67 |
| 19 | INGE23             | 2                         | 2            | 3         | 3          | 4         | 26   | 2       | 2            | 2         | 2          | 4               | 22    | 48 |
| 20 | INGE12             | 3                         | 3            | 4         | 3          | 4         | 33   | 3       | 3            | 4         | 3          | 4               | 33    | 66 |
| 21 | INGE24             | 3                         | 3            | 3         | 3          | 3         | 30   | 3       | 3            | 4         | 4          | 4               | 35    | 65 |
| 22 | INGE27             | 2                         | 2            | 4         | 3          | 4         | 28   | 3       | 3            | 4         | 4          | 4               | 35    | 63 |
| 23 | INGE15             | 3                         | 4            | 3         | 4          | 3         | 34   | 3       | 3            | 3         | 4          | 4               | 33    | 67 |
| 24 | INGE06             | 2                         | 2            | 2         | 2          | 3         | 21   | 2       | 2            | 3         | 3          | 4               | 26    | 47 |
| 25 | INGE02             | 2                         | 2            | 3         | 2          | 3         | 23   | 3       | 3            | 3         | 3          | 4               | 31    | 54 |
| 26 | INGE28             | 3                         | 3            | 2         | 3          | 3         | 28   | 3       | 3            | 4         | 4          | 4               | 35    | 63 |
| 27 | INGE21             | 2                         | 2            | 3         | 2          | 4         | 24   | 2       | 2            | 3         | 3          | 3               | 25    | 49 |
| 28 | INGE07             | 3                         | 3            | 2         | 3          | 3         | 28   | 3       | 3            | 4         | 3          | 4               | 33    | 61 |
| 29 | INGE13             | 2                         | 2            | 3         | 3          | 4         | 26   | 2       | 2            | 2         | 3          | 3               | 23    | 49 |
| 30 | INGE19             | 2                         | 2            | 3         | 2          | 4         | 24   | 2       | 2            | 3         | 2          | 4               | 24    | 48 |
| 31 | INGE29             | 2                         | 2            | 4         | 3          | 3         | 27   | 2       | 2            | 3         | 3          | 4               | 26    | 53 |
|    |                    |                           |              |           |            |           |      |         |              |           |            | Jumlah          | 1718  |    |
|    |                    |                           |              |           |            |           |      |         |              |           |            | Mean            | 55.42 |    |
|    |                    |                           |              |           |            |           |      |         |              |           |            | Median          | 54    |    |
|    |                    |                           |              |           |            |           |      |         |              |           |            | Modus           | 48    |    |
|    |                    |                           |              |           |            |           |      |         |              |           |            | Varian          | 58.78 |    |
|    |                    |                           |              |           |            |           |      |         |              |           |            | Standar Deviasi | 7.67  |    |
|    |                    |                           |              |           |            |           |      |         |              |           |            | Max             | 68    |    |
|    |                    |                           |              |           |            |           |      |         |              |           |            | Min             | 43    |    |
|    |                    |                           |              |           |            |           |      |         |              |           |            | Jangkauan       | 25    |    |

## B. Kelas Kontrol

| No | Kode peserta didik | Skor Keterampilan Menulis |              |           |            |           |      |         |              |           |            | Total Skor |    |    |
|----|--------------------|---------------------------|--------------|-----------|------------|-----------|------|---------|--------------|-----------|------------|------------|----|----|
|    |                    | Teks I                    |              |           |            |           | Skor | Teks II |              |           |            |            |    |    |
|    |                    | Content                   | Organization | Structure | Vocabulary | Mechanics |      | Content | Organization | Structure | Vocabulary | Mechanics  |    |    |
| 1  | INGC02             | 2                         | 3            | 3         | 3          | 4         | 28   | 2       | 2            | 2         | 3          | 4          | 24 | 52 |
| 2  | INGC01             | 2                         | 2            | 3         | 2          | 3         | 23   | 2       | 2            | 3         | 3          | 3          | 25 | 48 |
| 3  | INGC07             | 3                         | 4            | 3         | 3          | 4         | 33   | 3       | 3            | 3         | 3          | 3          | 30 | 63 |
| 4  | INGC06             | 2                         | 2            | 3         | 3          | 4         | 26   | 2       | 2            | 2         | 3          | 4          | 24 | 50 |
| 5  | INGC25             | 3                         | 3            | 3         | 3          | 2         | 29   | 2       | 2            | 2         | 2          | 2          | 20 | 49 |
| 6  | INGC05             | 3                         | 3            | 4         | 3          | 4         | 33   | 2       | 2            | 4         | 3          | 4          | 28 | 61 |
| 7  | INGC23             | 3                         | 3            | 3         | 3          | 4         | 31   | 2       | 2            | 3         | 2          | 3          | 23 | 54 |
| 8  | INGC19             | 2                         | 2            | 2         | 3          | 4         | 24   | 2       | 2            | 3         | 3          | 4          | 26 | 50 |
| 9  | INGC26             | 2                         | 2            | 2         | 3          | 2         | 22   | 2       | 2            | 3         | 3          | 3          | 25 | 47 |
| 10 | INGC21             | 2                         | 2            | 2         | 3          | 3         | 23   | 3       | 3            | 2         | 2          | 3          | 26 | 49 |
| 11 | INGC04             | 3                         | 3            | 3         | 4          | 2         | 31   | 2       | 2            | 3         | 3          | 4          | 26 | 57 |
| 12 | INGC29             | 3                         | 4            | 3         | 3          | 4         | 33   | 4       | 3            | 3         | 2          | 4          | 32 | 65 |
| 13 | INGC13             | 3                         | 3            | 3         | 3          | 5         | 32   | 4       | 4            | 3         | 3          | 4          | 36 | 68 |
| 14 | INGC24             | 3                         | 2            | 2         | 3          | 3         | 26   | 3       | 3            | 4         | 4          | 4          | 35 | 61 |
| 15 | INGC03             | 3                         | 3            | 3         | 2          | 2         | 27   | 2       | 2            | 2         | 3          | 2          | 22 | 49 |
| 16 | INGC30             | 3                         | 3            | 4         | 4          | 3         | 34   | 3       | 3            | 3         | 3          | 4          | 31 | 65 |
| 17 | INGC27             | 3                         | 3            | 3         | 3          | 4         | 31   | 3       | 3            | 3         | 3          | 3          | 30 | 61 |
| 18 | INGC18             | 3                         | 3            | 4         | 3          | 4         | 33   | 3       | 3            | 4         | 4          | 4          | 35 | 68 |
| 19 | INGC16             | 3                         | 4            | 4         | 3          | 4         | 35   | 3       | 3            | 4         | 3          | 4          | 33 | 68 |
| 20 | INGC28             | 3                         | 4            | 4         | 3          | 3         | 34   | 4       | 2            | 4         | 3          | 4          | 34 | 68 |

| No | Kode peserta didik | Skor Keterampilan Menulis |              |           |            |           |      |         |              |           |            |           |                 | Total Skor |  |
|----|--------------------|---------------------------|--------------|-----------|------------|-----------|------|---------|--------------|-----------|------------|-----------|-----------------|------------|--|
|    |                    | Teks I                    |              |           |            |           | Skor | Teks II |              |           |            |           |                 |            |  |
|    |                    | Content                   | Organization | Structure | Vocabulary | Mechanics |      | Content | Organization | Structure | Vocabulary | Mechanics |                 |            |  |
| 21 | INGC15             | 2                         | 2            | 3         | 3          | 3         | 25   | 3       | 3            | 3         | 3          | 4         | 31              | 56         |  |
| 22 | INGC22             | 3                         | 3            | 4         | 3          | 3         | 32   | 2       | 2            | 4         | 4          | 4         | 30              | 62         |  |
| 23 | INGC17             | 2                         | 3            | 3         | 4          | 4         | 30   | 3       | 4            | 3         | 4          | 4         | 35              | 65         |  |
| 24 | INGC09             | 2                         | 2            | 3         | 2          | 4         | 24   | 2       | 2            | 3         | 3          | 4         | 26              | 50         |  |
| 25 | INGC31             | 2                         | 2            | 3         | 2          | 2         | 22   | 3       | 2            | 2         | 3          | 4         | 27              | 49         |  |
| 26 | INGC11             | 2                         | 2            | 3         | 3          | 4         | 26   | 3       | 2            | 3         | 3          | 4         | 29              | 55         |  |
| 27 | INGC08             | 2                         | 2            | 3         | 2          | 4         | 24   | 3       | 3            | 3         | 3          | 3         | 30              | 54         |  |
| 28 | INGC14             | 2                         | 2            | 3         | 2          | 3         | 23   | 3       | 3            | 3         | 3          | 4         | 31              | 54         |  |
| 29 | INGC10             | 2                         | 2            | 3         | 3          | 4         | 26   | 2       | 2            | 2         | 3          | 3         | 23              | 49         |  |
| 30 | INGC20             | 2                         | 2            | 3         | 2          | 3         | 23   | 2       | 2            | 3         | 2          | 4         | 24              | 47         |  |
| 31 | INGC12             | 3                         | 2            | 2         | 3          | 3         | 26   | 2       | 2            | 2         | 3          | 2         | 22              | 48         |  |
|    |                    |                           |              |           |            |           |      |         |              |           |            |           | Jumlah          | 1742       |  |
|    |                    |                           |              |           |            |           |      |         |              |           |            |           | Mean            | 56.19      |  |
|    |                    |                           |              |           |            |           |      |         |              |           |            |           | Median          | 54         |  |
|    |                    |                           |              |           |            |           |      |         |              |           |            |           | Modus           | 49         |  |
|    |                    |                           |              |           |            |           |      |         |              |           |            |           | Varian          | 55.03      |  |
|    |                    |                           |              |           |            |           |      |         |              |           |            |           | Standar Deviasi | 7.42       |  |
|    |                    |                           |              |           |            |           |      |         |              |           |            |           | Max             | 68         |  |
|    |                    |                           |              |           |            |           |      |         |              |           |            |           | Min             | 47         |  |
|    |                    |                           |              |           |            |           |      |         |              |           |            |           | Jangkauan       | 21         |  |

### DAFTAR NILAI POSTEST KETERAMPILAN MENULIS

**A. Kelas Eksperimen**

| No | Kode peserta didik | Skor Keterampilan Menulis |              |           |            |           |      |         |              |           |            | Total Skor |    |    |
|----|--------------------|---------------------------|--------------|-----------|------------|-----------|------|---------|--------------|-----------|------------|------------|----|----|
|    |                    | Teks I                    |              |           |            |           | Skor | Teks II |              |           |            |            |    |    |
|    |                    | Content                   | Organization | Structure | Vocabulary | Mechanics |      | Content | Organization | Structure | Vocabulary | Mechanics  |    |    |
| 1  | INGE10             | 4                         | 4            | 4         | 4          | 5         | 41   | 4       | 4            | 4         | 4          | 5          | 41 | 82 |
| 2  | INGE22             | 4                         | 4            | 4         | 4          | 5         | 41   | 4       | 4            | 4         | 4          | 5          | 41 | 82 |
| 3  | INGE18             | 4                         | 4            | 4         | 3          | 5         | 39   | 4       | 4            | 4         | 4          | 4          | 40 | 79 |
| 4  | INGE26             | 4                         | 4            | 4         | 4          | 5         | 41   | 4       | 4            | 4         | 4          | 4          | 40 | 81 |
| 5  | INGE20             | 4                         | 4            | 4         | 4          | 4         | 40   | 4       | 4            | 4         | 4          | 5          | 41 | 81 |
| 6  | INGE05             | 4                         | 4            | 4         | 4          | 4         | 40   | 5       | 4            | 4         | 4          | 4          | 43 | 83 |
| 7  | INGE03             | 4                         | 4            | 4         | 4          | 3         | 39   | 4       | 4            | 4         | 4          | 4          | 40 | 79 |
| 8  | INGE09             | 4                         | 4            | 4         | 4          | 4         | 40   | 4       | 4            | 4         | 4          | 4          | 40 | 80 |
| 9  | INGE17             | 4                         | 4            | 4         | 4          | 4         | 40   | 4       | 3            | 4         | 3          | 4          | 36 | 76 |
| 10 | INGE04             | 4                         | 4            | 4         | 4          | 5         | 41   | 3       | 3            | 4         | 3          | 4          | 33 | 74 |
| 11 | INGE11             | 5                         | 5            | 5         | 4          | 4         | 47   | 4       | 4            | 4         | 4          | 5          | 41 | 88 |
| 12 | INGE01             | 5                         | 5            | 5         | 3          | 4         | 45   | 4       | 4            | 4         | 4          | 5          | 41 | 86 |
| 13 | INGE30             | 5                         | 4            | 5         | 4          | 3         | 44   | 5       | 5            | 5         | 4          | 5          | 48 | 92 |
| 14 | INGE16             | 5                         | 4            | 4         | 4          | 4         | 43   | 5       | 4            | 4         | 5          | 5          | 46 | 89 |
| 15 | INGE14             | 5                         | 5            | 5         | 4          | 4         | 47   | 4       | 4            | 4         | 4          | 4          | 40 | 87 |
| 16 | INGE08             | 4                         | 4            | 4         | 4          | 5         | 41   | 4       | 4            | 5         | 4          | 4          | 42 | 83 |
| 17 | INGE31             | 4                         | 4            | 3         | 4          | 5         | 39   | 4       | 4            | 4         | 3          | 4          | 38 | 77 |
| 18 | INGE25             | 4                         | 5            | 5         | 5          | 5         | 47   | 4       | 5            | 5         | 4          | 4          | 44 | 91 |
| 19 | INGE23             | 4                         | 4            | 4         | 4          | 4         | 40   | 4       | 4            | 4         | 4          | 4          | 40 | 80 |

| No | Kode peserta didik | Skor Keterampilan Menulis |              |           |            |           |      |         |              |           |            | Total Skor      |       |
|----|--------------------|---------------------------|--------------|-----------|------------|-----------|------|---------|--------------|-----------|------------|-----------------|-------|
|    |                    | Teks I                    |              |           |            |           | Skor | Teks II |              |           |            |                 |       |
|    |                    | Content                   | Organization | Structure | Vocabulary | Mechanics |      | Content | Organization | Structure | Vocabulary | Mechanics       |       |
| 20 | INGE12             | 4                         | 4            | 4         | 4          | 4         | 40   | 4       | 4            | 4         | 3          | 4               | 38    |
| 21 | INGE24             | 4                         | 4            | 4         | 4          | 5         | 41   | 4       | 5            | 5         | 4          | 4               | 44    |
| 22 | INGE27             | 4                         | 4            | 4         | 4          | 5         | 41   | 4       | 4            | 4         | 4          | 5               | 41    |
| 23 | INGE15             | 5                         | 4            | 4         | 4          | 3         | 42   | 5       | 5            | 5         | 4          | 5               | 48    |
| 24 | INGE06             | 4                         | 4            | 4         | 4          | 4         | 40   | 4       | 4            | 4         | 3          | 4               | 38    |
| 25 | INGE02             | 4                         | 3            | 4         | 4          | 4         | 38   | 4       | 4            | 4         | 4          | 4               | 40    |
| 26 | INGE28             | 4                         | 4            | 4         | 4          | 5         | 41   | 4       | 4            | 5         | 4          | 5               | 43    |
| 27 | INGE21             | 4                         | 4            | 3         | 4          | 3         | 37   | 4       | 4            | 4         | 4          | 4               | 40    |
| 28 | INGE07             | 4                         | 4            | 4         | 3          | 5         | 39   | 4       | 3            | 4         | 3          | 4               | 36    |
| 29 | INGE13             | 4                         | 4            | 4         | 4          | 3         | 39   | 4       | 4            | 4         | 4          | 4               | 40    |
| 30 | INGE19             | 4                         | 4            | 4         | 4          | 4         | 40   | 4       | 4            | 4         | 4          | 5               | 41    |
| 31 | INGE29             | 4                         | 4            | 4         | 4          | 4         | 40   | 4       | 3            | 4         | 3          | 4               | 36    |
|    |                    |                           |              |           |            |           |      |         |              |           |            | Jumlah          | 2533  |
|    |                    |                           |              |           |            |           |      |         |              |           |            | Mean            | 81.71 |
|    |                    |                           |              |           |            |           |      |         |              |           |            | Median          | 81    |
|    |                    |                           |              |           |            |           |      |         |              |           |            | Modus           | 82    |
|    |                    |                           |              |           |            |           |      |         |              |           |            | Varian          | 23.48 |
|    |                    |                           |              |           |            |           |      |         |              |           |            | Standar Deviasi | 4.85  |
|    |                    |                           |              |           |            |           |      |         |              |           |            | Max             | 92    |
|    |                    |                           |              |           |            |           |      |         |              |           |            | Min             | 74    |
|    |                    |                           |              |           |            |           |      |         |              |           |            | Jangkauan       | 18    |

## B. Kelas Kontrol

| No | Kode peserta didik | Skor Keterampilan Menulis |              |           |            |           |      |         |              |           |            |           | Total Skor |    |
|----|--------------------|---------------------------|--------------|-----------|------------|-----------|------|---------|--------------|-----------|------------|-----------|------------|----|
|    |                    | Teks I                    |              |           |            |           | Skor | Teks II |              |           |            |           |            |    |
|    |                    | Content                   | Organization | Structure | Vocabulary | Mechanics |      | Content | Organization | Structure | Vocabulary | Mechanics |            |    |
| 1  | INGC02             | 3                         | 4            | 3         | 3          | 4         | 33   | 3       | 3            | 3         | 3          | 3         | 30         | 63 |
| 2  | INGC01             | 3                         | 3            | 4         | 3          | 3         | 32   | 3       | 3            | 4         | 4          | 4         | 35         | 67 |
| 3  | INGC07             | 4                         | 4            | 4         | 4          | 4         | 40   | 4       | 4            | 4         | 3          | 4         | 38         | 78 |
| 4  | INGC06             | 4                         | 4            | 4         | 4          | 4         | 40   | 4       | 4            | 4         | 3          | 4         | 38         | 78 |
| 5  | INGC25             | 4                         | 4            | 4         | 4          | 3         | 39   | 4       | 4            | 4         | 3          | 4         | 38         | 77 |
| 6  | INGC05             | 3                         | 4            | 4         | 3          | 4         | 35   | 4       | 3            | 4         | 3          | 4         | 36         | 71 |
| 7  | INGC23             | 3                         | 4            | 4         | 3          | 3         | 34   | 4       | 4            | 4         | 3          | 4         | 38         | 72 |
| 8  | INGC19             | 3                         | 3            | 4         | 3          | 4         | 33   | 4       | 4            | 4         | 3          | 4         | 38         | 71 |
| 9  | INGC26             | 3                         | 4            | 4         | 3          | 3         | 34   | 3       | 3            | 3         | 3          | 4         | 31         | 65 |
| 10 | INGC21             | 4                         | 4            | 4         | 4          | 3         | 39   | 3       | 3            | 4         | 3          | 4         | 33         | 72 |
| 11 | INGC04             | 3                         | 4            | 4         | 4          | 4         | 37   | 3       | 3            | 3         | 3          | 4         | 31         | 68 |
| 12 | INGC29             | 4                         | 4            | 4         | 4          | 3         | 39   | 4       | 4            | 4         | 4          | 4         | 40         | 79 |
| 13 | INGC13             | 5                         | 4            | 4         | 4          | 4         | 43   | 4       | 4            | 4         | 4          | 5         | 41         | 84 |
| 14 | INGC24             | 4                         | 4            | 4         | 4          | 4         | 40   | 3       | 3            | 4         | 4          | 4         | 35         | 75 |
| 15 | INGC03             | 4                         | 4            | 4         | 4          | 3         | 39   | 4       | 4            | 4         | 4          | 4         | 40         | 79 |
| 16 | INGC30             | 4                         | 3            | 4         | 4          | 3         | 37   | 4       | 4            | 4         | 4          | 5         | 41         | 78 |
| 17 | INGC27             | 4                         | 4            | 4         | 4          | 3         | 39   | 4       | 4            | 4         | 3          | 3         | 37         | 76 |
| 18 | INGC18             | 4                         | 4            | 5         | 4          | 5         | 43   | 4       | 4            | 4         | 4          | 4         | 40         | 83 |
| 19 | INGC16             | 5                         | 4            | 4         | 4          | 4         | 43   | 4       | 4            | 4         | 4          | 5         | 41         | 84 |
| 20 | INGC28             | 4                         | 4            | 4         | 4          | 4         | 40   | 4       | 4            | 4         | 4          | 5         | 41         | 81 |

| No | Kode peserta didik | Skor Keterampilan Menulis |              |           |            |           |      |         |              |           |            |           |                 | Total Skor |  |
|----|--------------------|---------------------------|--------------|-----------|------------|-----------|------|---------|--------------|-----------|------------|-----------|-----------------|------------|--|
|    |                    | Teks I                    |              |           |            |           | Skor | Teks II |              |           |            |           |                 |            |  |
|    |                    | Content                   | Organization | Structure | Vocabulary | Mechanics |      | Content | Organization | Structure | Vocabulary | Mechanics |                 |            |  |
| 21 | INGC15             | 4                         | 4            | 4         | 4          | 4         | 40   | 4       | 4            | 4         | 4          | 4         | 40              | 80         |  |
| 22 | INGC22             | 4                         | 4            | 4         | 3          | 4         | 38   | 4       | 4            | 4         | 4          | 4         | 40              | 78         |  |
| 23 | INGC17             | 4                         | 4            | 4         | 4          | 4         | 40   | 4       | 4            | 4         | 4          | 4         | 40              | 80         |  |
| 24 | INGC09             | 3                         | 4            | 4         | 3          | 3         | 34   | 4       | 4            | 4         | 4          | 4         | 40              | 74         |  |
| 25 | INGC31             | 3                         | 3            | 4         | 3          | 3         | 32   | 3       | 3            | 4         | 3          | 4         | 33              | 65         |  |
| 26 | INGC11             | 4                         | 3            | 3         | 2          | 4         | 32   | 4       | 4            | 4         | 3          | 4         | 38              | 70         |  |
| 27 | INGC08             | 3                         | 4            | 3         | 2          | 4         | 31   | 3       | 3            | 4         | 3          | 4         | 33              | 64         |  |
| 28 | INGC14             | 3                         | 3            | 3         | 3          | 5         | 32   | 3       | 3            | 4         | 3          | 5         | 34              | 66         |  |
| 29 | INGC10             | 4                         | 4            | 3         | 3          | 4         | 36   | 4       | 4            | 4         | 3          | 4         | 38              | 74         |  |
| 30 | INGC20             | 4                         | 3            | 3         | 2          | 3         | 31   | 4       | 4            | 4         | 4          | 5         | 41              | 72         |  |
| 31 | INGC12             | 4                         | 3            | 3         | 3          | 4         | 34   | 3       | 3            | 4         | 4          | 4         | 35              | 69         |  |
|    |                    |                           |              |           |            |           |      |         |              |           |            |           | Jumlah          | 2293       |  |
|    |                    |                           |              |           |            |           |      |         |              |           |            |           | Mean            | 73.97      |  |
|    |                    |                           |              |           |            |           |      |         |              |           |            |           | Median          | 74         |  |
|    |                    |                           |              |           |            |           |      |         |              |           |            |           | Modus           | 78         |  |
|    |                    |                           |              |           |            |           |      |         |              |           |            |           | Varian          | 37.77      |  |
|    |                    |                           |              |           |            |           |      |         |              |           |            |           | Standar Deviasi | 6.15       |  |
|    |                    |                           |              |           |            |           |      |         |              |           |            |           | Max             | 84         |  |
|    |                    |                           |              |           |            |           |      |         |              |           |            |           | Min             | 63         |  |
|    |                    |                           |              |           |            |           |      |         |              |           |            |           | Jangkauan       | 21         |  |



# **LAMPIRAN 06**

## **Hasil *Pretest* dan *Posttest* Prestasi Belajar**

### DAFTAR NILAI PRETEST PRESTASI BELAJAR BAHASA INGGRIS

#### A. Kelas Eksperimen

| No | KODE PESERTA DIDIK | SKOR PRESTASI BELAJAR |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | Jumlah |    |
|----|--------------------|-----------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--------|----|
|    |                    | 1                     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |        |    |
| 1  | INGE10             | 0                     | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 1  | 1  | 0  | 0  | 0  | 0  | 1  | 0  | 0  | 0  | 0  | 0  | 0  | 1      | 6  |
| 2  | INGE22             | 0                     | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1  | 0  | 0  | 0  | 1  | 0  | 1  | 0  | 0  | 0  | 1  | 0  | 1  | 0  | 0  | 0  | 0      | 9  |
| 3  | INGE18             | 1                     | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 1  | 0  | 0  | 0  | 1  | 0  | 0  | 0  | 0  | 0  | 0  | 1  | 0  | 0      | 5  |
| 4  | INGE26             | 1                     | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0  | 1  | 0  | 1  | 0  | 1  | 1  | 0  | 0  | 0  | 0  | 0  | 0  | 1  | 0  | 0  | 0      | 9  |
| 5  | INGE20             | 1                     | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 1  | 0  | 0  | 0  | 0  | 0  | 1  | 0  | 1  | 0      | 5  |
| 6  | INGE05             | 0                     | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1  | 0  | 0  | 1  | 0  | 1  | 1  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0      | 9  |
| 7  | INGE03             | 1                     | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0  | 0  | 0  | 0  | 0  | 1  | 1  | 1  | 0  | 0  | 0  | 0  | 0  | 1  | 0  | 1  | 0      | 10 |
| 8  | INGE09             | 1                     | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0  | 0  | 1  | 1  | 0  | 0  | 0  | 1  | 0  | 0  | 0  | 1  | 1  | 0  | 1  | 0  | 11     |    |
| 9  | INGE17             | 1                     | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1  | 0  | 0  | 1  | 0  | 1  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 1  | 0  | 0      | 6  |
| 10 | INGE04             | 1                     | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1  | 1  | 1  | 0  | 1  | 1  | 0  | 1  | 0  | 0  | 0  | 0  | 1  | 0  | 0  | 1  | 12     |    |
| 11 | INGE11             | 1                     | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 1  | 0  | 0  | 0  | 1  | 0  | 0  | 0  | 1  | 0  | 1  | 0  | 1  | 0  | 0  | 1  | 10     |    |
| 12 | INGE01             | 1                     | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0  | 0  | 0  | 0  | 1  | 0  | 1  | 0  | 0  | 1  | 0  | 0  | 1  | 0  | 1  | 0  | 11     |    |
| 13 | INGE30             | 1                     | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1  | 0  | 0  | 1  | 0  | 1  | 0  | 0  | 1  | 0  | 0  | 0  | 0  | 0  | 0  | 1  | 12     |    |
| 14 | INGE16             | 1                     | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1  | 0  | 0  | 1  | 1  | 1  | 1  | 0  | 0  | 1  | 0  | 0  | 1  | 0  | 0  | 0  | 14     |    |
| 15 | INGE14             | 1                     | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1  | 0  | 0  | 0  | 1  | 0  | 1  | 0  | 0  | 1  | 1  | 0  | 1  | 0  | 1  | 0  | 12     |    |
| 16 | INGE08             | 1                     | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1  | 0  | 1  | 1  | 0  | 1  | 1  | 0  | 0  | 0  | 0  | 1  | 0  | 0  | 0  | 0  | 10     |    |
| 17 | INGE31             | 1                     | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1  | 1  | 0  | 0  | 0  | 1  | 1  | 0  | 0  | 1  | 0  | 1  | 1  | 0  | 0  | 1  | 13     |    |
| 18 | INGE25             | 1                     | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0  | 0  | 0  | 0  | 1  | 1  | 0  | 1  | 0  | 0  | 0  | 1  | 0  | 1  | 0  | 1  | 13     |    |

| No                     | KODE PESERTA DIDIK | SKOR PRESTASI BELAJAR |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |              | Jumlah |
|------------------------|--------------------|-----------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--------------|--------|
|                        |                    | 1                     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25           |        |
| 19                     | INGE23             | 1                     | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1  | 1  | 1  | 0  | 1  | 0  | 1  | 1  | 0  | 1  | 0  | 0  | 1  | 0  | 0  | 1            | 14     |
| 20                     | INGE12             | 0                     | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1  | 1  | 0  | 0  | 1  | 0  | 1  | 0  | 0  | 1  | 0  | 0  | 1  | 0  | 1  | 0            | 13     |
| 21                     | INGE24             | 1                     | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0  | 1  | 0  | 0  | 0  | 0  | 1  | 1  | 1  | 1  | 0  | 0  | 0  | 0  | 1  | 0            | 13     |
| 22                     | INGE27             | 1                     | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0  | 0  | 1  | 0  | 1  | 0  | 1  | 0  | 1  | 0  | 0  | 0  | 0  | 0  | 0  | 0            | 10     |
| 23                     | INGE15             | 1                     | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1  | 1  | 0  | 0  | 0  | 1  | 1  | 1  | 0  | 1  | 0  | 0  | 0  | 0  | 1  | 1            | 13     |
| 24                     | INGE06             | 1                     | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 1  | 0  | 0  | 0  | 0  | 1  | 0  | 1  | 0            | 7      |
| 25                     | INGE02             | 1                     | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 1  | 1  | 0  | 1  | 0  | 1  | 0  | 0  | 0  | 0            | 8      |
| 26                     | INGE28             | 0                     | 1 | 0 | 2 | 0 | 1 | 1 | 0 | 0 | 1  | 0  | 1  | 0  | 0  | 0  | 1  | 1  | 0  | 0  | 0  | 0  | 1  | 0  | 0  | 1            | 11     |
| 27                     | INGE21             | 1                     | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 1  | 0  | 0  | 0  | 0  | 0  | 0            | 3      |
| 28                     | INGE07             | 1                     | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0  | 0  | 0  | 1  | 1  | 1  | 0  | 0  | 1  | 0  | 0  | 0  | 1  | 0  | 1  | 1            | 14     |
| 29                     | INGE13             | 1                     | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1  | 0  | 1  | 1  | 0  | 1  | 1  | 0  | 0  | 0  | 0  | 1  | 0  | 0  | 0  | 0            | 10     |
| 30                     | INGE19             | 1                     | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1  | 1  | 1  | 0  | 1  | 0  | 1  | 1  | 0  | 1  | 0  | 0  | 1  | 0  | 0  | 1            | 14     |
| 31                     | INGE29             | 1                     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0  | 1  | 0  | 0  | 1  | 0  | 0  | 1  | 1  | 1  | 0  | 0  | 1  | 0  | 1  | 0            | 15     |
| <b>Jumlah</b>          |                    |                       |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | <b>322</b>   |        |
| <b>Mean</b>            |                    |                       |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | <b>10.39</b> |        |
| <b>Median</b>          |                    |                       |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | <b>11</b>    |        |
| <b>Modus</b>           |                    |                       |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | <b>10</b>    |        |
| <b>Varian</b>          |                    |                       |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | <b>9.71</b>  |        |
| <b>Standar Deviasi</b> |                    |                       |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | <b>3.12</b>  |        |
| <b>Max</b>             |                    |                       |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | <b>15</b>    |        |
| <b>Min</b>             |                    |                       |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | <b>3</b>     |        |
| <b>Jangkauan</b>       |                    |                       |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | <b>12</b>    |        |

**B. Kelas Kontrol**

| No | KODE PESERTA DIDIK | SKOR PRESTASI BELAJAR |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | Jumlah |    |
|----|--------------------|-----------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--------|----|
|    |                    | 1                     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |        |    |
| 1  | INGC02             | 0                     | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 1  | 0  | 0  | 0  | 1  | 1  | 1  | 1  | 7      |    |
| 2  | INGC01             | 1                     | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0  | 1  | 0  | 1  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 1  | 0  | 1  | 0  | 8      |    |
| 3  | INGC07             | 1                     | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0  | 0  | 1  | 1  | 0  | 0  | 0  | 1  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 1  | 0      | 7  |
| 4  | INGC06             | 1                     | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0  | 1  | 0  | 1  | 0  | 1  | 0  | 1  | 0  | 0  | 1  | 0  | 0  | 0  | 0  | 0  | 0      | 9  |
| 5  | INGC25             | 1                     | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0  | 1  | 0  | 0  | 0  | 1  | 1  | 0  | 0  | 1  | 0  | 0  | 0  | 0  | 0  | 1  | 0      | 8  |
| 6  | INGC05             | 1                     | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0  | 1  | 0  | 1  | 0  | 1  | 0  | 0  | 0  | 1  | 0  | 0  | 1  | 0  | 0  | 1  | 10     |    |
| 7  | INGC23             | 1                     | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0  | 0  | 0  | 0  | 0  | 1  | 0  | 0  | 1  | 0  | 0  | 1  | 0  | 1  | 0  | 1  | 0      | 11 |
| 8  | INGC19             | 1                     | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0  | 0  | 0  | 1  | 0  | 1  | 1  | 0  | 0  | 1  | 0  | 1  | 1  | 0  | 1  | 0  | 13     |    |
| 9  | INGC26             | 0                     | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 1  | 0  | 0  | 0  | 0  | 5      |    |
| 10 | INGC21             | 0                     | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1  | 1  | 0  | 1  | 0  | 0  | 1  | 1  | 0  | 0  | 0  | 0  | 1  | 0  | 0  | 0  | 9      |    |
| 11 | INGC04             | 0                     | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0  | 0  | 0  | 0  | 1  | 1  | 0  | 1  | 0  | 0  | 0  | 0  | 0  | 1  | 0  | 0  | 8      |    |
| 12 | INGC29             | 1                     | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0  | 1  | 0  | 1  | 0  | 0  | 1  | 0  | 0  | 1  | 0  | 0  | 1  | 0  | 0  | 0  | 9      |    |
| 13 | INGC13             | 1                     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0  | 1  | 0  | 0  | 0  | 1  | 1  | 0  | 0  | 1  | 0  | 0  | 1  | 0  | 1  | 0  | 14     |    |
| 14 | INGC24             | 1                     | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0  | 1  | 0  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 0  | 18     |    |
| 15 | INGC03             | 1                     | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0  | 1  | 0  | 1  | 0  | 1  | 1  | 0  | 0  | 0  | 1  | 1  | 1  | 1  | 0  | 1  | 0      | 13 |
| 16 | INGC30             | 1                     | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1  | 1  | 0  | 0  | 1  | 1  | 1  | 1  | 0  | 0  | 0  | 0  | 1  | 0  | 1  | 0  | 13     |    |
| 17 | INGC27             | 1                     | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1  | 1  | 1  | 1  | 0  | 1  | 0  | 0  | 1  | 0  | 0  | 1  | 0  | 1  | 0  | 1  | 0      | 15 |
| 18 | INGC18             | 1                     | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 22     |    |
| 19 | INGC16             | 1                     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0  | 1  | 1  | 0  | 1  | 1  | 1  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 13     |    |
| 20 | INGC28             | 1                     | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1  | 1  | 0  | 0  | 1  | 1  | 1  | 1  | 0  | 0  | 1  | 1  | 1  | 0  | 1  | 0  | 18     |    |



**DAFTAR NILAI POSTTEST PRESTASI BELAJAR BAHASA INGGRIS**

**A. Kelas Eksperimen**

| <b>No</b> | <b>KODE PESERTA DIDIK</b> | <b>SKOR PRESTASI BELAJAR</b> |          |          |          |          |          |          |          |          |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           | <b>Jumlah</b> |    |
|-----------|---------------------------|------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---------------|----|
|           |                           | <b>1</b>                     | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> | <b>8</b> | <b>9</b> | <b>10</b> | <b>11</b> | <b>12</b> | <b>13</b> | <b>14</b> | <b>15</b> | <b>16</b> | <b>17</b> | <b>18</b> | <b>19</b> | <b>20</b> | <b>21</b> | <b>22</b> | <b>23</b> | <b>24</b> | <b>25</b> |               |    |
| 1         | INGE10                    | 1                            | 1        | 1        | 0        | 1        | 1        | 1        | 1        | 1        | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 0         | 0         | 0         | 1         | 0         | 0         | 1             | 20 |
| 2         | INGE22                    | 1                            | 1        | 1        | 1        | 1        | 1        | 0        | 1        | 0        | 0         | 1         | 1         | 1         | 0         | 1         | 0         | 1         | 1         | 1         | 1         | 0         | 1         | 0         | 0         | 0         | 1             | 17 |
| 3         | INGE18                    | 1                            | 1        | 0        | 1        | 1        | 1        | 1        | 0        | 1        | 0         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 0         | 1         | 1         | 0         | 1         | 1         | 1         | 1         | 1             | 20 |
| 4         | INGE26                    | 1                            | 1        | 1        | 1        | 1        | 1        | 1        | 1        | 1        | 1         | 0         | 1         | 1         | 0         | 1         | 1         | 1         | 0         | 0         | 0         | 1         | 1         | 1         | 0         | 0         | 1             | 19 |
| 5         | INGE20                    | 1                            | 1        | 0        | 1        | 1        | 1        | 0        | 1        | 0        | 0         | 1         | 0         | 1         | 0         | 0         | 0         | 1         | 0         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 1             | 17 |
| 6         | INGE05                    | 1                            | 1        | 1        | 1        | 1        | 1        | 0        | 1        | 1        | 1         | 0         | 1         | 0         | 1         | 1         | 1         | 1         | 1         | 0         | 0         | 1         | 1         | 1         | 0         | 1         | 1             | 19 |
| 7         | INGE03                    | 1                            | 1        | 1        | 1        | 1        | 1        | 0        | 1        | 1        | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 0         | 1         | 0         | 1         | 1         | 0         | 1         | 1         | 1             | 21 |
| 8         | INGE09                    | 1                            | 1        | 1        | 1        | 1        | 1        | 1        | 1        | 1        | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 0         | 0         | 1             | 23 |
| 9         | INGE17                    | 1                            | 1        | 1        | 1        | 1        | 1        | 1        | 0        | 1        | 1         | 0         | 0         | 1         | 0         | 1         | 0         | 1         | 1         | 1         | 1         | 0         | 1         | 0         | 1         | 1         | 1             | 18 |
| 10        | INGE04                    | 1                            | 1        | 1        | 0        | 1        | 1        | 0        | 1        | 1        | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 0         | 1         | 1         | 1         | 1         | 1         | 0         | 1         | 1             | 21 |
| 11        | INGE11                    | 1                            | 1        | 1        | 1        | 1        | 1        | 1        | 1        | 1        | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 1             | 25 |
| 12        | INGE01                    | 1                            | 1        | 1        | 1        | 1        | 1        | 0        | 1        | 0        | 0         | 1         | 1         | 0         | 1         | 1         | 1         | 1         | 0         | 1         | 0         | 1         | 1         | 1         | 1         | 1         | 1             | 19 |
| 13        | INGE30                    | 1                            | 1        | 1        | 1        | 1        | 1        | 1        | 1        | 1        | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 1             | 25 |
| 14        | INGE16                    | 1                            | 1        | 1        | 1        | 1        | 1        | 1        | 1        | 1        | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 0         | 1         | 0         | 0         | 1         | 22            |    |
| 15        | INGE14                    | 1                            | 1        | 1        | 1        | 1        | 1        | 1        | 1        | 1        | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 0         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 24            |    |
| 16        | INGE08                    | 1                            | 1        | 1        | 0        | 1        | 1        | 0        | 1        | 1        | 1         | 0         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 0         | 1         | 1         | 1         | 1         | 1         | 1             | 21 |
| 17        | INGE31                    | 1                            | 1        | 1        | 1        | 1        | 1        | 1        | 1        | 0        | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 1         | 0         | 1         | 0         | 1         | 1         | 1             | 22 |



## B. Kelas Kontrol

| No | KODE PESERTA DIDIK | SKOR PRESTASI BELAJAR |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | Jumlah |    |
|----|--------------------|-----------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--------|----|
|    |                    | 1                     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |        |    |
| 1  | INGC02             | 1                     | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0  | 0  | 0  | 1  | 0  | 0  | 0  | 1  | 0  | 0  | 0  | 0  | 1  | 1  | 0  | 1  | 10     |    |
| 2  | INGC01             | 1                     | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0  | 0  | 0  | 1  | 0  | 1  | 1  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 1  | 0      | 10 |
| 3  | INGC07             | 1                     | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0  | 0  | 0  | 1  | 0  | 1  | 1  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 1  | 0      | 10 |
| 4  | INGC06             | 1                     | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0  | 1  | 0  | 1  | 1  | 0  | 1  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 1  | 1      | 11 |
| 5  | INGC25             | 1                     | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1  | 1  | 0  | 0  | 0  | 1  | 1  | 1  | 0  | 1  | 0  | 1  | 0  | 0  | 1  | 1  | 12     |    |
| 6  | INGC05             | 1                     | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1  | 0  | 1  | 1  | 0  | 1  | 0  | 0  | 1  | 0  | 0  | 0  | 1  | 0  | 0  | 1  | 12     |    |
| 7  | INGC23             | 1                     | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1  | 0  | 0  | 0  | 0  | 1  | 1  | 0  | 0  | 0  | 0  | 1  | 0  | 1  | 1  | 1  | 13     |    |
| 8  | INGC19             | 1                     | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0  | 0  | 0  | 1  | 0  | 1  | 0  | 0  | 0  | 1  | 0  | 1  | 1  | 0  | 0  | 1  | 13     |    |
| 9  | INGC26             | 1                     | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0  | 1  | 1  | 0  | 1  | 1  | 1  | 0  | 0  | 0  | 0  | 1  | 0  | 0  | 0  | 1  | 13     |    |
| 10 | INGC21             | 1                     | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0  | 0  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 0  | 1  | 0  | 0  | 0  | 14     |    |
| 11 | INGC04             | 0                     | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0  | 0  | 0  | 0  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 0  | 0  | 14     |    |
| 12 | INGC29             | 1                     | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0  | 1  | 1  | 1  | 0  | 0  | 1  | 0  | 0  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 14     |    |
| 13 | INGC13             | 1                     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1  | 1  | 0  | 0  | 0  | 1  | 0  | 1  | 0  | 1  | 1  | 0  | 0  | 1  | 0  | 1  | 15     |    |
| 14 | INGC24             | 1                     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1  | 0  | 0  | 1  | 0  | 1  | 0  | 0  | 0  | 1  | 0  | 1  | 0  | 1  | 0  | 1  | 15     |    |
| 15 | INGC03             | 1                     | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1  | 1  | 0  | 1  | 1  | 0  | 1  | 0  | 0  | 0  | 1  | 1  | 1  | 0  | 0  | 0  | 15     |    |
| 16 | INGC30             | 1                     | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 0  | 0  | 0  | 1  | 1  | 0  | 1  | 0  | 15     |    |
| 17 | INGC27             | 1                     | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1  | 1  | 0  | 1  | 0  | 1  | 0  | 0  | 0  | 1  | 0  | 0  | 1  | 0  | 1  | 1  | 15     |    |
| 18 | INGC18             | 1                     | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0  | 0  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 0  | 0  | 1  | 1  | 0  | 1  | 0  | 16     |    |
| 19 | INGC16             | 1                     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0  | 1  | 1  | 0  | 1  | 1  | 1  | 0  | 0  | 1  | 1  | 1  | 0  | 0  | 0  | 0  | 16     |    |
| 20 | INGC28             | 1                     | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1  | 1  | 0  | 0  | 1  | 0  | 1  | 0  | 0  | 0  | 1  | 1  | 1  | 0  | 0  | 1  | 16     |    |

| No                     | KODE PESERTA DIDIK | SKOR PRESTASI BELAJAR |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | Jumlah       |
|------------------------|--------------------|-----------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--------------|
|                        |                    | 1                     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |              |
| 21                     | INGC15             | 1                     | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1  | 0  | 0  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 0  | 0  | 1  | 1  | 0  | 1  | 17           |
| 22                     | INGC22             | 1                     | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 0  | 0  | 0  | 1  | 1  | 0  | 1  | 17           |
| 23                     | INGC17             | 1                     | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 0  | 1  | 1  | 1  | 0  | 18           |
| 24                     | INGC09             | 1                     | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 0  | 0  | 0  | 1  | 1  | 1  | 0  | 0  | 18           |
| 25                     | INGC31             | 0                     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 0  | 0  | 1  | 0  | 0  | 1  | 19           |
| 26                     | INGC11             | 1                     | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1  | 0  | 0  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 19           |
| 27                     | INGC08             | 0                     | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 0  | 0  | 19           |
| 28                     | INGC14             | 1                     | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 0  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 20           |
| 29                     | INGC10             | 1                     | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 0  | 1  | 20           |
| 30                     | INGC20             | 0                     | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 21           |
| 31                     | INGC12             | 1                     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 0  | 1  | 1  | 0  | 1  | 21           |
| <b>Jumlah</b>          |                    |                       |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | <b>479</b>   |
| <b>Mean</b>            |                    |                       |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | <b>15.45</b> |
| <b>Median</b>          |                    |                       |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | <b>15</b>    |
| <b>Modus</b>           |                    |                       |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | <b>15</b>    |
| <b>Varian</b>          |                    |                       |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | <b>10.26</b> |
| <b>Standar Deviasi</b> |                    |                       |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | <b>3.20</b>  |
| <b>Max</b>             |                    |                       |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | <b>21</b>    |
| <b>Min</b>             |                    |                       |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | <b>10</b>    |
| <b>Jangkauan</b>       |                    |                       |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | <b>11</b>    |



# **LAMPIRAN 07**

## **Uji Homogenitas Varians**

## UJI HOMOGENITAS

### Case Processing Summary

| Model<br>Pembelajaran |    | Cases |         |         |         |       |         |
|-----------------------|----|-------|---------|---------|---------|-------|---------|
|                       |    | Valid |         | Missing |         | Total |         |
|                       |    | N     | Percent | N       | Percent | N     | Percent |
| PB                    | DL | 31    | 100.0%  | 0       | .0%     | 31    | 100.0%  |
|                       | DI | 31    | 100.0%  | 0       | .0%     | 31    | 100.0%  |
| KM                    | DL | 31    | 100.0%  | 0       | .0%     | 31    | 100.0%  |
|                       | DI | 31    | 100.0%  | 0       | .0%     | 31    | 100.0%  |

### Test of Homogeneity of Variance

|    |                                      | Levene Statistic | df1 | df2    | Sig. |
|----|--------------------------------------|------------------|-----|--------|------|
| PB | Based on Mean                        | 3.350            | 1   | 60     | .072 |
|    | Based on Median                      | 2.838            | 1   | 60     | .097 |
|    | Based on Median and with adjusted df | 2.838            | 1   | 54.944 | .098 |
|    | Based on trimmed mean                | 3.320            | 1   | 60     | .073 |
| KM | Based on Mean                        | 3.038            | 1   | 60     | .086 |
|    | Based on Median                      | 3.152            | 1   | 60     | .081 |
|    | Based on Median and with adjusted df | 3.152            | 1   | 59.874 | .081 |
|    | Based on trimmed mean                | 3.059            | 1   | 60     | .085 |

### Between-Subjects Factors

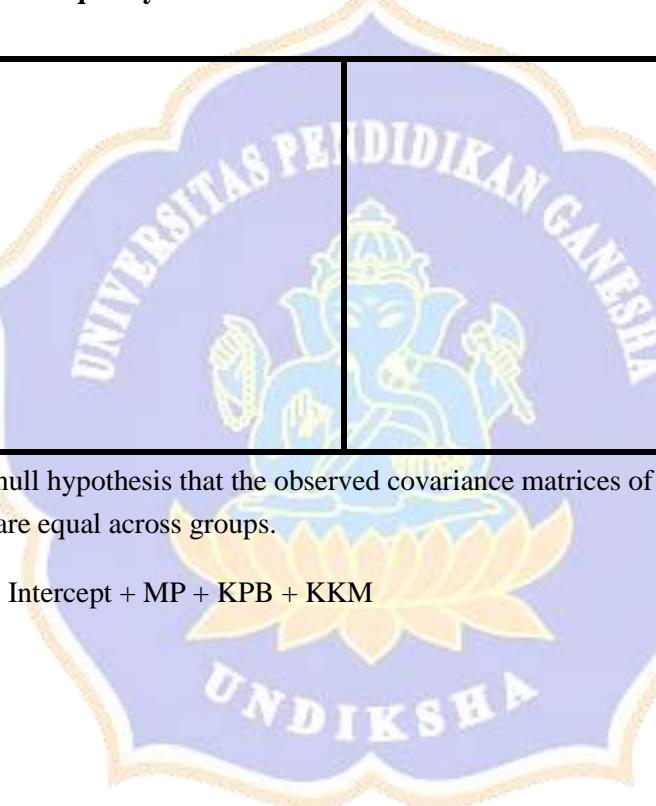
|                    |   | Value Label | N  |
|--------------------|---|-------------|----|
| Model Pembelajaran | 1 | DL          | 31 |
|                    | 2 | DI          | 31 |

### Box's Test of Equality of Covariance Matrices<sup>a</sup>

|         |  |         |
|---------|--|---------|
| Box's M |  | 7.488   |
| F       |  | 2.406   |
| df1     |  | 3       |
| df2     |  | 6.480E5 |
| Sig.    |  | .065    |

Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.

a. Design: Intercept + MP + KPB + KKM





# **LAMPIRAN 08**

## **Uji Normalitas Data**

### UJI NORMALITAS

**Case Processing Summary**

|     | Cases |         |         |         |       |         |
|-----|-------|---------|---------|---------|-------|---------|
|     | Valid |         | Missing |         | Total |         |
|     | N     | Percent | N       | Percent | N     | Percent |
| PBE | 31    | 91.2%   | 3       | 8.8%    | 34    | 100.0%  |
| PBK | 31    | 91.2%   | 3       | 8.8%    | 34    | 100.0%  |
| KME | 31    | 91.2%   | 3       | 8.8%    | 34    | 100.0%  |
| KMK | 31    | 91.2%   | 3       | 8.8%    | 34    | 100.0%  |

**Tests of Normality**

|     | Kolmogorov-Smirnov <sup>a</sup> |    |       | Shapiro-Wilk |    |      |
|-----|---------------------------------|----|-------|--------------|----|------|
|     | Statistic                       | df | Sig.  | Statistic    | df | Sig. |
| PBE | .103                            | 31 | .200* | .952         | 31 | .182 |
| PBK | .104                            | 31 | .200* | .964         | 31 | .361 |
| KME | .121                            | 31 | .200* | .953         | 31 | .189 |
| KMK | .131                            | 31 | .187  | .959         | 31 | .270 |

a. Lilliefors Significance Correction

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



# **LAMPIRAN 09**

## **Uji Linieritas Regresi dan Keberartian Arah Regresi**

## UJI LINIERITAS DAN KEBERARTIAN ARAH REGRESI

**Case Processing Summary**

|                                | Cases    |         |          |         |       |         |
|--------------------------------|----------|---------|----------|---------|-------|---------|
|                                | Included |         | Excluded |         | Total |         |
|                                | N        | Percent | N        | Percent | N     | Percent |
| Prestasi Belajar * Kovariat PB | 62       | 93.9%   | 4        | 6.1%    | 66    | 100.0%  |

**ANOVA Table**

|                                |                |                          | Sum of Squares | df | Mean Square | F     | Sig. |
|--------------------------------|----------------|--------------------------|----------------|----|-------------|-------|------|
| Prestasi Belajar * Kovariat PB | Between Groups | (Combined)               | 342.748        | 13 | 26.365      | 1.912 | .052 |
|                                |                | Linearity                | 59.629         | 1  | 59.629      | 4.324 | .043 |
|                                |                | Deviation from Linearity | 283.119        | 12 | 23.593      | 1.711 | .094 |
|                                | Within Groups  |                          | 661.962        | 48 | 13.791      |       |      |
|                                | Total          |                          | 1004.710       | 61 |             |       |      |

**Case Processing Summary**

|                                    | Cases    |         |          |         |       |         |
|------------------------------------|----------|---------|----------|---------|-------|---------|
|                                    | Included |         | Excluded |         | Total |         |
|                                    | N        | Percent | N        | Percent | N     | Percent |
| Keterampilan Menulis * Kovariat KM | 62       | 93.9%   | 4        | 6.1%    | 66    | 100.0%  |

ANOVA Table

|  |                |                          | Sum of Squares | df | Mean Square | F      | Sig. |
|--|----------------|--------------------------|----------------|----|-------------|--------|------|
| Keterampilan<br>Menulis * Kovariat<br>KM | Between Groups | (Combined)               | 1338.970       | 18 | 74.387      | 2.241  | .015 |
|  |                | Linearity                | 705.416        | 1  | 705.416     | 21.250 | .000 |
|  |                | Deviation from Linearity | 633.555        | 17 | 37.268      | 1.123  | .365 |
|  | Within Groups  |                          | 1427.417       | 43 | 33.196      |        |      |
|  | Total          |                          | 2766.387       | 61 |             |        |      |





# **LAMPIRAN 10**

## **Uji Kolinearitas**

## UJI KOLINIERITAS

### Descriptive Statistics

|    | Mean  | Std. Deviation | N  |
|----|-------|----------------|----|
| PB | 18.39 | 4.058          | 62 |
| KM | 77.84 | 6.734          | 62 |

### Correlations

|    |                                   | PB      | KM      |
|----|-----------------------------------|---------|---------|
| PB | Pearson Correlation               | 1       | .476**  |
|    | Sig. (2-tailed)                   |         | .000    |
|    | Sum of Squares and Cross-products | 1.005E3 | 793.871 |
|    | Covariance                        | 16.471  | 13.014  |
|    | N                                 | 62      | 62      |
| KM | Pearson Correlation               | .476**  | 1       |
|    | Sig. (2-tailed)                   | .000    |         |
|    | Sum of Squares and Cross-products | 793.871 | 2.766E3 |
|    | Covariance                        | 13.014  | 45.351  |
|    | N                                 | 62      | 62      |

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



# **LAMPIRAN 11**

## **Uji MANCOVA**

## UJI MANCOVA

### Between-Subjects Factors

|                    | Value Label | N  |
|--------------------|-------------|----|
| Model Pembelajaran | DL          | 31 |
|                    | DI          | 31 |

### Multivariate Tests<sup>c</sup>

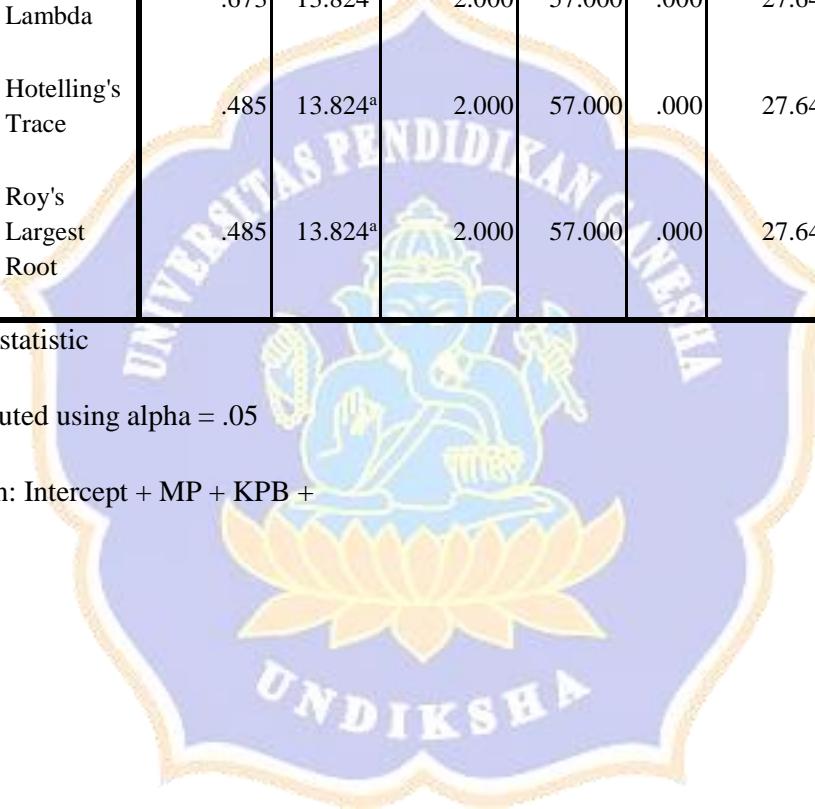
| Effect    |                    | Value | F                    | Hypothesis df | Error df | Sig. | Noncent. Parameter | Observed Power <sup>b</sup> |
|-----------|--------------------|-------|----------------------|---------------|----------|------|--------------------|-----------------------------|
| Intercept | Pillai's Trace     | .791  | 1.079E2 <sup>a</sup> | 2.000         | 57.000   | .000 | 215.898            | 1.000                       |
|           | Wilks' Lambda      | .209  | 1.079E2 <sup>a</sup> | 2.000         | 57.000   | .000 | 215.898            | 1.000                       |
|           | Hotelling's Trace  | 3.788 | 1.079E2 <sup>a</sup> | 2.000         | 57.000   | .000 | 215.898            | 1.000                       |
|           | Roy's Largest Root | 3.788 | 1.079E2 <sup>a</sup> | 2.000         | 57.000   | .000 | 215.898            | 1.000                       |
| MP        | Pillai's Trace     | .728  | 76.096 <sup>a</sup>  | 2.000         | 57.000   | .000 | 152.191            | 1.000                       |
|           | Wilks' Lambda      | .272  | 76.096 <sup>a</sup>  | 2.000         | 57.000   | .000 | 152.191            | 1.000                       |
|           | Hotelling's Trace  | 2.670 | 76.096 <sup>a</sup>  | 2.000         | 57.000   | .000 | 152.191            | 1.000                       |
|           | Roy's Largest Root | 2.670 | 76.096 <sup>a</sup>  | 2.000         | 57.000   | .000 | 152.191            | 1.000                       |
| KPB       | Pillai's Trace     | .164  | 5.592 <sup>a</sup>   | 2.000         | 57.000   | .006 | 11.183             | .839                        |

|     |                    |      |                     |       |        |      |        |      |
|-----|--------------------|------|---------------------|-------|--------|------|--------|------|
|     | Wilks' Lambda      | .836 | 5.592 <sup>a</sup>  | 2.000 | 57.000 | .006 | 11.183 | .839 |
|     | Hotelling's Trace  | .196 | 5.592 <sup>a</sup>  | 2.000 | 57.000 | .006 | 11.183 | .839 |
|     | Roy's Largest Root | .196 | 5.592 <sup>a</sup>  | 2.000 | 57.000 | .006 | 11.183 | .839 |
| KKM | Pillai's Trace     | .327 | 13.824 <sup>a</sup> | 2.000 | 57.000 | .000 | 27.648 | .998 |
|     | Wilks' Lambda      | .673 | 13.824 <sup>a</sup> | 2.000 | 57.000 | .000 | 27.648 | .998 |
|     | Hotelling's Trace  | .485 | 13.824 <sup>a</sup> | 2.000 | 57.000 | .000 | 27.648 | .998 |
|     | Roy's Largest Root | .485 | 13.824 <sup>a</sup> | 2.000 | 57.000 | .000 | 27.648 | .998 |

a. Exact statistic

b. Computed using alpha = .05

c. Design: Intercept + MP + KPB + KKM



### Tests of Between-Subjects Effects

| Source          | Dependent Variable   | Type III Sum of Squares | df | Mean Square | F       | Sig. | Noncent. Parameter | Observed Power <sup>b</sup> |
|-----------------|----------------------|-------------------------|----|-------------|---------|------|--------------------|-----------------------------|
| Corrected Model | Prestasi Belajar     | 592.258 <sup>a</sup>    | 3  | 197.419     | 27.762  | .000 | 83.285             | 1.000                       |
|                 | Keterampilan Menulis | 1785.892 <sup>c</sup>   | 3  | 595.297     | 35.214  | .000 | 105.642            | 1.000                       |
| Intercept       | Prestasi Belajar     | 264.676                 | 1  | 264.676     | 37.219  | .000 | 37.219             | 1.000                       |
|                 | Keterampilan Menulis | 2827.932                | 1  | 2827.932    | 167.283 | .000 | 167.283            | 1.000                       |
| MP              | Prestasi Belajar     | 563.993                 | 1  | 563.993     | 79.310  | .000 | 79.310             | 1.000                       |
|                 | Keterampilan Menulis | 1053.597                | 1  | 1053.597    | 62.324  | .000 | 62.324             | 1.000                       |
| KPB             | Prestasi Belajar     | 47.965                  | 1  | 47.965      | 6.745   | .012 | 6.745              | .724                        |
|                 | Keterampilan Menulis | 62.426                  | 1  | 62.426      | 3.693   | .060 | 3.693              | .472                        |
| KKM             | Prestasi Belajar     | .055                    | 1  | .055        | .008    | .931 | .008               | .051                        |
|                 | Keterampilan Menulis | 473.291                 | 1  | 473.291     | 27.997  | .000 | 27.997             | .999                        |
| Error           | Prestasi Belajar     | 412.452                 | 58 | 7.111       |         |      |                    |                             |
|                 | Keterampilan Menulis | 980.495                 | 58 | 16.905      |         |      |                    |                             |
| Total           | Prestasi Belajar     | 21966.000               | 62 |             |         |      |                    |                             |
|                 | Keterampilan Menulis | 378416.000              | 62 |             |         |      |                    |                             |

|                                  |          |    |  |  |  |  |  |
|----------------------------------|----------|----|--|--|--|--|--|
| Corrected Prestasi Total Belajar | 1004.710 | 61 |  |  |  |  |  |
| Keterampilan Menulis             | 2766.387 | 61 |  |  |  |  |  |

a. R Squared = .589 (Adjusted R

Squared = .568)

b. Computed using

alpha = .05

c. R Squared = .646 (Adjusted R

Squared = .627)

| Dependent Variable   | Model Pembelajaran | Estimates           |            |  | 95% Confidence Interval |             |
|----------------------|--------------------|---------------------|------------|--|-------------------------|-------------|
|                      |                    | Mean                | Std. Error |  | Lower Bound             | Upper Bound |
| Prestasi Belajar     | DL                 | 21.418 <sup>a</sup> | .480       |  | 20.457                  | 22.379      |
|                      | DI                 | 15.356 <sup>a</sup> | .480       |  | 14.395                  | 16.317      |
| Keterampilan Menulis | DL                 | 81.981 <sup>a</sup> | .740       |  | 80.500                  | 83.463      |
|                      | DI                 | 73.696 <sup>a</sup> | .740       |  | 72.214                  | 75.178      |

a. Covariates appearing in the model are evaluated at the following values: Kovariat PB = 10.74, Kovariat KM = 55.81.

### Pairwise Comparisons

| Dependent Variable   | (I) Model Pembeajaran |    | Mean Difference (I-J) | Std. Error | Sig. <sup>a</sup> | 95% Confidence Interval for Difference <sup>a</sup> |             |
|----------------------|-----------------------|----|-----------------------|------------|-------------------|---|-------------|
|                      | DL                    | DI |                       |            |                   | Lower Bound   | Upper Bound |
| Prestasi Belajar     | DL                    | DI | 6.062*                | .681       | .000              | 4.699   | 7.424       |
|                      | DI                    | DL | -6.062*               | .681       | .000              | -7.424  | -4.699      |
| Keterampilan Menulis | DL                    | DI | 8.285*                | 1.049      | .000              | 6.185   | 10.386      |
|                      | DI                    | DL | -8.285*               | 1.049      | .000              | -10.386   | -6.185      |

Based on estimated marginal means

\*. The mean difference is significant at the .05 level.

a. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).





**Lampiran 12**  
**Rencana Pelaksanaan Pembelajaran**  
**dan Lembar Kerja Peserta Didik**  
**Kelompok Eksperimen**



**PEMERINTAH PROVINSI BALI  
DINAS PENDIDIKAN, KEPEMUDAAN DAN OLAHRAGA  
SMA NEGERI 1 BEBANDEM**



**Jalan Raya Jungutan, Desa Jungutan Bebandem, Telp.087760266611**

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP KELAS EKSPERIMEN)**

Sekolah : SMA Negeri 1 Bebandem  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI / Ganjil  
Materi Pokok : Formal Invitation  
Alokasi Waktu : 8 Jam Pelajaran (4 x 2 JP)

**A. Kompetensi Inti**

|      |   |
|------|---|
| KI 1 | : Menghayati dan mengamalkan ajaran agama yang dianutnya.   |
| KI 2 | : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara 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 tahu 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. |
| KI 4 | : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.  |

**B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

| Kompetensi Dasar  | Indikator Pencapaian Kompetensi   |
|---|---|
| 1.1 Menyadari adanya aturan dan kaidah dalam suatu bahasa sebagai wujud kebesaran Tuhan dan pengetahuan tentang adanya aturan tersebut sebagai hasil kemampuan belajar kolaboratif dan mandiri. | <p>1.1.1 Berdoa sesuai dengan kepercayaan masing-masing</p> <p>1.1.2 Mengucapkan salam sesuai ajaran agamanya dalam berkomunikasi</p> <p>1.1.3 mengucapkan syukur ketika berhasil mengerjakan sesuatu</p> |
| 2.1 Menunjukkan perilaku ilmiah (memiliki motivasi internal, kemampuan bekerjasama, konsisten, sikap disiplin, rasa percaya diri dan sikap toleransi) dalam perbedaan strategi berfikir         | <p>2.1.1 Menerapkan strategi belajar penemuan dalam menyelesaikan masalah</p>   |

| <b>Kompetensi Dasar</b>   | <b>Indikator Pencapaian Kompetensi</b>  |
|---|---|
| <p>dalam memilih dan menerapkan strategi belajar penemuan.</p> <p>2.2 Menunjukkan perilaku kerjasama, santun, toleran, tangguh menghadapi masalah, kritis dan disiplin dalam melakukan tugas belajar mandiri.</p> <p>2.3 Menunjukkan perilaku responsif, proaktif dan bijaksana sebagai wujud kemampuan belajar mandiri.</p>  | <p>2.2.1 Menyelesaikan tugas-tugas yang diberikan secara mandiri</p> <p>2.3.1 Menjawab pertanyaan yang diajukan oleh teman atau guru</p>  |
| <p>3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya</p>  | <p>3.3.1 Mengidentifikasi fungsi sosial dan struktur teks khusus dalam bentuk undangan resmi</p> <p>3.3.2 Merinci informasi yang terdapat dalam teks khusus dalam bentuk undangan resmi</p> <p>3.3.3 Menggunakan kosakata yang tepat dalam teks khusus undangan resmi.</p> <p>3.3.4 Menganalisis bagian-bagian serta ungkapan yang digunakan dalam teks undangan resmi.</p> |
| <p>4.3 Teks undangan resmi</p> <p>4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja</p> <p>4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p> | <p>4.3.1.1 Menyimpulkan fungsi, struktur, dan ungkapan yang digunakan dalam teks khusus berbentuk undangan resmi.</p> <p>4.3.2.1 Memproduksi teks khusus dalam bentuk undangan resmi.</p> <p>4.3.2.2 Mempresentasikan teks khusus dalam bentuk undangan resmi secara lisan.</p>   |

### C. Tujuan Pembelajaran

Melalui langkah model Discovery Learning yaitu pengamatan, identifikasi masalah, pengumpulan data, mengolah data, dan memverifikasi hasil temuannya, diharapkan:

- 1.1.1 Peserta didik terbiasa berdoa sebelum dan sesudah belajar sesuai dengan kepercayaannya masing-masing
  - 1.1.2 Peserta didik terbiasa mengucapkan salam sesuai ajaran agamanya dalam berkomunikasi lisan maupun tulisan.
  - 1.1.3 Peserta didik terbiasa mengucapkan syukur ketika berhasil mengerjakan sesuatu.
  - 2.1.1 Peserta didik terbiasa menerapkan strategi pembelajaran penemuan mandiri dalam menyelesaikan masalah
  - 2.2.1 Peserta didik menunjukkan perilaku terbiasa menyelesaikan tugas-tugas yang diberikan secara mandiri
  - 2.3.1 Peserta didik menunjukkan prilaku responsif dan proaktif dengan terbiasa menjawab pertanyaan yang diajukan oleh teman atau guru
  - 3.3.1 Setelah menonton video, membaca materi, mengerjakan LKPD model Discovery Learning moda daring dan berdiskusi dalam jaringan, peserta didik dapat mengidentifikasi fungsi sosial dan struktur teks khusus dalam bentuk undangan resmi dengan tepat.
  - 3.3.2 Setelah menonton video, membaca materi, mengerjakan LKPD model Discovery Learning moda daring dan berdiskusi dalam jaringan, peserta didik dapat merinci informasi yang terdapat dalam teks khusus dalam bentuk undangan resmi dengan tepat.
  - 3.3.3 Setelah menonton video, membaca materi, mengerjakan LKPD model Discovery Learning moda daring dan berdiskusi dalam jaringan, peserta didik dapat menggunakan unsur kebahasaan yang tepat dalam teks khusus undangan resmi dengan tepat.
  - 3.3.4 Setelah menonton video, membaca materi, mengerjakan LKPD model Discovery Learning moda daring dan berdiskusi dalam jaringan, peserta didik dapat menganalisis Menganalisis bagian-bagian serta ungkapan yang digunakan dalam teks udangan resmi dengan tepat.
- 4.3.1.1 Setelah menonton video, membaca materi, mengerjakan LKPD model Discovery Learning moda daring dan berdiskusi dalam jaringan, peserta didik dapat menyimpulkan fungsi, struktur, dan ungkapan yang digunakan dalam teks khusus berbentuk undangan resmi dengan tepat.

4.3.2.1 Setelah menonton video, membaca materi, mengerjakan LKPD model Discovery Learning moda daring dan berdiskusi dalam jaringan, peserta didik dapat memproduksi teks khusus dalam bentuk undangan resmi dengan tepat.

4.3.2.2 Setelah menonton video, membaca materi, mengerjakan LKPD model Discovery Learning moda daring dan berdiskusi dalam jaringan, peserta didik dapat mempresentasikan teks khusus dalam bentuk undangan resmi, dengan tepat.

## D. Materi Pembelajaran

### 1. Pengetahuan Faktual

- An invitation is a request for a person's attendance at an event. It is also defined as a written or spoken request for someone to go somewhere or to do something.
- Formal invitation can be written as letter and cards.
- Invitation Letters.
  1. Based on the occasions, invitation letter are divided into two:
    - a. Official invitation letters.
    - b. Personal invitation letters.
  2. Based on the format, invitation letters consist of
    - a. Formal invitation letters.
    - b. Informal invitation letters.
- Invitation Cards.  
Based on the language used, invitation cards are divided into:
  - a. Formal invitation cards. In formal invitation cards, it needs handwritten formal replies. The reason should be stated by call or by R.S.V.P card. R.S.V.P is a French expression which means the invitee should respond to the invitation by calling or writing the host. R.S.V.P contains telephone numbers, contact persons, address or emails. The invitee may call if he cannot attend it.
  - b. Informal invitation cards.

### 2. Pengetahuan Konseptual

- Requirements of formal invitation letters:
  - a. The letters must contain the adress of the inviter and the invitee as well.
  - b. The letters must have a professional appeal.
  - c. The letters should have the logo of the company at its letter head.
- The formal wording used in formal invitation are:
  - a. Have pleasure in inviting you to...
  - b. Request the pleasure of your company at ...
  - c. Request the honor of your presence at ...
  - d. Cordially invites you to ...
  - e. Invites you to join us...
  - f. Request the presence of...

### **3. Pengetahuan Prosedural**

The following are the basic structure of formal invitation:

Line 1: The logo of school or company

Line 2: The name(s) of the person(s) who invite(s).

Line 3: Phrasing is dictated by tradition, for example: "Request the pleasure/honor of your company at ...".

Line 4: The event or occasion for the invitation.

Line 5: The purpose of the event, for example: "In honor of the school presidential election".

Line 6: The date. Example: "Saturday, the twenty-sixth of March."

Line 7: State the time. Example: "At ten o'clock" or "half past eleven".

Line 8: The place, including street address. For school, state the room within the building, building name, and street address.

Line 9: The bottom right-hand corner of the invitation is reserved for special instructions.

Line 10: The R.S.V.P information (request to reply).

### **4. Metakognitif : -**

### **5. Materi Remedial**

- Menyesuaikan dengan IPK yang belum tuntas

### **6. Materi Pengayaan**

- Memperdalam soal-soal sesuai IPK yang tuntas

### **E. Model Pembelajaran**

Model Pembelajaran : *Discovery Learning moda Daring*

### **F. Media/ Alat dan Bahan**

#### **Media**

1. LMS Google Classroom (GC)

2. Whatsapp (WA)

3. Lembar Kerja Peserta Didik

4. Video

### **G. Sumber Belajar**

- Buku Bahasa Inggris Wajib kelas XI (Edisi Revisi 2017). Kemendikbud.
- Sudarwati Th. M. & Eudia Grace. (2002). *Look Ahead 2: An English Course for Students High School Students Year XI*. Jakarta: Erlangga.
- Buku referensi yang relevan,
- Lingkungan setempat

## H. Kegiatan Pembelajaran

Kegiatan pembelajaran dijabarkan dalam rancangan pembelajaran asinkron berikut;

| Pokok bahasan            | Materi   | Strategi Pembelajaran Asinkron  |  |  |   |
|--------------------------|--|---|--|--|---|
|                          |  | Media Digital   | Asesmen  |  |   |
|                          |  |   | Tugas Online   | Diskusi online   | Tes   |
| <i>Formal Invitation</i> | <ul style="list-style-type: none"> <li>• Fungsi Sosial teks <i>formal invitation</i></li> <li>• Struktur teks <i>formal invitation</i></li> <li>• Ungkapan dan istilah yang digunakan dalam <i>formal invitation</i></li> <li>• Topik acara formal yang terkait dengan sekolah dan masyarakat</li> </ul> | Video tentang <ul style="list-style-type: none"> <li>• Fungsi, struktur dan contoh teks <i>formal invitation</i></li> </ul> | <ul style="list-style-type: none"> <li>• Lembar Kerja Peserta didik model Discovery Learning moda daring tentang <i>formal invitation</i></li> </ul> | Diskusi melalui LMS Google Classroom dan media WhatsApp (WA) | <ul style="list-style-type: none"> <li>• Google formulir untuk uji pemahaman tentang teks dalam bentuk <i>formal invitation</i></li> <li>• Google Classrom untuk uji ketrampilan menulis teks dalam bentuk <i>formal invitation.</i></li> </ul> |

## Pertemuan I

| Alur E-Learning | Tahapan pembelajaran/ sintaks DL  | Kegiatan Guru   | Kegiatan Peserta Didik   | Alokasi Waktu   |
|-----------------|---|---|--|-----------------|
| <i>Absorb</i>   | <p><b>Pendahuluan</b><br/>Menyampaikan tujuan dan mempersiapkan peserta didik</p> | <p><b>Memberi Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>Good morning, students. How are you, today? Hopefully all of you are doing fine today. Before we begin our lesson, let's send our prayer to the Almighty God so that we can meet today.</li> </ul> <p>• Our topic for today is formal invitation. The objectives of our lesson are:</p> <ol style="list-style-type: none"> <li>Identifying the purpose and structure of formal invitation text</li> <li>Detailing explicit and implicit information in formal invitation text.</li> <li>Using the appropriate wording to complete an invitation text</li> </ol> | <ul style="list-style-type: none"> <li>Membuka LMS dengan membaca instruksi dan menjawab salam guru sebagai bukti kehadiran selanjutnya berdoa sebelum memulai pembelajaran</li> <li>Menyimak penjelasan guru dalam LMS</li> </ul> | <b>10 menit</b> |

|           |   |   |   |                 |
|-----------|---|---|---|-----------------|
|           |   | <p>During the learning process, we will apply <b>Discovery Learning</b> model where you as students, are responsible to be active in searching for information and build new knowledge in every meeting. Prepare yourself with related books and internet at home.</p>  |   |                 |
|           | <b>Kegiatan Inti</b><br><br>Stimulation | <p><b>Memberi Instruksi dalam LMS:</b></p> <ol style="list-style-type: none"> <li>1. Dear students, on what occasions do you usually invite your friends?</li> <li>2. Now, look at your books or in the internet. How many kinds of invitation that you know?</li> <li>3. Do you know what kind of occasions that need formal written invitations?</li> </ol> | Membaca pertanyaan dan memberi respon dalam LMS                       | <b>75 menit</b> |
| <i>Do</i> | Problem Statement                       | <p><b>Memberi Instruksi dalam LMS:</b></p> <ol style="list-style-type: none"> <li>1. Let's watch a video by clicking the following Youtube link.</li> <li>2. Summarize important information that you get from the video, as much as you can.</li> </ol>  | Menyimak instruksi, membuka tautan video dan memberi respon dalam LMS |                 |

|              |                 |   |   |
|--------------|-----------------|---|---|
|              |                 | <p>3. Share what you have got into the classroom.</p> <p><b>Insert Youtube link:</b></p> <p><a href="https://youtu.be/a320x4W5i4c">https://youtu.be/a320x4W5i4c</a></p>   |   |
|              | Data collection | <p><b>Memberi Instruksi dalam LMS:</b></p> <p>Good job, guys. Thank you for your hard work. Now, let's work in group. Open LKPD_01.</p> <p><b>Insert Tugas Online:</b></p> <p>LKPD_01</p>   | Membuka LKPD_01 yang disediakan   |
|              |                 | <p><b>Memberi Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>• Look at <b>Activity 1.</b> Identify the purpose and structure of the invitation texts.</li> <li>• In <b>Activity 2,</b> create minimum 5 questions and the answers, based on the invitation in Activity 1.</li> </ul> | Membaca instruksi yang diberikan dan mulai bekerja dalam kelompok                     |
| <i>Enact</i> | Data Processing | <p><b>Memberi Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>• In <b>Activity 3,</b> find out what is missing (not complete) in the text.</li> <li>• After that, re-write the invitation card</li> </ul>   | Membaca instruksi yang diberikan dan menulis ulang kartu undangan resmi dengan benar. |

|  |                  |   |   |                |
|--|------------------|---|---|----------------|
|  |                  | to be a good formal invitation text.  |   |                |
|  | Verification     | <p><b>Memberi Instruksi dalam LMS:</b></p> <p>Thank you for the hard work. Please submit your work to the classroom. I will give comments and suggestions to your group work. You can check the score directly.</p>   | Membaca instruksi yang diberikan dan mengirim hasil kerja kelompok ke LMS |                |
|  | Generalization   | <p><b>Memberi Instruksi dalam LMS:</b></p> <p>Conclude what you have learned from today's lesson.</p>   | Menyimpulkan pengetahuan yang telah didapatkan oleh peserta didik         |                |
|  | Kegiatan Penutup | <p><b>Memberi Instruksi dalam LMS:</b></p> <p>Next meeting, our objectives are</p> <ul style="list-style-type: none"> <li>• Analyzing similarities and differences in parts of formal invitation text, and</li> <li>• Concluding purpose, structure and expressions used in formal invitation.</li> <li>• Prepare yourself by self-learning before joining the class.</li> <li>• Good job for today. Thank you and see you next time. Goodbye!</li> </ul> | Membaca instruksi yang diberikan, berdoa dan mengucapkan salam            | <b>5 menit</b> |

## Pertemuan II

| Alur E-Learning                            | Tahapan pembelajaran/ sintaks DL  | Kegiatan Guru   | Kegiatan Peserta Didik   | Alokasi Waktu   |
|--|---|---|--|-----------------|
| <i>Absorb</i>                              | <b>Pendahuluan</b><br>Menyampaikan tujuan dan mempersiapkan peserta didik | <p><b>Memberi Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>• Good morning, students. How are you doing? Hopefully all of you are feeling good today. Before we begin our lesson, let's send our prayer to the Almighty God so that we can meet today.</li> <li>• We are going to continue our topic last week. Do you still remember?</li> <li>• We have new objectives that are:           <ol style="list-style-type: none"> <li>1. Analyzing parts of formal invitation text, and</li> <li>2. Concluding purpose, structure and expressions used in formal invitation.</li> </ol> </li> </ul> | <ul style="list-style-type: none"> <li>• Membuka LMS dengan membaca instruksi dan menjawab salam guru sebagai bukti kehadiran selanjutnya berdoa sebelum memulai pembelajaran</li> <li>• Memberi respon dalam LMS</li> </ul> | <b>5 menit</b>  |
| <b>Kegiatan Inti</b><br><i>Stimulation</i> |   | <p><b>Memberi Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>• Dear students, read the handout about the structure/format of <b>Formal Invitation.</b></li> </ul>  | Membaca instruksi yang diberikan, membuka gambar dan memberikan respon dalam LMS.  | <b>80 menit</b> |

|              |                   |  |  |  |
|--------------|-------------------|--|--|--|
| <i>Do</i>    | Problem Statement | <b>Insert Media</b><br>Picture_01<br><b>Memberi Instruksi dalam LMS:</b><br><br>Analyze the structure/ format of the invitation text in the picture. Share your findings into the group.   | Memberikan respon dalam LMS.   |  |
|              | Data collection   | <b>Memberikan Instruksi dalam LMS:</b><br><br>Now let's get back to your group. Find and select two (2) different formal invitation texts. Send the picture of the screenshot of the invitation, into the classroom.   | Membaca instruksi yang diberikan, mulai bekerja secara berkelompok.      |  |
| <i>Enact</i> | Data Processing   | <b>Memberi Instruksi dalam LMS:</b> <ul style="list-style-type: none"> <li>After you have picked the formal invitation texts, find similarities and differences of the two formal invitations texts.</li> <li>Open LKPD 01.</li> <li>Happy working guys, and good luck!</li> </ul> | Membaca instruksi yang diberikan dan mulai bekerja dalam kelompok.       |  |
|              | Verification      | <b>Memberi Instruksi dalam LMS:</b> <ul style="list-style-type: none"> <li>Submit your group work into the classroom.</li> </ul>   | Membaca instruksi yang diberikan dan mengirimkan hasil diskusi dalam LMS |  |

|  |                         |  |   |                |
|--|-------------------------|--|---|----------------|
|  | Generalization          | <b>Memberi Instruksi dalam LMS:</b><br>Conclude what you have learned from today's lesson.   | Menyimpulkan pengetahuan yang telah didapatkan oleh peserta didik |                |
|  | <b>Kegiatan Penutup</b> | <b>Memberi Instruksi dalam LMS:</b><br>Next meeting, we are going to learn how to write formal invitation cards and responding card. | Membaca instruksi yang diberikan                                  | <b>5 menit</b> |
|  |                         | <b>Memberi Instruksi dalam LMS:</b><br>Good job for today. Thank you and see you next time. Goodbye!                                 | Membaca instruksi yang diberikan, berdoa dan mengucapkan salam    |                |

### Pertemuan III

| Alur E-Learning | Tahapan pembelajaran/ sintaks DL  | Kegiatan Guru  | Kegiatan Peserta Didik   | Alokasi Waktu   |
|-----------------|---|--|--|-----------------|
| <i>Absorb</i>   | <b>Pendahuluan</b><br>Menyampaikan tujuan dan mempersiapkan peserta didik | <b>Memberi Instruksi dalam LMS:</b><br>Good morning, guys! How are you today? Hopefully all of us stay happy and healthy. Let's send our prayer to the almighty God before we start our class for today. | Membuka LMS dengan membaca instruksi dan menjawab salam guru sebagai bukti kehadiran selanjutnya berdoa sebelum memulai pembelajaran | <b>5 menit</b>  |
|                 | <b>Kegiatan Inti</b><br><i>Stimulation</i>                                | <b>Memberi Instruksi dalam LMS:</b><br><ul style="list-style-type: none"> <li>• Our lesson objective for today is writing</li> </ul>   | Membaca instruksi yang diberikan,  | <b>80 menit</b> |

|           |                   |  |   |  |
|-----------|-------------------|--|---|--|
|           |                   | <p>a formal invitation and its responding card.</p> <ul style="list-style-type: none"> <li>Let's find out how to write invitations and RSVP in formal way by clicking the following link.</li> </ul> <p><b>Insert Website Link</b></p> <p><a href="https://www.lexico.com/grammar/invitations-and-rsvps">https://www.lexico.com/grammar/invitations-and-rsvps</a></p>  | menyimak infomasi di link yang disediakan             |  |
|           |                   | <p><b>Memberi Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>Do you have any questions about what you have read in the previous section?</li> </ul>   | Memberikan respon dalam LMS                           |  |
| <i>Do</i> | Problem Statement | <p><b>Memberikan Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>Now, work in pairs to create an invitation text. Before you start writing, answer these questions to help you develop a formal invitation text:</li> <ol style="list-style-type: none"> <li>Who are you going to invite?</li> <li>What is the occasion?</li> <li>Where is the venue?</li> <li>When will it be held?</li> <li>Is there any specific dress code?</li> </ol> </ul> | Membaca instruksi yang diberikan dan mulai berdiskusi |  |

|              |                 |  |  |   |
|--------------|-----------------|--|--|---|
|              |                 | 6. How can they confirm their attendance?  |  |   |
|              | Data Collection | <p><b>Memberikan Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>• Based on those ideas that you have developed with your partner, write a formal invitation on a piece of paper or on your laptop.</li> </ul>   | Membaca instruksi yang diberikan, mulai menulis          |   |
| <i>Enact</i> | Data Processing | <p><b>Memberi Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>• Open LKPD_03. Some checklists are provided to help you in revising, editing before publishing your text.</li> </ul> <p><b>Memberi Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>• Share your invitation text to one of the pairs. Use <b>Peer Revising Checklist</b> to give opinion about your friend's text</li> <li>• Use the <b>Editing Checklist</b> to review and give necessary revision to your text by considering your friends suggestions.</li> </ul> | Membaca instruksi yang diberikan mulai mengerjakan tugas | <ul style="list-style-type: none"> <li>• Secara berpasangan melakukan “proofreading”</li> <li>• Secara berpasangan melakukan penyempurnaan pada teks</li> </ul> |

|  |                         |   |   |                |
|--|-------------------------|---|---|----------------|
|  |                         |   |   |                |
|  | Verification            | <b>Memberi Instruksi dalam LMS:</b> <ul style="list-style-type: none"> <li>• Each pair send one (1) formal invitation text into the classroom.</li> </ul>   | Mengumpulkan hasil diskusi ke google classroom.                   |                |
|  | Generalization          | <b>Memberi Instruksi dalam LMS:</b> <ul style="list-style-type: none"> <li>• Conclude what you have learned from today's lesson.</li> </ul>   | Menyimpulkan pengetahuan yang telah didapatkan oleh peserta didik |                |
|  | <b>Kegiatan Penutup</b> | <b>Memberi Instruksi dalam LMS:</b> <ul style="list-style-type: none"> <li>• Next meeting, we are going to learn how to give formal invitation in a conversation. Please study the examples in advance from the internet or other sources.</li> </ul> | Membaca instruksi yang diberikan                                  | <b>5 menit</b> |
|  |                         | <b>Memberi Instruksi dalam LMS:</b> <ul style="list-style-type: none"> <li>• Good job for today. Thank you and see you next time. Goodbye!</li> </ul>   | Membaca instruksi yang diberikan dan mengucapkan salam            |                |

## Pertemuan IV

| Alur E-Learning | Tahapan pembelajaran/ sintaks DL  | Kegiatan Guru  | Kegiatan Peserta Didik   | Alokasi Waktu   |
|-----------------|---|--|--|-----------------|
| <i>Absorb</i>   | <b>Pendahuluan</b><br>Menyampaikan tujuan dan mempersiapkan peserta didik | <b>Memberi Instruksi dalam LMS:</b><br><br>Good morning, guys! How's life? Before we start our lesson for today, let's pray to the almighty God for his blessings.   | Membuka LMS dengan membaca instruksi dan menjawab salam guru sebagai bukti kehadiran selanjutnya berdoa sebelum memulai pembelajaran | <b>5 menit</b>  |
|                 | <b>Kegiatan Inti</b><br>Stimulation                                       | <b>Memberi Instruksi dalam LMS:</b><br><br>Let's share your experience based on these questions.<br><ul style="list-style-type: none"> <li>• What did you say when you invited your friend to do something or to go somewhere?</li> <li>• Did your friend accept or decline your invitation?</li> <li>• What did your friend say?</li> </ul> | Membaca instruksi yang diberikan dan memberi respon dalam LMS  | <b>80 menit</b> |

|              |                   |  |  |  |
|--------------|-------------------|--|--|--|
| <i>Do</i>    | Problem Statement | <p><b>Memberi Instruksi dalam LMS:</b></p> <p>Click the following Youtube link to answer the following questions:</p> <ul style="list-style-type: none"> <li>• Who are the speakers?</li> <li>• What are they talking about?</li> <li>• How did the host invite the guest?</li> <li>• How did the guest respond to the invitation?</li> </ul> <p><b>Insert Youtube Link:</b></p> <p><u><a href="https://youtu.be/UPB0ms02W3A">https://youtu.be/UPB0ms02W3A</a></u></p> | Membaca instruksi yang diberikan membuka video yang dan tautan                     |  |
|              | Data Collection   | <p><b>Memberikan Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>• Work in pairs. Find other expressions of giving invitation on your books or in the internet</li> </ul>  | Membaca instruksi yang diberikan, mulai berdiskusi dan memberikan respon dalam LMS |  |
| <i>Enact</i> | Data Processing   | <p><b>Memberi Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>• In pairs, create a dialog about inviting someone to an event. First, create a situation for your dialog. For example:<br/><b>Situation</b><br/>“I am a businessman. I want to invite my business partner to</li> </ul>   | Membaca instruksi yang diberikan dan mulai berdiskusi secara berpasangan           |  |

|  |                  |  |   |         |
|--|------------------|--|---|---------|
|  |                  | <p>come on your grand opening party.”</p> <ul style="list-style-type: none"> <li>• Based on the situation that you have created, in pairs, write and practice a dialog of giving formal invitation.</li> </ul>   |   |         |
|  | Verification     | <p><b>Memberi Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>• Present the dialog orally. Record yourself inviting your partner through a video call. Send your video into the classroom.</li> </ul>  | Membaca instruksi dan mulai membuat video   |         |
|  | Generalization   | <p><b>Memberi Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>• Conclude what you have learned from today’s lesson.</li> </ul>   | Menyimpulkan pengetahuan yang telah didapatkan oleh peserta didik                                     |         |
|  | Kegiatan Penutup | <p><b>Memberi Instruksi dalam LMS:</b></p> <p>Next meeting, we are going to learn about analytical exposition. Prepare yourself by searching information about it.</p> <p><b>Memberi Instruksi dalam LMS:</b></p> <p>Good job for today. Thank you and see you next time. Goodbye!</p> | <p>Membaca instruksi yang diberikan</p> <p>Membaca instruksi yang diberikan dan mengucapkan salam</p> | 5 menit |

## I. Penilaian Hasil Belajar

| No | Aspek        | Teknik  | Bentuk Instrumen         |
|----|--------------|---|--------------------------|
| 1. | Sikap        | - Observasi sikap selama pembelajaran         | - Jurnal observasi sikap |
| 2. | Pengetahuan  | - Tes Tertulis                                | - Soal Pilihan ganda     |
| 3. | Keterampilan | - Keterampilan Menulis<br>Teks Bahasa Inggris | - Tes Kinerja            |

### Lampiran

#### 1. Penilaian Sikap

##### a. Penilaian sikap spiritual

Teknik penilaian: Non Tes

Bentuk penilaian: Observasi

Instrumen:

#### INSTRUMEN PENILAIAN SIKAP SPIRITAL

#### (LEMBAR OBSERVASI)

##### Petunjuk Umum

1. Instrumen penilaian sikap spiritual ini berupa *Lembar Observasi*.
2. Instrumen ini diisi oleh guru yang mengajar.

##### Petunjuk Pengisian

Berdasarkan pengamatan yang sudah dilakukan, nilailah sikap setiap peserta didik Anda berdasarkan indikator dengan memberi skor 4, 3, 2, atau 1 pada *Lembar Observasi* dengan ketentuan sebagai berikut.

##### 1.1.1 Berdoa sesuai dengan kepercayaan masing-masing

| Skor | Sikap Peserta Didik   |
|------|---|
| 4    | Peserta didik berdoa sebelum dan sesudah pembelajaran   |
| 3    | Peserta didik hanya berdoa sebelum atau sesudah pembelajaran  |
| 2    | Peserta didik tidak berdoa sebelum dan sesudah Pembelajaran   |
| 1    | Peserta didik tidak berdoa sebelum dan sesudah Pembelajaran serta menganggu peserta didik lain yang sedang berdoa |

##### 1.1.2 Mengucapkan salam sesuai ajaran agamanya dalam berkomunikasi

| Skor | Sikap Peserta Didik  |
|------|--|
| 4    | Peserta didik memberi salam dalam komunikasi lisan maupun tulisan baik sebelum dan sesudah pembelajaran dengan ramah |
| 3    | Peserta didik hanya memberi salam dalam komunikasi lisan maupun  |

|   |   |
|---|---|
|   | tulisan sebelum atau sesudah pembelajaran   |
| 2 | Peserta didik tidak memberi salam dalam komunikasi lisan maupun tulisan baik sebelum dan sesudah pembelajaran |
| 1 | Peserta didik tidak menjawab salam dalam komunikasi lisan maupun tulisan sebelum dan sesudah pembelajaran     |

### 1.1.3 Mengucapkan syukur ketika berhasil mengerjakan sesuatu

| Skor | Sikap Peserta Didik   |
|------|---|
| 4    | Peserta didik selalu mengucapkan syukur setiap berhasil mengerjakan sesuatu sesuai agama dan kepercayaannya masing-masing   |
| 3    | Peserta didik terkadang mengucapkan syukur setiap berhasil mengerjakan sesuatu sesuai agama dan kepercayaannya masing-masing  |
| 2    | Peserta didik tidak pernah mengucapkan syukur setiap berhasil mengerjakan sesuatu sesuai agama dan kepercayaannya masing-masing   |
| 1    | Peserta didik tidak pernah merespon ucapan syukur yang disampaikan guru atau temannya setiap berhasil mengerjakan sesuatu sesuai agama dan kepercayaannya masing-masing |

### LEMBAR OBSERVASI SIKAP SPIRITAL

Kelas : XI MIPA ...

Semester : 1

Tahun Pelajaran : 2020/2021

Periode Pengamatan : Tanggal ... s.d. ...

Indikator sikap spiritual :

- 1.1.1 Berdoa sesuai dengan kepercayaan masing-masing
- 1.1.2 Mengucapkan salam sesuai ajaran agamanya dalam berkomunikasi
- 1.1.3 Mengucapkan syukur ketika berhasil mengerjakan sesuatu

| No | Nama Peserta didik | Skor indikator sikap spiritual |                 |                 | Jumlah skor | Skor akhir | Predikat |
|----|--------------------|--------------------------------|-----------------|-----------------|-------------|------------|----------|
|    |                    | Indikator 1.1.1                | Indikator 1.1.2 | Indikator 1.1.3 |             |            |          |
| 1  |                    |                                |                 |                 |             |            |          |
| 2  |                    |                                |                 |                 |             |            |          |
| 3  |                    |                                |                 |                 |             |            |          |
| 4  |                    |                                |                 |                 |             |            |          |
| 5  |                    |                                |                 |                 |             |            |          |
| 6  |                    |                                |                 |                 |             |            |          |
| 7  |                    |                                |                 |                 |             |            |          |
| 8  |                    |                                |                 |                 |             |            |          |
| 9  |                    |                                |                 |                 |             |            |          |

|     |  |  |  |  |  |  |  |
|-----|--|--|--|--|--|--|--|
| 10  |  |  |  |  |  |  |  |
| dst |  |  |  |  |  |  |  |

Skor akhir =  $\frac{Jumlah Skor}{12} \times 100$

| Predikat Sikap   | Nilai     | Guru Mata Pelajaran<br>.....<br>NIP. ..... |
|------------------|-----------|--|
| Sangat Baik (SB) | 81-100    |  |
| Baik (B)         | 66-80     |  |
| Cukup (C)        | 51-65     |  |
| Kurang (K)       | $\leq 50$ |  |

### b. Penilaian Sikap Sosial

Teknik penilaian: Non Tes

Bentuk penilaian: Observasi

Instrumen:

#### **INSTRUMEN PENILAIAN SIKAP SOSIAL**

#### **(LEMBAR OBSERVASI)**

##### **Petunjuk Umum**

1. Instrumen penilaian sikap sosial ini berupa Lembar Observasi.
2. Instrumen ini diisi oleh guru yang mengajar.

##### **Petunjuk Pengisian**

Berdasarkan pengamatan yang sudah dilakukan, nilailah sikap setiap peserta didik Anda berdasarkan indikator dengan memberi skor 4, 3, 2, atau 1 pada Lembar Observasi dengan ketentuan sebagai berikut.

##### **2.1.1 Memeriksa kembali tugas dan pekerjaan yang dikerjakan**

| Skor | Sikap Peserta Didik  |
|------|--|
| 4    | Menyelesaikan semua tugas sesuai format yang diberikan oleh guru dengan kesalahan penulisan kurang dari 10 kata      |
| 3    | Menyelesaikan semua tugas sesuai format yang diberikan oleh guru dengan kesalahan penulisan lebih dari 10 kata       |
| 2    | Menyelesaikan semua tugas tidak sesuai format yang diberikan oleh guru dengan kesalahan penulisan lebih dari 10 kata |

|  |  |
|--|--|
| 1  | Tidak menyelesaikan tugas yang diberikan oleh guru   |
| <b>2.2.1 Bersedia melaksanakan tugas sesuai kesepakatan</b>    |  |
| Skor   | Sikap Peserta Didik  |
| 4  | Menyelesaikan tugas dengan baik tepat waktu  |
| 3  | Menyelesaikan tugas dengan baik melebihi waktu yang ditentukan                                       |
| 2  | Menyelesaikan tugas sesuka hati tanpa peduli waktu   |
| 1  | Tidak menyelesaikan bagian tugas yang sudah disepakati   |
| <b>2.3.1 Menjawab pertanyaan yang diajukan teman atau guru</b> |  |
| Skor   | Sikap Peserta Didik  |
| 4  | Peserta didik menjawab pertanyaan yang diajukan teman atau guru dengan bahasa yang komunikatif       |
| 3  | Peserta didik menjawab pertanyaan yang diajukan teman atau guru dengan bahasa yang tidak komunikatif |
| 2  | Peserta didik tidak menjawab pertanyaan yang diajukan teman atau guru                                |
| 1  | Peserta didik mengacuhkan pertanyaan yang diajukan teman atau guru                                   |

### LEMBAR OBSERVASI SIKAP SOSIAL

Kelas : XI MIPA ...

Semester : 1

Tahun Pelajaran : 2020/2021

Periode Pengamatan : Tanggal ... s.d. ...

Indikator sikap sosial :

- 2.1.1 Memeriksa kembali tugas dan pekerjaan yang dikerjakan
- 2.2.1 Bersedia melaksanakan tugas sesuai kesepakatan
- 2.3.1 Menjawab pertanyaan yang diajukan teman atau guru

| No | Nama Peserta didik | Skor indikator sikap Sosial |                 |                 | Jumlah skor | Skor akhir | Predikat |
|----|--------------------|-----------------------------|-----------------|-----------------|-------------|------------|----------|
|    |                    | Indikator 2.1.1             | Indikator 2.2.1 | Indikator 2.3.1 |             |            |          |
| 1  |                    |                             |                 |                 |             |            |          |
| 2  |                    |                             |                 |                 |             |            |          |
| 3  |                    |                             |                 |                 |             |            |          |
| 4  |                    |                             |                 |                 |             |            |          |

|     |  |  |  |  |  |  |  |  |
|-----|--|--|--|--|--|--|--|--|
| 5   |  |  |  |  |  |  |  |  |
| 6   |  |  |  |  |  |  |  |  |
| 7   |  |  |  |  |  |  |  |  |
| 8   |  |  |  |  |  |  |  |  |
| 9   |  |  |  |  |  |  |  |  |
| 10  |  |  |  |  |  |  |  |  |
| dst |  |  |  |  |  |  |  |  |

Skor akhir =  $\frac{\text{Jumlah Skor}}{12} \times 100$

| Predikat Sikap   | Nilai     | Guru Mata Pelajaran   |
|------------------|-----------|---|
| Sangat Baik (SB) | 81-100    | <br>.....<br>NIP. .... |
| Baik (B)         | 66-80     |   |
| Cukup (C)        | 51-65     |   |
| Kurang (K)       | $\leq 50$ |   |

2. Penilaian Pengetahuan (Prestasi Belajar)  
Instrumen Terlampir
3. Penilaian Psikomotor  
Penilaian Keterampilan Menulis Teks Bahasa Inggris  
Instrumen Terlampir

## LEMBAR KERJA PESERTA DIDIK 01 (LKPD\_01)

**Pokok Bahasan** : Formal Invitation

**Kelas/Semester** : XI/Ganjil

**Alokasi Waktu** : 2 x 45 menit

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### I. Kompetensi Dasar

- 3.3.1 Mengidentifikasi fungsi sosial dan struktur teks khusus dalam bentuk undangan resmi
- 3.3.2 Merinci informasi yang terdapat dalam teks khusus dalam bentuk undangan resmi
- 3.3.3 Menggunakan kosakata yang tepat dalam teks khusus undangan resmi.

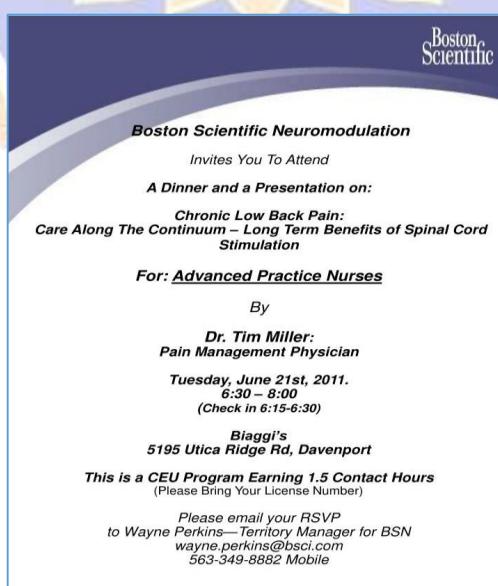
### II. Tujuan

Setelah kegiatan pembelajaran di kelas, peserta didik dapat mengidentifikasi fungsi sosial dan struktur teks, merinci informasi yang terdapat dalam teks dan menggunakan kosakata yang tepat dalam teks khusus undangan resmi.

### III. Petunjuk

1. Simaklah penjelasan gurumu melalui Google Classroom dan Whatsapp kelasmu tentang teks khusus dalam bentuk undangan resmi.
2. Setelah menyimak penjelasan gurumu lengkapilah lembar kerja ini!

### Activity 1. Explain the purpose and information stated the invitation!



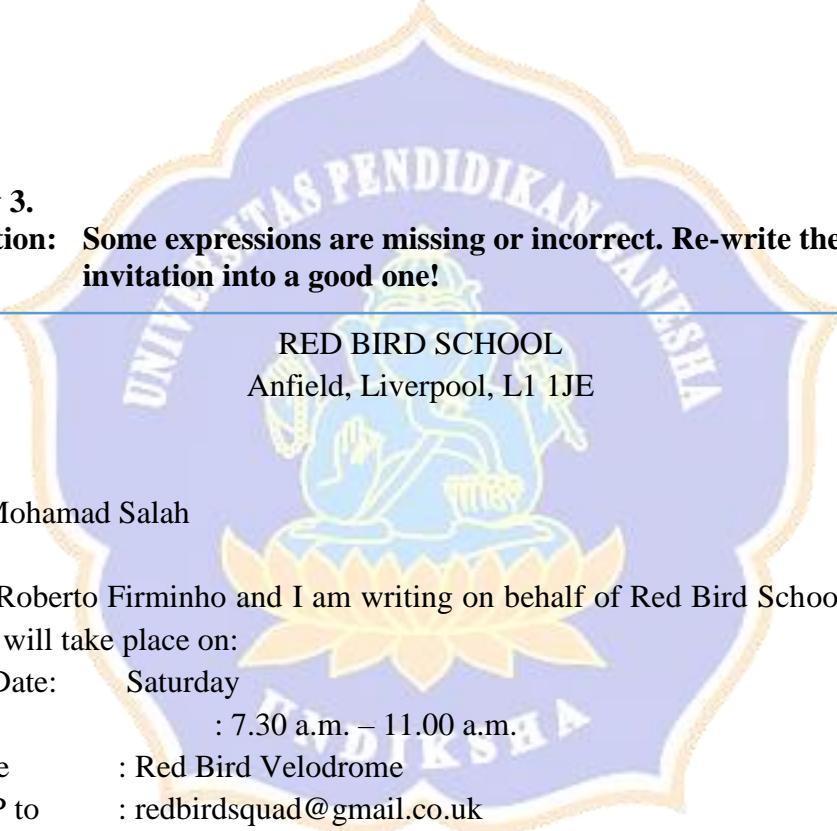
**Activity 2.**

**Instruction:** Create Wh-questions of minimum 5, based on the invitation text above. Difficult questions get higher score. Give answers to your questions.

| Questions | Answers |
|-----------|---------|
| 1.        |         |
| 2.        |         |
| 3.        |         |
| 4.        |         |
| 5.        |         |
| etc...    |         |

**Activity 3.**

**Instruction:** Some expressions are missing or incorrect. Re-write the invitation into a good one!

|  |
|--|
|  <p>To:<br/>Mr. Mohamad Salah</p> <p>I am Roberto Firmino and I am writing on behalf of Red Bird School. The event will take place on:</p> <p>Day/Date: Saturday</p> <p>Time : 7.30 a.m. – 11.00 a.m.</p> <p>Venue : Red Bird Velodrome</p> <p>RSVP to : <a href="mailto:redbirdsquad@gmail.co.uk">redbirdsquad@gmail.co.uk</a></p> <p>Dress :</p> <p>It would be a great pleasure for us if you could attend this Football Training.<br/>Thank you for your attention.</p> <p>Roberto Firmino<br/>The Leader</p> |
|--|

## LEMBAR KERJA PESERTA DIDIK 02 (LKPD\_02)

**Pokok Bahasan : Formal Invitation**

**Kelas/Semester : XI/Ganjil**

**Alokasi Waktu : 2 x 45 menit**

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### **I. Kompetensi Dasar**

- 3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya
- 4.3 Teks undangan resmi
- 4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja

### **II. Tujuan**

Setelah kegiatan pembelajaran di kelas, membaca materi, dan mengerjakan LKPD model Discovery Learning moda daring dan berdiskusi dalam jaringan, peserta didik dapat menganalisis bagian-bagian serta ungkapan yang digunakan dalam teks undangan resmi dan menyimpulkan fungsi, struktur, dan ungkapan yang digunakan dalam teks khusus berbentuk undangan resmi dengan tepat.

### **III. Petunjuk**

1. Simaklah penjelasan gurumu melalui Google Classroom dan Whatsapp klasmu tentang teks khusus dalam bentuk undangan resmi.
2. Setelah menyimak penjelasan gurumu lengkapilah lembar kerja ini!

#### **Instructions:**

- I. Find two (2) invitations on your book or in the internet.**
- II. Find similarities and differences between the two invitations.**

#### **Example:**

| <b>Aspects</b> | <b>Similarities</b>   | OR | <b>Differences</b>   |
|----------------|---|----|--|
| The Purpose    | Both of the invitations are to invite the guest to a birthday party |    | One invitation is to invite people to a birthday party. The other is to invite the guest to a wedding party. |

## LEMBAR KERJA PESERTA DIDIK 03 (LKPD\_03)

**Pokok Bahasan** : Formal Invitation

**Kelas/Semester** : XI/Ganjil

**Alokasi Waktu** : 2 x 45 menit

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### **I. Kompetensi Dasar**

4.3.2.1 Memproduksi teks khusus dalam bentuk undangan resmi.

### **II. Tujuan**

Setelah kegiatan pembelajaran di kelas, peserta didik dapat memproduksi teks khusus dalam bentuk undangan resmi.

### **III. Petunjuk**

1. Simaklah penjelasan gurumu melalui Google Classroom dan Whatsapp kelasmu tentang teks khusus dalam bentuk undangan resmi.
2. Setelah menyimak penjelasan gurumu lengkapilah lembar kerja ini!

### **Group Activity.**

#### **1. Instruction. Create an invitation text based on these ideas**

1. Who are you going to invite?
2. What is the occasion?
3. Where is the venue?
4. When will it be held?
5. Is there any specific dress code?
6. How can they confirm their attendance?

#### **2. Use the following checklists to help you develop the text.**

- a. After you read other group's text, fill in the **Peer Revising Checklist**. It is needed to add necessary revision to their text.

Put a check mark (v) in each box after you read your friend's text.

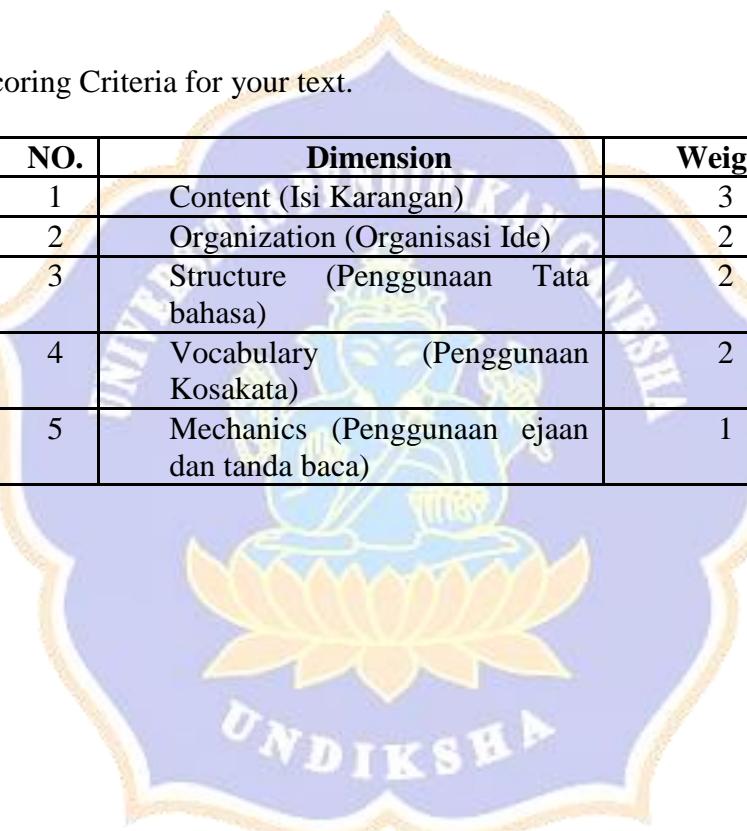
- Is the text interesting?
- Do you understand everything?
- What would you like to add for the text?

- b. Before you submit the text, use the **Editing Checklist** to make sure that your text has been developed well.

|  |
|--|
| <p>Put a check mark (v) in each box after you complete the tasks</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Do I have a clear invitation in terms of the purpose, the date, the time and the venue?</li> <li><input type="checkbox"/> Have I used appropriate expressions of giving invitation?</li> <li><input type="checkbox"/> Is all the information that I give is clear and easy to be understood?</li> <li><input type="checkbox"/> Have I used correct punctuation, capitalization and correct spelling?</li> </ul> |
|--|

- c. Scoring Criteria for your text.

| NO. | Dimension                                   | Weight | Score |
|-----|---|--------|-------|
| 1   | Content (Isi Karangan)                      | 3      | 1-5   |
| 2   | Organization (Organisasi Ide)               | 2      | 1-5   |
| 3   | Structure (Penggunaan Tata bahasa)          | 2      | 1-5   |
| 4   | Vocabulary (Penggunaan Kosakata)            | 2      | 1-5   |
| 5   | Mechanics (Penggunaan ejaan dan tanda baca) | 1      | 1-5   |





**PEMERINTAH PROVINSI BALI  
DINAS PENDIDIKAN, KEPEMUDAAN DAN OLAHRAGA  
SMA NEGERI 1 BEBANDEM**



**Jalan Raya Jungutan, Desa Jungutan Bebandem, Telp.087760266611**

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP KELAS EKSPERIMEN)**

Sekolah : SMA Negeri 1 Bebandem  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI / Ganjil  
Materi Pokok : Analytical Exposition  
Alokasi Waktu : 8 Jam Pelajaran (4 x 2 JP)

**A. Kompetensi Inti**

|      |   |   |
|------|---|---|
| KI 1 | : | Menghayati dan mengamalkan ajaran agama yang dianutnya.   |
| KI 2 | : | Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara 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 tahu 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. |
| KI 4 | : | Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.  |

**B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

| Kompetensi Dasar  | Indikator Pencapaian Kompetensi   |
|---|---|
| 1.1 Menyadari adanya aturan dan kaidah dalam suatu bahasa sebagai wujud kebesaran Tuhan dan pengetahuan tentang adanya aturan tersebut sebagai hasil kemampuan belajar kolaboratif dan mandiri. | <p>1.1.1 Berdoa sesuai dengan kepercayaan masing-masing</p> <p>1.1.2 Mengucapkan salam sesuai ajaran agamanya dalam berkomunikasi</p> <p>1.1.3 mengucapkan syukur ketika berhasil mengerjakan sesuatu</p> |
| 2.1 Menunjukkan perilaku ilmiah (memiliki motivasi internal, kemampuan bekerjasama, konsisten, sikap disiplin, rasa percaya diri dan sikap toleransi)   | <p>2.1.1 Menerapkan strategi belajar penemuan dalam menyelesaikan masalah</p>   |

| <b>Kompetensi Dasar</b>   | <b>Indikator Pencapaian Kompetensi</b>  |
|---|---|
| <p>dalam perbedaan strategi berfikir dalam memilih dan menerapkan strategi belajar penemuan.</p> <p>2.2 Menunjukkan perilaku kerjasama, santun, toleran, tangguh menghadapi masalah, kritis dan disiplin dalam melakukan tugas belajar mandiri.</p> <p>2.3 Menunjukkan perilaku responsif, proaktif dan bijaksana sebagai wujud kemampuan belajar mandiri.</p>                              | <p>2.2.1 Menyelesaikan tugas-tugas yang diberikan secara mandiri</p> <p>2.3.1 Menjawab pertanyaan yang diajukan oleh teman atau guru</p>  |
| <p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya</p>  | <p>3.4.1 Mengidentifikasi fungsi sosial dan struktur teks eksposisi analitis</p> <p>3.4.2 Merinci informasi yang terdapat dalam teks eksposisi analitis</p> <p>3.4.3 Menggunakan kosakata yang tepat dalam teks eksposisi analitis</p> <p>3.4.4 Menganalisis persamaan dan perbedaan pernyataan dan bagian-bagian lainnya dalam teks eksposisi analitis</p> |
| <p>4.4 Teks eksposisi analitis</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual</p> <p>4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p> | <p>4.4.1.1 Menyusun kalimat acak sesuai struktur teks eksposisi analitis</p> <p>4.4.2.1 Memproduksi teks eksposisi analitis</p> <p>4.4.2.2 Mempresentasikan teks eksposisi analitis secara lisan.</p>   |

### C. Tujuan Pembelajaran

Melalui langkah model Discovery Learning yaitu pengamatan, identifikasi masalah, pengumpulan data, mengolah data, dan memverifikasi hasil temuannya, diharapkan:

- 1.1.1 Peserta didik terbiasa berdoa sebelum dan sesudah belajar sesuai dengan kepercayaannya masing-masing
- 1.1.2 Peserta didik terbiasa mengucapkan salam sesuai ajaran agamanya dalam berkomunikasi lisan maupun tulisan.
- 1.1.3 Peserta didik terbiasa mengucapkan syukur ketika berhasil mengerjakan sesuatu.
- 2.1.1 Peserta didik terbiasa menerapkan strategi pembelajaran penemuan mandiri dalam menyelesaikan masalah
- 2.2.1 Peserta didik menunjukkan perilaku terbiasa menyelesaikan tugas-tugas yang diberikan secara mandiri
- 2.3.1 Peserta didik menunjukkan prilaku responsif dan proaktif dengan terbiasa menjawab pertanyaan yang diajukan oleh teman atau guru
- 3.4.1 Setelah menonton video, membaca bahan ajar, mengerjakan LKPD model Discovery Learning moda daring dan berdiskusi dalam jaringan, peserta didik dapat mengidentifikasi fungsi sosial dan struktur teks eksposisi analitis dengan tepat.
- 3.4.2 Setelah menonton video, membaca bahan ajar, mengerjakan LKPD model Discovery Learning moda daring dan berdiskusi dalam jaringan, peserta didik dapat merinci informasi yang terdapat dalam teks eksposisi analitis dengan tepat.
- 3.4.3 Setelah menonton video, membaca bahan ajar, mengerjakan LKPD model Discovery Learning moda daring dan berdiskusi dalam jaringan, peserta didik dapat menggunakan unsur kebahasaan yang tepat dalam teks eksposisi analitis dengan tepat.
- 3.4.4 Setelah menonton video, membaca bahan ajar, mengerjakan LKPD model Discovery Learning moda daring dan berdiskusi dalam jaringan, peserta didik dapat menganalisis persamaan dan perbedaan pernyataan dan bagian-bagian lainnya dalam teks eksposisi analitis dengan tepat.
- 4.4.1.1 Setelah menonton video, membaca bahan ajar, mengerjakan LKPD model Discovery Learning moda daring dan berdiskusi dalam jaringan, peserta didik dapat menyusun kalimat acak sesuai struktur teks eksposisi analitis dengan tepat.

4.4.2.1 Setelah menonton video, membaca bahan ajar, mengerjakan LKPD model Discovery Learning moda daring dan berdiskusi dalam jaringan, peserta didik dapat memproduksi teks eksposisi analitis dengan tepat.

4.4.2.2 Setelah menonton video, membaca bahan ajar, mengerjakan LKPD model Discovery Learning moda daring dan berdiskusi dalam jaringan, peserta didik dapat mempresentasikan teks eksposisi analitis dengan tepat.

## **D. Materi Pembelajaran**

### **1. Pengetahuan Faktual**

- An analytical exposition is one of argumentative essays. It is an essay which analyzes an issue or situation. An issue is defined as something that people are talking about or thinking about at present time. An actual issue means a current subject or topic.
- An analytical text elaborates the writer's idea about the phenomenon surrounding.
- An analytical text function is to persuade the reader that the idea is important matter.
- The purpose of an analytical text is to analyze a topic and to persuade the readers that the thesis/opnion is correct by developing argument to support it.

### **2. Pengetahuan Konseptual**

- An analytical exposition should have the following parts:
  1. Introductory and presentation os argument.
  2. Analysis of the text.
  3. Personal response.
  4. Conclusion (related to the analysis and the argument).
- The language features of analytical exposition are:
  - a. Focus on generic human or non-human participants.
  - b. Use simple present tense.
  - c. Use of words that link arguments such as firstly, secondly, and reasoning through casual conjunction such as in addition, furthermore, however, and therefore.
  - d. Use compound and complex sentences.

### **3. Pengetahuan Prosedural**

The generic structure of analytical exposition is:

- a. Thesis (statement of opinion).
- b. Arguments
- c. Reiteration (reinforcement of the thesis).

### **4. Metakognitif : -**

### **5. Materi Remedial**

- Menyesuaikan dengan IPK yang belum tuntas

## 6. Materi Pengayaan

- Memperdalam soal-soal sesuai IPK yang tuntas

## E. Model Pembelajaran

Model Pembelajaran : *Discovery Learning* moda daring

## F. Media/ Alat dan Bahan

1. LMS Google Classroom (GC)
2. Whatsapp (WA)
3. Lembar Kerja Peserta Didik
4. Video

## G. Sumber Belajar

- Buku Bahasa Inggris Wajib kelas XI (Edisi Revisi 2017). Kemendikbud.
- Sudarwati Th. M. & Eudia Grace. (2002). *Look Ahead 2: An English Course for Students High School Students Year XI*. Jakarta: Erlangga.
- Buku referensi yang relevan,
- Lingkungan setempat

## H. Kegiatan Pembelajaran

Kegiatan Pembelajaran dijabarkan dalam rancangan pembelajaran asinkron berikut;

| Pokok bahasan         | Materi  | Strategi Pembelajaran Asinkron |   |   |  |
|-----------------------|---|--------------------------------|---|---|--|
|                       |   | Media Digital                  | Asesmen   |   |  |
|                       |   |                                | Tugas Online  | Diskusi online  | Tes  |
| Analytical Exposition | <ul style="list-style-type: none"> <li>• Fungsi Sosial teks analytical exposition</li> <li>• Struktur teks analytical exposition</li> <li>• Ungkapan dan istilah yang digunakan analytical exposition</li> <li>• Isu alam dan sosial pada saat ini</li> </ul> | Video                          | <ul style="list-style-type: none"> <li>• Lembar Kerja Peserta didik model DL moda daring tentang analytical exposition</li> </ul> | <ul style="list-style-type: none"> <li>Diskusi melalui LMS Google Classroom dan WhatsApp</li> </ul> | <ul style="list-style-type: none"> <li>• Google formulir untuk uji pemahaman tentang teks dalam bentuk analytical exposition</li> <li>• Google Classrom untuk uji ketrampilan menulis teks dalam bentuk analytical exposition</li> </ul> |

## Pertemuan I

| Alur E-Learning | Tahapan pembelajaran / Sintaks DL   | Kegiatan Guru  | Kegiatan Peserta Didik   | Alokasi Waktu   |
|-----------------|---|--|--|-----------------|
| <i>Absorb</i>   | <b>Pendahuluan</b><br>Menyampaikan tujuan dan mempersiapkan peserta didik | <p><b>Memberi Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>Good morning, students. How are you, today? Hopefully all of you are doing fine today. Before we begin our lesson, let's send our prayer to the Almighty God so that we can meet today.</li> <li>Our topic for today is stating <b>argument</b> towards an <b>issue</b>, in a form of <b>analytical exposition</b>.</li> <li>The objectives of our lesson are           <ol style="list-style-type: none"> <li>Identifying the purpose and structure of analytical exposition text</li> <li>Detailing information in an analytical exposition text.</li> </ol> </li> </ul> | <ul style="list-style-type: none"> <li>Membuka LMS dengan membaca instruksi dan menjawab salam guru sebagai bukti kehadiran selanjutnya berdoa sebelum memulai pembelajaran</li> <li>Menyimak penjelasan guru dalam LMS</li> </ul> | <b>5 menit</b>  |
|                 | <b>Kegiatan Inti</b><br>Stimulation                                       | <p><b>Memberi Instruksi dalam LMS:</b></p> <p>Now let's discuss these questions:</p> <ol style="list-style-type: none"> <li>What is "issue"?</li> <li>What are actual issues in our country nowadays?</li> </ol>   | Membaca pertanyaan dan memberi respon dalam LMS  | <b>80 menit</b> |
| <i>Do</i>       | Problem Statement   | <p><b>Memberi Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>Now, let's watch a</li> </ul>  |  |                 |

|  |                 |   |                              |   |
|--|-----------------|---|------------------------------|---|
|  |                 | <p>video carefully. It will show you the meaning, the purpose the structure and an example of analytical exposition text.</p> <p><b>Insert Media</b></p> <p>Video_Introduction to Analytical Exposition</p> <ul style="list-style-type: none"> <li>• Based on the analytical text in the video entitled “Smoking in the Restaurant” let’s discuss these questions:</li> </ul> <ol style="list-style-type: none"> <li>1. What is the topic/issue discussed in the text?</li> <li>2. How many arguments are stated in the video?</li> <li>3. What is the conclusion of the text?</li> </ol> | Menonton video yang tersedia |   |
|  | Data collection | <p><b>Memberikan Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>• Work in a group of 4 students. Find one analytical exposition text on books or in the internet that discuss current issue our country.</li> </ul>  | Memberi respon dalam LMS     | Membaca instruksi yang diberikan dan memulai bekerja secara berkelompok |

|              |                         |   |  |                |
|--------------|-------------------------|---|--|----------------|
| <i>Enact</i> | Data Processing         | <p><b>Memberi Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>• Next, open <b>LKPD_04</b>. Do the activities based on the text that you have found.</li> </ul> <p><b>Insert Tugas Online</b></p> <p>LKPD_04</p> | Membaca instruksi, membuka <b>LKD_03</b> dan mengerjakan tugas dalam kelompok                            |                |
|              | Verification            | <p><b>Memberi Instruksi dalam LMS:</b></p> <p>Representative of the group, send the text and your group work into the classroom</p>   | Membaca instruksi yang diberikan dan mempresentasikan hasil diskusi dalam video pendek melalui media WA. |                |
|              | Generalization          | <p><b>Memberi Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>• Conclude what you have learned from today's lesson.</li> </ul>  | Menyimpulkan pengetahuan yang telah didapatkan oleh peserta didik  |                |
|              | <b>Kegiatan Penutup</b> | <p><b>Memberi Instruksi dalam LMS:</b></p> <p>Next meeting, we are going to learn how to analyze a written analytical text. Learn more information about it by reading books or browsing the internet.</p>                          | Membaca instruksi yang diberikan   | <b>5 menit</b> |
|              |                         | <p><b>Memberi Instruksi dalam LMS:</b></p> <p>Good job for today. Thank you and see you</p>   | Membaca instruksi yang   |                |

|  |  |                     |   |  |
|--|--|---------------------|---|--|
|  |  | next time. Goodbye! | diberikan, berdoa dan mengucapkan salam |  |
|--|--|---------------------|---|--|

## Pertemuan II

| Alur E-Learning | Tahapan pembelajaran / sintaks DL   | Kegiatan Guru   | Kegiatan Peserta Didik   | Alokasi Waktu   |
|-----------------|---|---|--|-----------------|
| <i>Absorb</i>   | <b>Pendahuluan</b><br>Menyampaikan tujuan dan mempersiapkan peserta didik | <b>Memberi Instruksi dalam LMS:</b> <ul style="list-style-type: none"> <li>Good morning, students. How are you doing? Hopefully all of you are feeling good today. Before we begin our lesson, let's send our prayer to the Almighty God so that we can meet today.</li> <li>The objectives of our lesson for today are           <ol style="list-style-type: none"> <li>Using proper vocabularies in an analytical exposition text</li> <li>Analyzing parts of analytical exposition text</li> </ol> </li> </ul> | <ul style="list-style-type: none"> <li>Membuka LMS dengan membaca instruksi dan menjawab salam guru sebagai bukti kehadiran selanjutnya berdoa sebelum memulai pembelajaran</li> <li>Menyimak penjelasan guru dalam LMS</li> </ul> | <b>5 menit</b>  |
|                 | <b>Kegiatan Inti</b><br>Stimulation                                       | <b>Memberi Instruksi dalam LMS:</b> <ul style="list-style-type: none"> <li>Do you know what main idea is?</li> <li>How can we find main idea of a paragraph?</li> </ul>   | Membaca pertanyaan dan memberi respon dalam LMS  | <b>80 menit</b> |

|              |                   |  |   |  |
|--------------|-------------------|--|---|--|
| <i>Do</i>    | Problem Statement | <p><b>Memberi Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>• Open picture_06. Let's find out the main ideas for each paragraph.</li> <li>• Share your ideas into the group.</li> </ul> <p><b>Insert Media</b></p> <p>Picture_06</p> | Membaca instruksi yang diberikan dan mulai berdiskusi             |  |
|              | Data collection   | <p><b>Memberikan Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>• Work with your group in the previous meeting.</li> <li>• Find one (1) analytical exposition text on your book or in the internet.</li> </ul>                        | Membaca instruksi yang diberikan dan mulai bekerja dalam kelompok |  |
| <i>Enact</i> | Data Processing   | <p><b>Memberi Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>• Open LKPD_05. Do the task in groups.</li> </ul>  | Mendiskusikan tugas yang diberikan dalam kelompok.                |  |
|              | Verification      | <p><b>Memberi Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>• Each group, share your work into the classroom.</li> </ul>   | Memberikan respon dalam LMS.                                      |  |
|              | Generalization    | <p><b>Memberi Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>• Conclude what you have learned from today's lesson.</li> </ul>   | Menyimpulkan pengetahuan yang telah didapatkan oleh peserta didik |  |

|  |                         |   |  |                |
|--|-------------------------|---|--|----------------|
|  | <b>Kegiatan Penutup</b> | <b>Memberi Instruksi dalam LMS:</b><br><p>Next meeting, we are going to learn how to write an analytical exposition text.</p> | Membaca instruksi yang diberikan                               | <b>5 menit</b> |
|  |                         | <b>Memberi Instruksi dalam LMS:</b><br><p>Good job for today. Thank you and see you next time. Goodbye!</p>                   | Membaca instruksi yang diberikan, berdoa dan mengucapkan salam |                |

### Pertemuan III

| Alur E-Learning | Tahapan pembelajaran/ sintaks DL  | Kegiatan Guru   | Kegiatan Peserta Didik   | Alokasi Waktu  |
|-----------------|---|---|--|----------------|
| <i>Absorb</i>   | <b>Pendahuluan</b><br><br>Menyampaikan tujuan dan mempersiapkan peserta didik | <b>Memberi Instruksi dalam LMS:</b><br><p>Good morning, students. How are you doing? Hopefully all of you are feeling good today. Before we begin our lesson, let's send our prayer to the Almighty God so that we can meet today.</p>  | Membuka LMS dengan membaca instruksi dan menjawab salam guru sebagai bukti kehadiran selanjutnya berdoa sebelum memulai pembelajaran | <b>5 menit</b> |
|                 |   | <b>Memberi Instruksi dalam LMS:</b><br><p>The objectives of our lesson for today are:</p> <ul style="list-style-type: none"> <li>• Organizing sentences that are put randomly into a good analytical exposition text</li> <li>• Composing a written analytical text.</li> </ul> | Menyimak penjelasan guru dalam LMS   |                |

|           |                                     |   |   |                 |
|-----------|-------------------------------------|---|---|-----------------|
|           | <b>Kegiatan Inti</b><br>Stimulation | <b>Memberi Instruksi dalam LMS:</b><br><br>Dear students, let's discuss the following questions.<br><br>1. Do you what littering is?<br>2. What are the effects of littering?   | Membaca pertanyaan dan memberi respon dalam LMS                   | <b>80 menit</b> |
| <i>Do</i> | Problem Statement                   | <b>Memberi Instruksi dalam LMS:</b><br><br>• Open the pdf-07.<br>• You will see some sentences that are put randomly.<br>• Put those sentences into the correct order of the analytical exposition text.<br>• After that, give the appropriate title for the text.                                  | Membaca instruksi yang diberikan dan mulai bekerja.               |                 |
|           | Data collection                     | <b>Memberikan Instruksi dalam LMS:</b><br><br>Follow the steps below!<br>1. Good job, students. Now, work with your group in the previous meeting.<br>2. In groups, think of a topic about an issue in your daily life such as cheating, bullying, bad effects of social media, etc.<br>3. Create a | Membaca instruksi yang diberikan dan mulai bekerja dalam kelompok |                 |

|              |                         |  |  |                |
|--------------|-------------------------|--|--|----------------|
|              |                         | paragraph of introduction based on the topic that your group have agreed.  |  |                |
| <i>Enact</i> | Data Processing         | <p><b>Memberi Instruksi dalam LMS:</b></p> <p>4. Based on your thesis statement, create strong arguments with evidence to support your thesis statement. And last, provide a conclusion.</p>   | Menyimak instruksi guru dan mulai bekerja dalam kelompok.  |                |
|              | Verification            | <p><b>Memberi Instruksi dalam LMS:</b></p> <p>5. After you have finished writing the text, share it to another group that has been assigned to review and revise your text.<br/>           6. Open LKPD_06 to help you revise and edit your text.<br/>           7. Submit your group work into the classroom.</p> | Saling bertukar teks dengan kelompok mitra yang telah ditentukan, membaca teks dan memberikan masukan Mengumpulkan hasil kerja kelompok ke LMS |                |
|              | Generalization          | <p><b>Memberi Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>• Conclude what you have learned from today's lesson.</li> </ul>   | Menyimpulkan pengetahuan yang telah didapatkan oleh peserta didik  |                |
|              | <b>Kegiatan Penutup</b> | <p><b>Memberi Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>• Next meeting, each group is</li> </ul>   | Membaca instruksi yang diberikan   | <b>5 menit</b> |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  | <p>going to practice presenting analytical exposition, orally, through a video.</p> <p><b>Memberi Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>• Good job for today. Thank you and see you next time. Goodbye!</li> </ul> |  |  |
|--|--|--|--|--|

## Pertemuan IV

| Alur E-Learning | Tahapan pembelajaran/ sintaks DL  | Kegiatan Guru   | Kegiatan Peserta Didik  | Alokasi Waktu  |
|-----------------|---|---|---|----------------|
| <i>Absorb</i>   | <b>Pendahuluan</b><br>Menyampaikan tujuan dan mempersiapkan peserta didik | <p><b>Memberi Instruksi dalam LMS:</b></p> <p>Good morning, students. How are you doing? Hopefully all of you are feeling good today. Before we begin our lesson, let's send our prayer to the Almighty God. Praying begins.</p> <p><b>Memberi Instruksi dalam LMS:</b></p> <p>The objectives of our lesson for today are:</p> <ul style="list-style-type: none"> <li>• Presenting a written analytical text, orally, through a video.</li> </ul> | <p>Membuka LMS dengan membaca instruksi dan menjawab salam guru sebagai bukti kehadiran selanjutnya berdoa sebelum memulai pembelajaran</p> <p>Menyimak penjelasan guru dalam LMS</p> | <b>5 menit</b> |
|                 |   |   |   |                |
|                 | <b>Kegiatan Inti</b><br>Stimulation                                       | <p><b>Memberi Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>• Dear students,</li> </ul>   | Membaca   |                |

|              |                   |  |   |                 |
|--------------|-------------------|--|---|-----------------|
|              |                   | <p>let's watch a video by clicking the following YouTube link.</p> <p><b>Insert YouTube Link</b></p> <p><a href="https://youtu.be/27T1SfoHMhw">https://youtu.be/27T1SfoHMhw</a></p>  | instruksi dan membuka tautan video                  |                 |
| <i>Do</i>    | Problem Statement | <p><b>Memberikan Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>• After you watch the video, what do you think the topic of the presentation?</li> <li>• What kind of suggestion or critics that you will give to the presentation?</li> </ul>  | Membaca pertanyaan dan memberi respon dalam group.  | <b>80 menit</b> |
| <i>Enact</i> | Data collection   | <p><b>Memberikan Instruksi dalam LMS:</b></p> <p>Work with your group.</p> <ul style="list-style-type: none"> <li>• Present an analytical text based on one issue that happens around you such as smoking habits, littering, mobile games, etc.</li> <li>• Plan an effective presentation that is familiar for your group such as expressions to start and end a presentation, body gestures,</li> </ul> | Membaca instruksi yang diberikan dan mulai bekerja. |                 |

|  |                         |  |   |  |
|--|-------------------------|--|---|--|
|  |                         | setting, etc.  |   |  |
|  | Data Processing         | <b>Memberi Instruksi dalam LMS:</b> <ul style="list-style-type: none"> <li>• Record your group presentation, orally, through a video.</li> <li>• The video duration is maximum 5 minutes.</li> </ul> | Mendiskusikan tugas yang diberikan dalam kelompok.                |  |
|  | Verification            | <b>Memberi Instruksi dalam LMS:</b> <ul style="list-style-type: none"> <li>• Share your video into the classroom.</li> </ul>   | Membaca instruksi guru dan mengirim video ke LMS                  |  |
|  | Generalization          | <b>Memberi Instruksi dalam LMS:</b> <ul style="list-style-type: none"> <li>• Conclude what you have learned from today's lesson.</li> </ul>  | Menyimpulkan pengetahuan yang telah didapatkan oleh peserta didik |  |
|  | <b>Kegiatan Penutup</b> | <b>Memberi Instruksi dalam LMS:</b> <ul style="list-style-type: none"> <li>• Good job for today. Thank you and see you next time.<br/>Goodbye!</li> </ul>  | Berdoa dan mengucapkan salam                                      |  |

### 3. Penilaian Hasil Belajar

| No | Aspek        | Teknik                                | Bentuk Instrumen         |
|----|--------------|---------------------------------------|--------------------------|
| 1. | Sikap        | - Observasi sikap selama pembelajaran | - Jurnal observasi sikap |
| 2. | Pengetahuan  | - Tes Tertulis                        | - Soal Pilihan ganda     |
| 3. | Keterampilan | - Keterampilan Menulis                | - Tes Kinerja            |

| No | Aspek | Teknik              | Bentuk Instrumen |
|----|-------|---------------------|------------------|
|    |       | Teks Bahasa Inggris |                  |

## Lampiran

### 1. Penilaian Sikap

#### a. Penilaian sikap spiritual

Teknik penilaian: Non Tes

Bentuk penilaian: Observasi

Instrumen:

| <b>INSTRUMEN PENILAIAN SIKAP SPIRITAL<br/>(LEMBAR OBSERVASI)</b>   |   |
|--|---|
| <b>Petunjuk Umum</b>   |   |
| <ol style="list-style-type: none"> <li>1. Instrumen penilaian sikap spiritual ini berupa <i>Lembar Observasi</i>.</li> <li>2. Instrumen ini diisi oleh guru yang mengajar.</li> </ol>                              |   |
| <b>Petunjuk Pengisian</b>  |   |
| <p>Berdasarkan pengamatan yang sudah dilakukan, nilai sikap setiap peserta didik Anda berdasarkan indikator dengan memberi skor 4, 3, 2, atau 1 pada <i>Lembar Observasi</i> dengan ketentuan sebagai berikut.</p> |   |
| <b>1.1.2 Berdoa sesuai dengan kepercayaan masing-masing</b>  |   |
| Skor   | Sikap Peserta Didik   |
| 4  | Peserta didik berdoa sebelum dan sesudah pembelajaran   |
| 3  | Peserta didik hanya berdoa sebelum atau sesudah pembelajaran  |
| 2  | Peserta didik tidak berdoa sebelum dan sesudah Pembelajaran   |
| 1  | Peserta didik tidak berdoa sebelum dan sesudah Pembelajaran serta mengganggu peserta didik lain yang sedang berdoa        |
| <b>1.1.2 Mengucapkan salam sesuai ajaran agamanya dalam berkomunikasi</b>  |   |
| Skor   | Sikap Peserta Didik   |
| 4  | Peserta didik memberi salam dalam komunikasi lisan maupun tulisan baik sebelum dan sesudah pembelajaran dengan ramah      |
| 3  | Peserta didik hanya memberi salam dalam komunikasi lisan maupun tulisan sebelum atau sesudah pembelajaran                 |
| 2  | Peserta didik tidak memberi salam dalam komunikasi lisan maupun tulisan baik sebelum dan sesudah pembelajaran             |
| 1  | Peserta didik tidak menjawab salam dalam komunikasi lisan maupun tulisan sebelum dan sesudah pembelajaran                 |
| <b>1.1.3 Mengucapkan syukur ketika berhasil mengerjakan sesuatu</b>  |   |
| Skor   | Sikap Peserta Didik   |
| 4  | Peserta didik selalu mengucapkan syukur setiap berhasil mengerjakan sesuatu sesuai agama dan kebercayaannya masing-masing |

|   |   |
|---|---|
| 3 | Peserta didik terkadang mengucapkan syukur setiap berhasil mengerjakan sesuatu sesuai agama dan kebercayaannya masing-masing  |
| 2 | Peserta didik tidak pernah mengucapkan syukur setiap berhasil mengerjakan sesuatu sesuai agama dan kebercayaannya masing-masing   |
| 1 | Peserta didik tidak pernah merespon ucapan syukur yang disampaikan guru atau temannya setiap berhasil mengerjakan sesuatu sesuai agama dan kebercayaannya masing-masing |

### LEMBAR OBSERVASI SIKAP SPIRITAL

Kelas : XI MIPA ...

Semester : 1

Tahun Pelajaran : 2020/2021

Periode Pengamatan : Tanggal ... s.d. ...

Indikator sikap spiritual :

- 1.1.1 Berdoa sesuai dengan kepercayaan masing-masing
- 1.1.2 Mengucapkan salam sesuai ajaran agamanya dalam berkomunikasi
- 1.1.3 Mengucapkan syukur ketika berhasil mengerjakan sesuatu

| No  | Nama Peserta didik | Skor indikator sikap spiritual |                 |                 | Jumlah skor | Skor akhir | Predikat |
|-----|--------------------|--------------------------------|-----------------|-----------------|-------------|------------|----------|
|     |                    | Indikator 1.1.1                | Indikator 1.1.2 | Indikator 1.1.3 |             |            |          |
| 1   |                    |                                |                 |                 |             |            |          |
| 2   |                    |                                |                 |                 |             |            |          |
| 3   |                    |                                |                 |                 |             |            |          |
| 4   |                    |                                |                 |                 |             |            |          |
| 5   |                    |                                |                 |                 |             |            |          |
| 6   |                    |                                |                 |                 |             |            |          |
| 7   |                    |                                |                 |                 |             |            |          |
| 8   |                    |                                |                 |                 |             |            |          |
| 9   |                    |                                |                 |                 |             |            |          |
| 10  |                    |                                |                 |                 |             |            |          |
| dst |                    |                                |                 |                 |             |            |          |

$$\text{Skor akhir} = \frac{\text{Jumlah Skor}}{12} \times 100$$

| Predikat Sikap   | Nilai     | Guru Mata Pelajaran<br>.....<br>NIP. .... |
|------------------|-----------|---|
| Sangat Baik (SB) | 81-100    |   |
| Baik (B)         | 66-80     |   |
| Cukup ( C )      | 51-65     |   |
| Kurang (K)       | $\leq 50$ |   |

### b. Penilaian Sikap Sosial

Teknik penilaian: Non Tes

Bentuk penilaian: Observasi

Instrumen:

#### INSTRUMEN PENILAIAN SIKAP SOSIAL

#### (LEMBAR OBSERVASI)

##### Petunjuk Umum

1. Instrumen penilaian sikap sosial ini berupa *Lembar Observasi*.
2. Instrumen ini diisi oleh guru yang mengajar.

##### Petunjuk Pengisian

Berdasarkan pengamatan yang sudah dilakukan, nilai-nilai sikap setiap peserta didik Anda berdasarkan indikator dengan memberi skor 4, 3, 2, atau 1 pada *Lembar Observasi* dengan ketentuan sebagai berikut.

##### 2.1.1 Memeriksa kembali tugas dan pekerjaan yang dikerjakan

| Skor | Sikap Peserta Didik  |
|------|--|
| 4    | Menyelesaikan semua tugas sesuai format yang diberikan oleh guru dengan kesalahan penulisan kurang dari 10 kata      |
| 3    | Menyelesaikan semua tugas sesuai format yang diberikan oleh guru dengan kesalahan penulisan lebih dari 10 kata       |
| 2    | Menyelesaikan semua tugas tidak sesuai format yang diberikan oleh guru dengan kesalahan penulisan lebih dari 10 kata |
| 1    | Tidak menyelesaikan tugas yang diberikan oleh guru   |

##### 2.2.1 Bersedia melaksanakan tugas sesuai kesepakatan

| Skor | Sikap Peserta Didik                         |
|------|---|
| 4    | Menyelesaikan tugas dengan baik tepat waktu |

|   |  |
|---|--|
| 3 | Menyelesaikan tugas dengan baik melebihi waktu yang ditentukan |
| 2 | Menyelesaikan tugas sesuka hati tanpa peduli waktu             |
| 1 | Tidak menyelesaikan bagian tugas yang sudah disepakati         |

### 2.3.1 Menjawab pertanyaan yang diajukan teman atau guru

| Skor | Sikap Peserta Didik  |
|------|--|
| 4    | Peserta didik menjawab pertanyaan yang diajukan teman atau guru dengan bahasa yang komunikatif       |
| 3    | Peserta didik menjawab pertanyaan yang diajukan teman atau guru dengan bahasa yang tidak komunikatif |
| 2    | Peserta didik tidak menjawab pertanyaan yang diajukan teman atau guru                                |
| 1    | Peserta didik mengacuhkan pertanyaan yang diajukan teman atau guru                                   |

### LEMBAR OBSERVASI SIKAP SOSIAL

Kelas : XI MIPA ...

Semester : 1

Tahun Pelajaran : 2020/2021

Periode Pengamatan : Tanggal ... s.d. ...

Indikator sikap sosial :

- 2.1.1 Memeriksa kembali tugas dan pekerjaan yang dikerjakan
- 2.2.1 Bersedia melaksanakan tugas sesuai kesepakatan
- 2.3.1 Menjawab pertanyaan yang diajukan teman atau guru

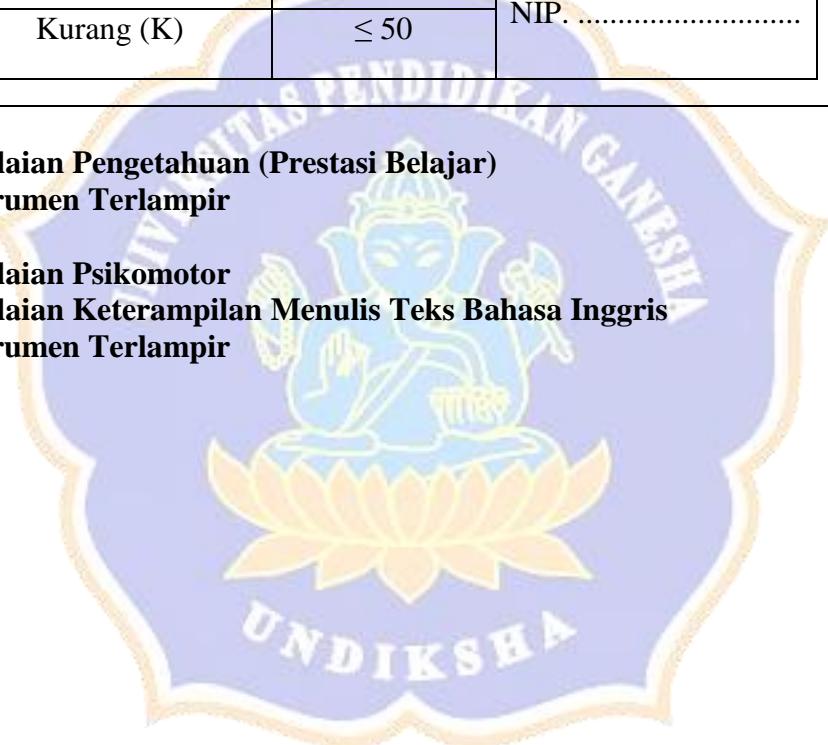
| No | Nama Peserta didik | Skor indikator sikap Sosial |                 |                 | Jumlah skor | Skor akhir | Predikat |
|----|--------------------|-----------------------------|-----------------|-----------------|-------------|------------|----------|
|    |                    | Indikator 2.1.1             | Indikator 2.2.1 | Indikator 2.3.1 |             |            |          |
| 1  |                    |                             |                 |                 |             |            |          |
| 2  |                    |                             |                 |                 |             |            |          |
| 3  |                    |                             |                 |                 |             |            |          |
| 4  |                    |                             |                 |                 |             |            |          |
| 5  |                    |                             |                 |                 |             |            |          |
| 6  |                    |                             |                 |                 |             |            |          |
| 7  |                    |                             |                 |                 |             |            |          |
| 8  |                    |                             |                 |                 |             |            |          |

|     |  |  |  |  |  |  |  |
|-----|--|--|--|--|--|--|--|
| 9   |  |  |  |  |  |  |  |
| 10  |  |  |  |  |  |  |  |
| dst |  |  |  |  |  |  |  |

$$\text{Skor akhir} = \frac{\text{Jumlah Skor}}{12} \times 100$$

| Predikat Sikap   | Nilai     | Guru Mata Pelajaran |
|------------------|-----------|---------------------|
| Sangat Baik (SB) | 81-100    |                     |
| Baik (B)         | 66-80     |                     |
| Cukup ( C )      | 51-65     | .....               |
| Kurang (K)       | $\leq 50$ | NIP. ....           |

- 2. Penilaian Pengetahuan (Prestasi Belajar)  
Instrumen Terlampir**
- 3. Penilaian Psikomotor  
Penilaian Keterampilan Menulis Teks Bahasa Inggris  
Instrumen Terlampir**



## LEMBAR KERJA PESERTA DIDIK 04 (LKPD\_04)

**Pokok Bahasan** : Analytical Exposition

**Kelas/Semester** : XI/Ganjil

**Alokasi Waktu** : 2 x 45 menit

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**I. Kompetensi Dasar**

3.4.1 Mengidentifikasi fungsi sosial dan struktur teks eksposisi analitis

3.4.2 Merinci informasi yang terdapat dalam teks eksposisi analitis

**II. Tujuan**

Setelah kegiatan pembelajaran di kelas, peserta didik dapat mengidentifikasi fungsi sosial dan struktur teks dan merinci informasi yang terdapat dalam teks eksposisi analitis.

**III. Petunjuk**

1. Simaklah penjelasan gurumu melalui Google Classroom dan Whatsapp kelasmu tentang teks khusus dalam bentuk eksposisi analitis.
2. Setelah menyimak penjelasan gurumu lengkapilah lembar kerja ini!

**Activity 1.**

- a. Identify the structure of the analytical exposition that you have found on your books or in the internet!
- b. Complete the table based on the text.

|                             |                          |
|-----------------------------|--------------------------|
| Topic / Title               |                          |
| Thesis statement            |                          |
| Argument (s)                | 1.<br>2.<br>3.<br>Etc... |
| Reiteration<br>(Conclusion) |                          |

**Activity 2.**

**Instruction:** Create Wh-questions of minimum 5, based on the text. Difficult questions get higher score. Give answers to your questions.

**Questions**

- 1.
- 2.
- 3.
- 4.
- 5.
- etc...

**Answers**

## LEMBAR KERJA PESERTA DIDIK 05 (LKPD\_05)

**Pokok Bahasan** : Analytical Exposition

**Kelas/Semester** : XI/Ganjil

**Alokasi Waktu** : 2 x 45 menit

---

### I. Kompetensi Dasar

3.4.3 Menggunakan kosakata yang tepat dalam teks eksposisi analitis

3.4.4 Menganalisis persamaan dan perbedaan pernyataan dan bagian-bagian lainnya dalam teks eksposisi analitis

### II. Tujuan

Setelah kegiatan pembelajaran di kelas, peserta didik dapat Menggunakan kosakata yang tepat dalam teks dan menganalisis persamaan dan perbedaan pernyataan dan bagian-bagian lainnya dalam teks eksposisi analitis.

### III. Petunjuk

1. Simaklah penjelasan gurumu melalui Google Classroom dan Whatsapp klasmu tentang teks khusus dalam bentuk eksposisi analitis.
2. Setelah menyimak penjelasan gurumu lengkapilah lembar kerja ini!

### Activity 1.

**Instruction. In pairs, complete the following text with the suitable words in the box.**

|       |       |            |           |       |
|-------|-------|------------|-----------|-------|
| save  | comes | help       | deserves  | seems |
| kills | clog  | don't want | represent | end   |

### The Importance of Using Reusable Shopping Bags

There are some reasons why people should use reusable shopping bags. It's not too late, but we are just getting started. The largest opposition to the ban of plastic bags (1)... from the petroleum and plastics industries and of course, consumers that (2)... to change their habits. Plastic is the largest source of ocean litter. Ocean debris worldwide (3) ... at least 1 million sea birds and 100,000 mammals each year.

It (4)... like more and more supermarkets have discontinued plastic bags, switched to paper-only shopping bags, and have set up discount incentives for customers to bring their own reusable bag. That's because we're finally discovering the inconvenient truth about plastic bags: they're rarely recycled. They're made from petroleum oil. And they're enormously harmful to our environment.

If you have made the switch to reusable grocery bags, then applaud yourself for being environmentally aware. Our world (5)... to be treated better. By the way, paper grocery bags are just as bad as plastic bags. Both paper and plastics bags (6)... a huge threat to the environment. This threat is not only related to the sheer volume of them ending up in landfill, but also to the resources needed to produce, transport and (occasionally) recycle them, and the emissions resulting from these processes. Single-use plastic bags are also well-known for their interference in ecosystems and the part they play in flood events, where they (7)... pipes and drains.

Reusable bags are better. Reusable bags (8)... trees. They save water. They (9)... our ocean and sea creatures because most plastic bags always (10)... in ocean or sea.

### **Activity 2.**

**Compare the text below with the text in Activity 1.**

#### **Why is Learning English Important?**

Language is the mean of communication. Mostly groups of society have their own languages. Some of them appear the top global languages. However English is the most global spoken language. Then if a man wants to catch a global goal, he has to master English.

Everyone recognize that English is an international language. English is used in writing and speaking by many people all over the world. We even hear British, American, Australian, and even Singaporean English. Those various

names of English are used as the first language in those countries.

Furthermore, English is also used as a key to open doors leading to scientific and technical knowledge. No wonder we find manual guides and instructions of many devices written in English. Even if we have a pack of instant noodle, we will see the cooking instruction also written in English.

Finally, the most easily seen in the importance of learning English is that most top requirement in filling job opportunities is the ability using English; active or passive. Job applicants who master English are more favorable than ones who do not.

The above facts prove that everybody needs to learn English if he likes to greet the global era.

| Aspects   | Similarities                                     | Differences |
|-----------|--|-------------|
| The topic | Both texts present the importance of the issues. | ...         |
| ...       | ...  | ...         |
| ...       | ...  | ...         |
| ...       | ...  | ...         |

## LEMBAR KERJA PESERTA DIDIK 06 (LKPD\_06)

**Pokok Bahasan** : Analytical Exposition

**Kelas/Semester** : XI/Ganjil

**Alokasi Waktu** : 2 x 45 menit

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**I. Kompetensi Dasar**

2.4.2.1 Memproduksi teks eksposisi analitis

**II. Tujuan**

Setelah menonton video, membaca bahan ajar, mengerjakan LKPD model Discovery Learning moda daring dan berdiskusi dalam jaringan, peserta didik dapat memproduksi teks eksposisi analitis dengan tepat.

**III. Petunjuk**

1. Simaklah penjelasan gurumu melalui Google Classroom dan Whatsapp kelasmu tentang teks khusus dalam bentuk eksposisi analitis.
2. Setelah menyimak penjelasan gurumu lengkapilah lembar kerja ini!

**Instructions.**

1. In a group of 3 or 4 students, developed an analytical exposition text based on the paragraph of introduction that you have created!
2. Give strong arguments and evidence.
3. Conclude your opinions properly.
4. Write the text on a piece of paper or type it. Share the picture or the file of your text to one of the groups.
5. Send your final text into the classroom.
6. Consider the following checklist to help you develop the text well.
  - a. After you read other group's text, fill in the **Peer Revising Checklist**. It is needed to add necessary revision to their text.

Put a check mark (v) in each box after you read your friend's text.

- Is the text interesting?
- Do you understand everything?

- Are the arguments clear and include strong evidence?
- Is the conclusion related to the thesis statement?
- What would you like to add for the text?

- b. Before you submit the text, use the Editing Checklist to make sure that your text has been developed well.

Put a check mark (v) in each box after you complete the tasks

- Do I have a clear introduction with a good thesis statement?
- Do the arguments present clear ideas?
- Does each paragraph have elaboration (supporting sentences) so that the reader understands what I'm saying?
- Have I used persuasion vocabulary terms such as connectives, evaluative and emotive language, and phrases for making conclusion?
- Have I used correct punctuation, capitalization and correct spelling?

- c. Scoring Criteria for your text.

| <b>NO.</b> | <b>Dimension</b>                            | <b>Weight</b> | <b>Score</b> |
|------------|---|---------------|--------------|
| 1          | Content (Isi Karangan)                      | 3             | 1-5          |
| 2          | Organization (Organisasi Ide)               | 2             | 1-5          |
| 3          | Structure (Penggunaan Tata bahasa)          | 2             | 1-5          |
| 4          | Vocabulary (Penggunaan Kosakata)            | 2             | 1-5          |
| 5          | Mechanics (Penggunaan ejaan dan tanda baca) | 1             | 1-5          |



**Lampiran 13**  
**Rencana Pelaksanaan Pembelajaran**  
**dan Lembar Kerja Peserta Didik**  
**Kelompok Kontrol**



**PEMERINTAH PROVINSI BALI  
DINAS PENDIDIKAN, KEPEMUDAAN DAN OLAHRAGA  
SMA NEGERI 1 BEBANDEM**



**Jalan Raya Jungutan, Desa Jungutan Bebandem, Telp.087760266611**

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP KELAS KONTROL)**

Sekolah : SMA Negeri 1 Bebandem  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI / Ganjil  
Materi Pokok : Formal Invitation  
Alokasi Waktu : 8 Jam Pelajaran (4 x 2 JP)

**J. Kompetensi Inti**

|      |   |
|------|---|
| KI 1 | : Menghayati dan mengamalkan ajaran agama yang dianutnya.   |
| KI 2 | : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara 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 tahu 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. |
| KI 4 | : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.  |

**K. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

| Kompetensi Dasar  | Indikator Pencapaian Kompetensi  |
|---|--|
| 1.1 Menyadari adanya aturan dan kaidah dalam suatu bahasa sebagai wujud kebesaran Tuhan dan pengetahuan tentang adanya aturan tersebut sebagai hasil kemampuan belajar kolaboratif dan mandiri. | 1.1.1 Berdoa sesuai dengan kepercayaan masing-masing<br>1.1.2 Mengucapkan salam sesuai ajaran agamanya dalam berkomunikasi<br>1.1.3 mengucapkan syukur ketika berhasil mengerjakan sesuatu |
| 2.4 Menunjukkan perilaku ilmiah (memiliki motivasi internal, kemampuan bekerjasama, konsisten, sikap disiplin, rasa percaya diri dan sikap toleransi) dalam perbedaan strategi berfikir         | 2.1.1 Menerapkan strategi belajar penemuan dalam menyelesaikan masalah   |

| <b>Kompetensi Dasar</b>   | <b>Indikator Pencapaian Kompetensi</b>  |
|---|---|
| <p>dalam memilih dan menerapkan strategi belajar penemuan.</p> <p>2.5 Menunjukkan perilaku kerjasama, santun, toleran, tangguh menghadapi masalah, kritis dan disiplin dalam melakukan tugas belajar mandiri.</p> <p>2.6 Menunjukkan perilaku responsif, proaktif dan bijaksana sebagai wujud kemampuan belajar mandiri.</p>  | <p>2.2.1 Menyelesaikan tugas-tugas yang diberikan secara mandiri</p> <p>2.3.1 Menjawab pertanyaan yang diajukan oleh teman atau guru</p>  |
| <p>3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya</p>  | <p>3.3.1 Mengidentifikasi fungsi sosial dan struktur teks khusus dalam bentuk undangan resmi</p> <p>3.3.2 Merinci informasi yang terdapat dalam teks khusus dalam bentuk undangan resmi</p> <p>3.3.3 Menggunakan kosakata yang tepat dalam teks khusus undangan resmi.</p> <p>3.3.4 Menganalisis bagian-bagian serta ungkapan yang digunakan dalam teks undangan resmi.</p> |
| <p>4.3 Teks undangan resmi</p> <p>4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja</p> <p>4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p> | <p>4.3.1.1 Menyimpulkan fungsi, struktur, dan ungkapan yang digunakan dalam teks khusus berbentuk undangan resmi.</p> <p>4.3.2.1 Memproduksi teks khusus dalam bentuk undangan resmi.</p> <p>4.3.2.2 Mempresentasikan teks khusus dalam bentuk undangan resmi secara lisan.</p>   |

## L. Tujuan Pembelajaran

- 1.1.4 Peserta didik terbiasa berdoa sebelum dan sesudah belajar sesuai dengan kepercayaannya masing-masing

- 1.1.5 Peserta didik terbiasa mengucapkan salam sesuai ajaran agamanya dalam berkomunikasi lisan maupun tulisan.
  - 1.1.6 Peserta didik terbiasa mengucapkan syukur ketika berhasil mengerjakan sesuatu.
  - 2.1.1 Peserta didik terbiasa menerapkan strategi pembelajaran penemuan mandiri dalam menyelesaikan masalah
  - 2.2.1 Peserta didik menunjukkan perilaku terbiasa menyelesaikan tugas-tugas yang diberikan secara mandiri
  - 2.6.1 Peserta didik menunjukkan prilaku responsif dan proaktif dengan terbiasa menjawab pertanyaan yang diajukan oleh teman atau guru
  - 3.3.5 Setelah menonton video, membaca materi, mengerjakan LKPD model Direct Instruction moda daring dan berdiskusi dalam jaringan, peserta didik dapat mengidentifikasi fungsi sosial dan struktur teks khusus dalam bentuk undangan resmi dengan tepat.
  - 3.3.6 Setelah menonton video, membaca materi, mengerjakan LKPD model Direct Instruction moda daring dan berdiskusi dalam jaringan, peserta didik dapat merinci informasi yang terdapat dalam teks khusus dalam bentuk undangan resmi dengan tepat.
  - 3.3.7 Setelah menonton video, membaca materi, mengerjakan LKPD model Direct Instruction moda daring dan berdiskusi dalam jaringan, peserta didik dapat menggunakan unsur kebahasaan yang tepat dalam teks khusus undangan resmi dengan tepat.
  - 3.3.8 Setelah menonton video, membaca materi, mengerjakan LKPD model Direct Instruction moda daring dan berdiskusi dalam jaringan, peserta didik dapat menganalisis Menganalisis bagian-bagian serta ungkapan yang digunakan dalam teks udangan resmi dengan tepat.
- 4.3.1.1 Setelah menonton video, membaca materi, mengerjakan LKPD model Direct Instruction moda daring dan berdiskusi dalam jaringan, peserta didik dapat membandingkan beberapa teks khusus dalam bentuk undangan resmi dengan tepat.
- 4.3.2.1 Setelah menonton video, membaca materi, mengerjakan LKPD model Direct Instruction moda daring dan berdiskusi dalam jaringan, peserta didik dapat memproduksi teks khusus dalam bentuk undangan resmi dengan tepat.

4.3.2.2 Setelah menonton video, membaca materi, mengerjakan LKPD model Direct Instruction moda daring dan berdiskusi dalam jaringan, peserta didik dapat mempresentasikan teks khusus dalam bentuk undangan resmi, dengan tepat.

## **M. Materi Pembelajaran**

### **1. Pengetahuan Faktual**

- An invitation is a request for a person's attendance at an event. It is also defined as a written or spoken request for someone to go somewhere or to do something.
- Formal invitation can be written as letter and cards.
- Invitation Letters.
  1. Based on the occasions, invitation letter are divided into two:
    - a. Official invitation letters.
    - b. Personal invitation letters.
  2. Based on the format, invitation letters consist of
    - a. Formal invitation letters.
    - b. Informal invitation letters.
- Invitation Cards.  
Based on the language used, invitation cards are divided into:
  - a. Formal invitation cards. In formal invitation cards, it needs handwritten formal replies. The reason should be stated by call or by R.S.V.P card. R.S.V.P is a French expression which means the invitee should respond to the invitation by calling or writing the host. R.S.V.P contains telephone numbers, contact persons, address or emails. The invitee may call if he cannot attend it.
  - b. Informal invitation cards.

### **2. Pengetahuan Konseptual**

- Requirements of formal invitation letters:
  - d. The letters must contain the address of the inviter and the invitee as well.
  - e. The letters must have a professional appeal.
  - f. The letters should have the logo of the company at its letter head.
- The formal wording used in formal invitation are:
  - g. Have pleasure in inviting you to...
  - h. Request the pleasure of your company at ...
  - i. Request the honor of your presence at ...
  - j. Cordially invites you to ...
  - k. Invites you to join us...
  - l. Request the presence of...

### **3. Pengetahuan Prosedural**

The following are the basic structure of formal invitation:

Line 1: The logo of school or company

Line 2: The name(s) of the person(s) who invite(s).

- Line 3: Phrasing is dictated by tradition, for example: "Request the pleasure/honor of your company at ...".
- Line 4: The event or occasion for the invitation.
- Line 5: The purpose of the event, for example: "In honor of the school presidential election".
- Line 6: The date. Example: "Saturday, the twenty-sixth of March."
- Line 7: State the time. Example: "At ten o'clock" or "half past eleven".
- Line 8: The place, including street address. For school, state the room within the building, building name, and street address.
- Line 9: The bottom right-hand corner of the invitation is reserved for special instructions.
- Line 10: The R.S.V.P information (request to reply).

- 4. Metakognitif : -**
- 5. Materi Remedial**
  - Menyesuaikan dengan IPK yang belum tuntas
- 6. Materi Pengayaan**
  - Memperdalam soal-soal sesuai IPK yang tuntas

#### **N. Model Pembelajaran**

Model Pembelajaran : *Direct Instruction* moda Daring

#### **O. Media/ Alat dan Bahan**

##### **Media**

- 1) LMS Google Classroom (GC)
- 2) WhatsApp (WA)
- 3) Lembar Kerja Peserta Didik
- 4) Video

#### **P. Sumber Belajar**

- Buku Bahasa Inggris Wajib kelas XI (Edisi Revisi 2017). Kemendikbud.
- Sudarwati Th. M. & Eudia Grace. (2002). *Look Ahead 2: An English Course for Students High School Students Year XI*. Jakarta: Erlangga.
- Buku referensi yang relevan,
- Lingkungan setempat

## Q. Kegiatan Pembelajaran

Kegiatan Pembelajaran dijabarkan dalam rancangan pembelajaran asinkron berikut;

| Pokok bahasan            | Materi   | Strategi Pembelajaran Asinkron |   |  |   |
|--------------------------|--|--------------------------------|---|--|---|
|                          |  | Media Digital                  | Asesmen   |  |   |
|                          |  |                                | Tugas Online  | Diskusi online   | Tes   |
| <i>Formal Invitation</i> | <ul style="list-style-type: none"> <li>• Fungsi Sosial teks undangan resmi</li> <li>• Struktur teks undangan resmi</li> <li>• Ungkapan dan istilah yang digunakan dalam undangan resmi</li> <li>• Topik acara formal yang terkait dengan sekolah dan masyarakat</li> </ul> | Handout dan Gambar             | <ul style="list-style-type: none"> <li>• Lembar Kerja Peserta didik model Direct Instruction moda daring tentang formal invitation</li> </ul> | <ul style="list-style-type: none"> <li>Diskusi melalui LMS Google Classroom dan media WhatsApp (WA)</li> </ul> | <ul style="list-style-type: none"> <li>• Google formulir untuk uji pemahaman tentang teks dalam bentuk formal invitation</li> <li>• Google Classrom untuk uji ketrampilan menulis teks dalam bentuk formal invitation.</li> </ul> |

## Pertemuan I

| Alur E-Learning | Fase DI  | Kegiatan Guru  | Kegiatan Peserta Didik                            | Alokasi Waktu  |
|-----------------|--|--|---|----------------|
| <i>Absorb</i>   | <b>Pendahuluan</b><br>Menyampaikan tujuan pembelajaran dan mempersiapkan peserta didik | <b>Memberi Instruksi dalam LMS:</b><br>Good morning, students. How are you, today? Hopefully all of you are doing fine today. Before we begin our lesson, let's send our prayer to the Almighty God so that we can meet today.<br><br>Our topic for today is formal invitation. The objectives of our lesson | Membuka LMS dan menyimak instruksi guru dalam LMS | <b>5 menit</b> |

| Alur E-Learning | Fase DI  | Kegiatan Guru  | Kegiatan Peserta Didik   | Alokasi Waktu   |
|-----------------|--|--|--|-----------------|
|                 |  | <p>are</p> <ul style="list-style-type: none"> <li>• Identifying the purpose and structure of formal invitation text</li> <li>• Detailing explicit and implicit information in formal invitation text.</li> <li>• Using the appropriate wording to complete an invitation text</li> </ul>   |  |                 |
|                 | <b>Kegiatan Inti</b><br>Mendemonstrasikan pengetahuan dan keterampilan | <p><b>Memberi Instruksi dalam LMS:</b></p> <p>Let's read a handout about formal invitation text. After you read it, answer the following questions:</p> <ol style="list-style-type: none"> <li>What is an invitation?</li> <li>What is the purpose of a formal invitation text?</li> <li>Mention the structures of formal invitation!</li> <li>Mention expressions used in giving formal invitation!</li> </ol> <p><b>Insert handout:</b></p> <p>Formal Invitation</p> | Peserta didik menyimak informasi dalam video dan menjawab pertanyaan   | <b>80 menit</b> |
| <i>Do</i>       | Membimbing pelatihan   | <p><b>Insert Media:</b></p> <p>Picture_01 Formal Invitation Card</p> <p><b>Memberi Instruksi dalam LMS:</b></p> <p>Study the picture. Let's identify the structure of the invitation text!<br/>For example:</p> <p>A. The name of the hosts.<br/>B. ...</p>  | <ul style="list-style-type: none"> <li>• Membuka foto dan memberikan label yang sesuai</li> <li>• Menyebutkan tujuan dari teks tersebut</li> </ul> |                 |

| Alur E-Learning | Fase DI                                       | Kegiatan Guru   | Kegiatan Peserta Didik   | Alokasi Waktu  |
|-----------------|---|---|--|----------------|
|                 | Mengecek pemahaman dan memberikan umpan balik | <b>Memberi Instruksi dalam LMS:</b><br><br>Do you have any questions about the purpose and structure of formal invitation card?   | <ul style="list-style-type: none"> <li>Peserta didik menanggapi pertanyaan guru dan menyampaikan hal yang belum dipahami</li> </ul>  |                |
| <i>Enact</i>    | Memberikan latihan dan penerapan konsep       | <b>Memberi Instruksi dalam LMS:</b><br><br>Now, open LKPD_01. Do the task pairs. Submit your work into the classroom<br><br><b>Insert media:</b><br>Lembar kerja peserta didik (LKPD_01)  | <ul style="list-style-type: none"> <li>Peserta didik mendownload LKPD_01</li> <li>Peserta didik mengerjakan LKPDnya</li> <li>Peserta didik mengumpulkan hasil kerjanya ke LMS</li> </ul>                             |                |
|                 | <b>Kegiatan Penutup</b>                       | <b>Memberi Instruksi dalam LMS:</b> <ul style="list-style-type: none"> <li>This is the end of the lesson.</li> <li>Give summary about what you have learned today.</li> <li>Next meeting we're going to learn more about parts and expressions used in formal invitation letter.</li> </ul> | <ul style="list-style-type: none"> <li>Peserta didik menyimpulkan apa yang telah dipelajari</li> <li>Peserta didik menyimak materi selanjutnya</li> <li>Pembelajaran ditutup dengan salam dan doa bersama</li> </ul> | <b>5 menit</b> |

## Pertemuan II

| Alur E-Learning | Fase DI  | Kegiatan Guru  | Kegiatan Peserta Didik                            | Alokasi Waktu  |
|-----------------|--|--|---|----------------|
| <i>Absorb</i>   | <b>Pendahuluan</b><br>Menyampaikan tujuan pembelajaran dan mempersiapkan peserta didik | <b>Memberi Instruksi dalam LMS:</b><br><br>Good morning, students.<br>How are you, today?<br>Hopefully all of you are doing fine today. Before we begin our lesson, let's send our prayer to the Almighty God so that we can meet today.<br><br>Our topic for today is | Membuka LMS dan menyimak instruksi guru dalam LMS | <b>5 menit</b> |

| Alur E-Learning  | Fase DI | Kegiatan Guru  | Kegiatan Peserta Didik  | Alokasi Waktu   |
|--|---------|--|---|-----------------|
|  |         | <p>formal invitation. The objectives of our lesson are</p> <ul style="list-style-type: none"> <li>• Analyzing parts of formal invitation texts, and</li> <li>• Concluding purpose, structure and expressions used in formal invitation.</li> </ul>   |   |                 |
| <b>Kegiatan Inti</b><br>Mendemonstrasikan pengetahuan dan keterampilan |         | <p><b>Memberi Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>• Last meeting, we have learned about purpose and structure of formal invitation card. Today, we are going to compare some formal invitation texts.</li> <li>• When we compare two invitation texts with the same topic, we need to find the similarities and differences of the two texts.</li> <li>• We can find similarities and differences in terms of             <ol style="list-style-type: none"> <li>a. The purpose</li> <li>b. Kind of the event</li> <li>c. The expressions used in giving invitation</li> <li>d. The reasons of the invitation</li> <li>e. The detail information stated in the text.</li> <li>f. And, the request to respond</li> </ol> </li> <li>• Now, open the following picture to find similarities and differences between the two texts.</li> </ul> <p><b>Insert Media</b><br/>Picture_02</p> | <p>Peserta didik menyimak instruksi guru dan mulai menganalisa teks</p> | <b>80 menit</b> |

| <b>Alur E-Learning</b> | <b>Fase DI</b>                                | <b>Kegiatan Guru</b>   | <b>Kegiatan Peserta Didik</b>  | <b>Alokasi Waktu</b> |
|------------------------|---|--|--|----------------------|
| <b>Do</b>              | Membimbing pelatihan                          | <p><b>Memberi Instruksi dalam LMS:</b></p> <p>Let's compare the invitations text in the picture.</p>   | Melengkapi table berdasarkan hasil analisa   |                      |
|                        | Mengecek pemahaman dan memberikan umpan balik | <p><b>Memberi Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>Share your findings into the group. We will discuss it together.</li> <li>Do you have any questions about what we have discussed today?</li> </ul>                                   | <p>Peserta didik mebagikan hasil temuannya dan berdiskusi dengan guru</p> <p>Memberi repson dalam LMS</p>  |                      |
| <b>Enact</b>           | Memberikan latihan dan penerapan konsep       | <p><b>Memberi Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>Now, open LKPD_02. Do the task with a partner. Submit your work into the classroom</li> </ul> <p><b>Insert media:</b><br/>Lembar kerja peserta didik (LKPD_02)</p>                   | <ul style="list-style-type: none"> <li>Peserta didik mendownload LKPD_02</li> <li>Peserta didik mengerjakan LKPDnya</li> <li>Peserta didik mengumpulkan LKPD ke LMS</li> </ul>                                       |                      |
|                        | <b>Kegiatan Penutup</b>                       | <p><b>Memberi Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>This is the end of the lesson.</li> <li>Give summary about what you have learned today.</li> <li>Next meeting we're going to learn more how to write a formal invitation.</li> </ul> | <ul style="list-style-type: none"> <li>Peserta didik menyimpulkan apa yang telah dipelajari</li> <li>Peserta didik menyimak materi selanjutnya</li> <li>Pembelajaran ditutup dengan salam dan doa bersama</li> </ul> | <b>5 menit</b>       |

### Pertemuan III

| Alur E-Learning | Fase DI              | Kegiatan Guru   | Kegiatan Peserta Didik   | Alokasi Waktu   |
|-----------------|----------------------|---|--|-----------------|
|                 | <b>Absorb</b>        | <p><b>Pendahuluan</b><br/>Menyampaikan tujuan pembelajaran dan mempersiapkan peserta didik</p> <p><b>Memberi Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>• Good morning, students. How are you, today? Hopefully all of you are doing fine today. Before we begin our lesson, let's send our prayer to the Almighty God so that we can meet today.</li> <li>• The objective of our lesson for today is to write a formal invitation texts.</li> </ul> | Membuka LMS dan menyimak instruksi guru dalam LMS  | <b>5 menit</b>  |
|                 | <b>Kegiatan Inti</b> | <p><b>Memberi Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>• Do you still remember what kind of information that should be put on a formal invitation text? Let's open the following picture. Try to find out what is missing in the text.</li> </ul> <p><b>Insert media:</b><br/>Picture_03</p> <p><b>Memberi Instruksi dalam LMS:</b></p> <p>Share your findings into the group, please!</p>   | <p>Peserta didik memberi respon dalam LMS</p> <p>Peserta didik menganalisa sebuah gambar</p> | <b>75 menit</b> |
|                 | <b>Do</b>            | <p><b>Memberi Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>• Together, let's rewrite the text into a good one. You can do it on a piece of paper.</li> </ul>   | Berlatih melengkapi teks undangan resmi  |                 |
|                 | Mengecek pemahaman   | <b>Memberi Instruksi dalam LMS:</b>   | <ul style="list-style-type: none"> <li>• Peserta didik menanggapi</li> </ul>                 |                 |

| Alur E-Learning | Fase DI                                 | Kegiatan Guru   | Kegiatan Peserta Didik   | Alokasi Waktu   |
|-----------------|---|---|--|-----------------|
|                 | dan memberikan umpan balik              | <ul style="list-style-type: none"> <li>Do you have any questions about the materials that we have discussed?</li> </ul>   | pertanyaan guru dan menyampaikan hal yang belum dipahami   |                 |
| Enact           | Memberikan latihan dan penerapan konsep | <p><b>Memberi Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>Now, let's move LKDP_03. Open it and choose one of the situations to create your own formal invitation text.</li> <li>Send your text here!</li> </ul>                                     | <ul style="list-style-type: none"> <li>Peserta didik mengerjakan LKPDnya</li> <li>Peserta didik mengumpulkan LKPD ke LMS</li> </ul>  |                 |
|                 | <b>Kegiatan Penutup</b>                 | <p><b>Memberi Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>This is the end of the lesson.</li> <li>Give summary about what you have learned today.</li> <li>Next meeting we're going to learn more how to give formal invitation, orally.</li> </ul> | <ul style="list-style-type: none"> <li>Peserta didik menyimpulkan apa yang telah dipelajari</li> <li>Peserta didik menyimak materi selanjutnya</li> <li>Pembelajaran ditutup dengan salam dan doa bersama</li> </ul> | <b>10 menit</b> |

#### Pertemuan IV

| Alur E-Learning | Fase DI  | Kegiatan Guru  | Kegiatan Peserta Didik                            | Alokasi Waktu  |
|-----------------|--|--|---|----------------|
| Absorb          | <b>Pendahuluan</b><br>Menyampaikan tujuan pembelajaran dan mempersiapkan peserta didik | <p><b>Memberi Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>Good morning, students. How are you, today? Hopefully all of you are doing fine today. Before we begin our lesson, let's send our prayer to the Almighty God so that we can meet today.</li> <li>The objective of our lesson for today is to give formal invitation orally (spoken language).</li> </ul> | Membuka LMS dan menyimak instruksi guru dalam LMS | <b>5 menit</b> |

| Alur E-Learning | Fase DI  | Kegiatan Guru   | Kegiatan Peserta Didik  | Alokasi Waktu   |
|-----------------|--|---|---|-----------------|
|                 | <b>Kegiatan Inti</b><br><br>Mendemonstrasikan pengetahuan dan keterampilan | <b>Memberi Instruksi dalam LMS:</b> <ul style="list-style-type: none"> <li>Today, we are going to practice giving formal invitation in spoken language or orally. Let's click the following Youtube link. Write down the expressions of giving invitation, used in the video.</li> </ul> <b>Insert Youtube Link:</b><br><a href="https://youtu.be/UPB0ms02W3A">https://youtu.be/UPB0ms02W3A</a> | <ul style="list-style-type: none"> <li>Peserta didik mempelajari handout</li> <li>Peserta didik membuka tautan video dan menuliskan ungkapan yang digunakan</li> </ul>              | <b>80 menit</b> |
| <b>Do</b>       | Membimbing pelatihan   | <b>Memberi Instruksi dalam LMS:</b> <ul style="list-style-type: none"> <li>Mention the expressions of giving invitation and expressions of giving respon to the invitation, used in the video.</li> </ul>   | Memberi respon dalam grup WA  |                 |
|                 | Mengecek pemahaman dan memberikan umpan balik                              | <b>Memberi Instruksi dalam LMS:</b> <ul style="list-style-type: none"> <li>How many invitations are accepted?</li> <li>How many invitations are refused?</li> </ul>   | Peserta didik menyampaikan pendapatnya  |                 |
| <b>Enact</b>    | Memberikan latihan dan penerapan konsep                                    | <b>Memberi Instruksi dalam LMS:</b> <ul style="list-style-type: none"> <li>Now, let's work in pairs. Open LKPD_04. Do the task in pairs.</li> <li>Record your conversation with your partner.</li> <li>Send the recording into the WA group.</li> </ul>   | <ul style="list-style-type: none"> <li>Peserta didik bekerja secara berpasangan untuk membuat dialog</li> <li>Peserta didik mengumpulkan video percakapan ke grup kelas.</li> </ul> |                 |
|                 | <b>Kegiatan Penutup</b>  | <b>Memberi Instruksi dalam LMS:</b> <ul style="list-style-type: none"> <li>This is the end of the</li> </ul>  | <ul style="list-style-type: none"> <li>Peserta didik menyimpulkan apa yang</li> </ul>   | <b>5 menit</b>  |

| Alur E-Learning | Fase DI | Kegiatan Guru   | Kegiatan Peserta Didik   | Alokasi Waktu |
|-----------------|---------|---|--|---------------|
|                 |         | <ul style="list-style-type: none"> <li>lesson.</li> <li>Give summary about what you have learned today.</li> <li>Next meeting we're going to learn analytical exposition text.</li> </ul> | <ul style="list-style-type: none"> <li>telah dipelajari</li> <li>Peserta didik menyimak materi selanjutnya</li> <li>Pembelajaran ditutup dengan salam dan doa bersama</li> </ul> |               |

## R. Penilaian Hasil Belajar

| No | Aspek        | Teknik  | Bentuk Instrumen         |
|----|--------------|---|--------------------------|
| 1. | Sikap        | - Observasi sikap selama pembelajaran         | - Jurnal observasi sikap |
| 2. | Pengetahuan  | - Tes Tertulis                                | - Soal Pilihan ganda     |
| 3. | Keterampilan | - Keterampilan Menulis<br>Teks Bahasa Inggris | - Tes Kinerja            |

### Lampiran

#### 4. Penilaian Sikap

##### a. Penilaian sikap spiritual

Teknik penilaian: Non Tes  
 Bentuk penilaian: Observasi  
 Instrumen:

| <b>INSTRUMEN PENILAIAN SIKAP SPIRITAL</b><br><b>(LEMBAR OBSERVASI)</b>   |
|--|
| <p><b>Petunjuk Umum</b></p> <ol style="list-style-type: none"> <li>1. Instrumen penilaian sikap spiritual ini berupa <i>Lembar Observasi</i>.</li> <li>2. Instrumen ini diisi oleh guru yang mengajar.</li> </ol> <p><b>Petunjuk Pengisian</b></p> <p>Berdasarkan pengamatan yang sudah dilakukan, nilailah sikap setiap peserta didik Anda berdasarkan indikator dengan memberi skor 4, 3, 2, atau 1 pada <i>Lembar Observasi</i> dengan ketentuan sebagai berikut.</p> |

### **1.1.3 Berdoa sesuai dengan kepercayaan masing-masing**

| Skor | Sikap Peserta Didik  |
|------|--|
| 4    | Peserta didik berdoa sebelum dan sesudah pembelajaran  |
| 3    | Peserta didik hanya berdoa sebelum atau sesudah pembelajaran   |
| 2    | Peserta didik tidak berdoa sebelum dan sesudah Pembelajaran  |
| 1    | Peserta didik tidak berdoa sebelum dan sesudah Pembelajaran serta mengganggu peserta didik lain yang sedang berdoa |

### **1.1.2 Mengucapkan salam sesuai ajaran agamanya dalam berkomunikasi**

| Skor | Sikap Peserta Didik  |
|------|--|
| 4    | Peserta didik memberi salam dalam komunikasi lisan maupun tulisan baik sebelum dan sesudah pembelajaran dengan ramah |
| 3    | Peserta didik hanya memberi salam dalam komunikasi lisan maupun tulisan sebelum atau sesudah pembelajaran            |
| 2    | Peserta didik tidak memberi salam dalam komunikasi lisan maupun tulisan baik sebelum dan sesudah pembelajaran        |
| 1    | Peserta didik tidak menjawab salam dalam komunikasi lisan maupun tulisan sebelum dan sesudah pembelajaran            |

### **1.1.3 Mengucapkan syukur ketika berhasil mengerjakan sesuatu**

| Skor | Sikap Peserta Didik   |
|------|---|
| 4    | Peserta didik selalu mengucapkan syukur setiap berhasil mengerjakan sesuatu sesuai agama dan kepercayaannya masing-masing   |
| 3    | Peserta didik terkadang mengucapkan syukur setiap berhasil mengerjakan sesuatu sesuai agama dan kepercayaannya masing-masing  |
| 2    | Peserta didik tidak pernah mengucapkan syukur setiap berhasil mengerjakan sesuatu sesuai agama dan kepercayaannya masing-masing   |
| 1    | Peserta didik tidak pernah merespon ucapan syukur yang disampaikan guru atau temannya setiap berhasil mengerjakan sesuatu sesuai agama dan kepercayaannya masing-masing |

### **LEMBAR OBSERVASI SIKAP SPIRITAL**

Kelas : XI MIPA ...

Semester : 1

Tahun Pelajaran : 2020/2021

Periode Pengamatan : Tanggal ... s.d. ...

Indikator sikap spiritual :

#### **1.1.4 Berdoa sesuai dengan kepercayaan masing-masing**

- 1.1.5 Mengucapkan salam sesuai ajaran agamanya dalam berkomunikasi  
 1.1.6 Mengucapkan syukur ketika berhasil mengerjakan sesuatu

| No  | Nama Peserta didik | Skor indikator sikap spiritual |                 |                 | Jumlah skor | Skor akhir | Predikat |
|-----|--------------------|--------------------------------|-----------------|-----------------|-------------|------------|----------|
|     |                    | Indikator 1.1.1                | Indikator 1.1.2 | Indikator 1.1.3 |             |            |          |
| 1   |                    |                                |                 |                 |             |            |          |
| 2   |                    |                                |                 |                 |             |            |          |
| 3   |                    |                                |                 |                 |             |            |          |
| 4   |                    |                                |                 |                 |             |            |          |
| 5   |                    |                                |                 |                 |             |            |          |
| 6   |                    |                                |                 |                 |             |            |          |
| 7   |                    |                                |                 |                 |             |            |          |
| 8   |                    |                                |                 |                 |             |            |          |
| 9   |                    |                                |                 |                 |             |            |          |
| 10  |                    |                                |                 |                 |             |            |          |
| dst |                    |                                |                 |                 |             |            |          |

$$\text{Skor akhir} = \frac{\text{Jumlah Skor}}{12} \times 100$$

| Predikat Sikap   | Nilai     | Guru Mata Pelajaran |
|------------------|-----------|---------------------|
| Sangat Baik (SB) | 81-100    |                     |
| Baik (B)         | 66-80     |                     |
| Cukup (C)        | 51-65     | .....<br>NIP. ..... |
| Kurang (K)       | $\leq 50$ |                     |

### b. Penilaian Sikap Sosial

Teknik penilaian: Non Tes  
 Bentuk penilaian: Observasi  
 Instrumen:

#### INSTRUMEN PENILAIAN SIKAP SOSIAL

#### (LEMBAR OBSERVASI)

##### **Petunjuk Umum**

1. Instrumen penilaian sikap sosial ini berupa *Lembar Observasi*.
2. Instrumen ini diisi oleh guru yang mengajar.

##### **Petunjuk Pengisian**

Berdasarkan pengamatan yang sudah dilakukan, nilaiyah sikap setiap peserta

didik Anda berdasarkan indikator dengan memberi skor 4, 3, 2, atau 1 pada *Lembar Observasi* dengan ketentuan sebagai berikut.

#### **2.1.1 Memeriksa kembali tugas dan pekerjaan yang dikerjakan**

| Skor | Sikap Peserta Didik  |
|------|--|
| 4    | Menyelesaikan semua tugas sesuai format yang diberikan oleh guru dengan kesalahan penulisan kurang dari 10 kata      |
| 3    | Menyelesaikan semua tugas sesuai format yang diberikan oleh guru dengan kesalahan penulisan lebih dari 10 kata       |
| 2    | Menyelesaikan semua tugas tidak sesuai format yang diberikan oleh guru dengan kesalahan penulisan lebih dari 10 kata |
| 1    | Tidak menyelesaikan tugas yang diberikan oleh guru   |

#### **2.2.1 Bersedia melaksanakan tugas sesuai kesepakatan**

| Skor | Sikap Peserta Didik  |
|------|--|
| 4    | Menyelesaikan tugas dengan baik tepat waktu                    |
| 3    | Menyelesaikan tugas dengan baik melebihi waktu yang ditentukan |
| 2    | Menyelesaikan tugas sesuka hati tanpa peduli waktu             |
| 1    | Tidak menyelesaikan bagian tugas yang sudah disepakati         |

#### **2.3.1 Menjawab pertanyaan yang diajukan teman atau guru**

| Skor | Sikap Peserta Didik  |
|------|--|
| 4    | Peserta didik menjawab pertanyaan yang diajukan teman atau guru dengan bahasa yang komunikatif       |
| 3    | Peserta didik menjawab pertanyaan yang diajukan teman atau guru dengan bahasa yang tidak komunikatif |
| 2    | Peserta didik tidak menjawab pertanyaan yang diajukan teman atau guru                                |
| 1    | Peserta didik mengacuhkan pertanyaan yang diajukan teman atau guru                                   |

### **LEMBAR OBSERVASI SIKAP SOSIAL**

Kelas : XI MIPA ...

Semester : 1

|  |                  |           |  |  |
|--|------------------|-----------|--|--|
|  | Predikat Sikap   | Nilai     | Guru Mata Pelajaran<br>.....<br>NIP. ..... |  |
|  | Sangat Baik (SB) | 81-100    |  |  |
|  | Baik (B)         | 66-80     |  |  |
|  | Cukup ( C )      | 51-65     |  |  |
|  | Kurang (K)       | $\leq 50$ |  |  |

Tahun Pelajaran : 2020/2021

Periode Pengamatan : Tanggal ... s.d. ...

Indikator sikap sosial :

- 2.1.1 Memeriksa kembali tugas dan pekerjaan yang dikerjakan
- 2.2.1 Bersedia melaksanakan tugas sesuai kesepakatan
- 2.3.1 Menjawab pertanyaan yang diajukan teman atau guru

| No  | Nama Peserta didik | Skor indikator sikap Sosial |                 |                 | Jumlah skor | Skor akhir | Predikat |
|-----|--------------------|-----------------------------|-----------------|-----------------|-------------|------------|----------|
|     |                    | Indikator 2.1.1             | Indikator 2.2.1 | Indikator 2.3.1 |             |            |          |
| 1   |                    |                             |                 |                 |             |            |          |
| 2   |                    |                             |                 |                 |             |            |          |
| 3   |                    |                             |                 |                 |             |            |          |
| 4   |                    |                             |                 |                 |             |            |          |
| 5   |                    |                             |                 |                 |             |            |          |
| 6   |                    |                             |                 |                 |             |            |          |
| 7   |                    |                             |                 |                 |             |            |          |
| 8   |                    |                             |                 |                 |             |            |          |
| 9   |                    |                             |                 |                 |             |            |          |
| 10  |                    |                             |                 |                 |             |            |          |
| dst |                    |                             |                 |                 |             |            |          |

$$\text{Skor akhir} = \frac{\text{Jumlah Skor}}{12} \times 100$$

## 5. Penilaian Pengetahuan (Prestasi Belajar) Instrumen Terlampir

## 6. Penilaian Psikomotor Penilaian Keterampilan Menulis Teks Bahasa Inggris Instrumen Terlampir

## LEMBAR KERJA PESERTA DIDIK 01 (LKPD\_01)

**Pokok Bahasan** : Formal Invitation

**Kelas/Semester** : XI/Ganjil

**Alokasi Waktu** : 2 x 45 menit

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### IV. Kompetensi Dasar

- 3.3.1 Mengidentifikasi fungsi sosial dan struktur teks khusus dalam bentuk undangan resmi
- 3.3.2 Merinci informasi yang terdapat dalam teks khusus dalam bentuk undangan resmi
- 3.3.3 Menggunakan kosakata yang tepat dalam teks khusus undangan resmi.

### V. Tujuan

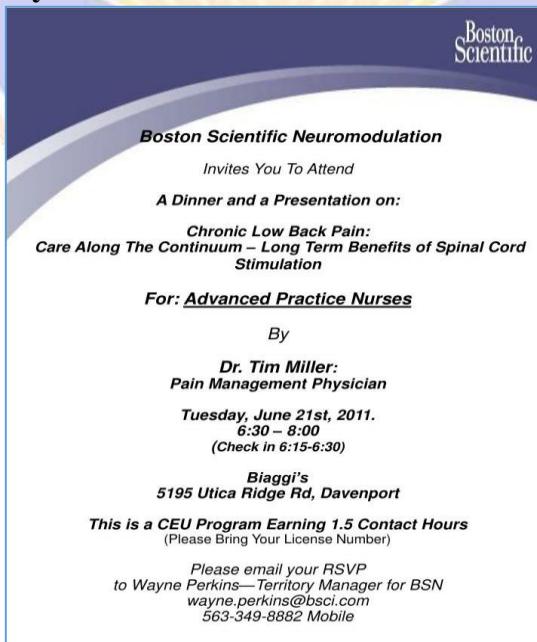
Setelah kegiatan pembelajaran di kelas, peserta didik dapat mengidentifikasi fungsi sosial dan struktur teks, merinci informasi yang terdapat dalam teks dan menggunakan kosakata yang tepat dalam teks khusus undangan resmi.

### VI. Petunjuk

3. Simaklah penjelasan gurumu melalui Google Classroom dan Whatsapp klasmu tentang teks khusus dalam bentuk undangan resmi.
4. Setelah menyimak penjelasan gurumu lengkapilah lembar kerja ini!

### Activity 1. Identify the structure of the invitation text below.

Text A



**Activity 2.**

**Instruction:** Complete the invitation letter below by using the words in the box.

|               |            |           |               |
|---------------|------------|-----------|---------------|
| Commence      | Exclusive  | Present   | Grand Opening |
| Complimentary | Exhibition | Admission | Look forward  |

Distro Party Inc.

22 Clement Street, Cambridge, Canada Tel: 126-444-9800

26 September 2019

Dear Valued Customer,

Our data records showed that you have been a loyal customer of Distro Party Inc. Since our 1) ... two years ago. We would like to thank you for your loyalty by inviting you to our preferred customer Winter 2)... next Saturday.

This Saturday's sales extravaganza event is by invitation only. All our stocks will be marked down from 60 to 80 % off. The store will be opened at 10.00 AM sharp. 3)... chocolate, and beverages will be served. Public 4)... will 5)... at noon. As a token of our appreciation, please accept the enclosed \$10 6)... voucher to be used with your purchase of %75 or more. 7) ... it to our customer service.

We 8)... forward to seeing you at Distro Party on Saturday. Please bring this invitation.

Sincerely yours,

Echa Porto Marketing Manager

**Activity 3. Answer these questions based on the invitation letter above!**

1. What is the purpose of the letter?
2. What is the event about?
3. Who is invited to the event?
4. Why does the company enclose some money to the customer?
5. If you are invited to the party, will you come? Why or why not?



## LEMBAR KERJA PESERTA DIDIK 02 (LKPD\_02)

**Pokok Bahasan** : Formal Invitation

**Kelas/Semester** : XI/Ganjil

**Alokasi Waktu** : 2 x 45 menit

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### I. Kompetensi Dasar

- 3.3.4 Menganalisis bagian-bagian serta ungkapan yang digunakan dalam teks undangan resmi.
- 4.3.1.1 Menyimpulkan fungsi, struktur, dan ungkapan yang digunakan dalam teks khusus berbentuk undangan resmi.

### II. Tujuan

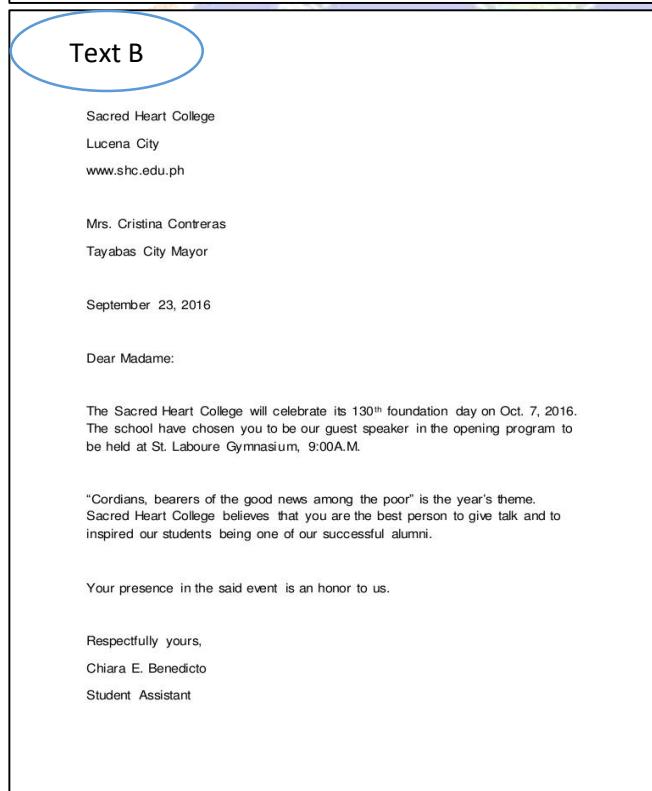
Setelah kegiatan pembelajaran di kelas, peserta didik dapat menganalisis bagian-bagian serta ungkapan yang digunakan dalam teks dan menyimpulkan fungsi, struktur, dan ungkapan yang tepat dalam teks khusus undangan resmi.

### III. Petunjuk

1. Simaklah penjelasan gurumu melalui Google Classroom dan Whatsapp kelasmu tentang teks khusus dalam bentuk undangan resmi.
2. Setelah menyimak penjelasan gurumu lengkapilah lembar kerja ini!

**Instruction.** In pairs, compare the invitation texts below based on the aspects that has been provided.

| Aspects to be Considered             | Similarities | Differences |
|--------------------------------------|--------------|-------------|
| Kind of event                        |              |             |
| Purpose of the invitation            |              |             |
| The host and the guest               |              |             |
| Detailed information about the event |              |             |



## LEMBAR KERJA PESERTA DIDIK 03 (LKPD\_03)

**Pokok Bahasan** : Formal Invitation

**Kelas/Semester** : XI/Ganjil

**Alokasi Waktu** : 2 x 45 menit

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### **IV. Kompetensi Dasar**

4.3.2.1 Memproduksi teks khusus dalam bentuk undangan resmi.

### **V. Tujuan**

Setelah kegiatan pembelajaran di kelas, peserta didik dapat memproduksi teks khusus dalam bentuk undangan resmi.

### **VI. Petunjuk**

3. Simaklah penjelasan gurumu melalui Google Classroom dan Whatsapp klasmu tentang teks khusus dalam bentuk undangan resmi.
4. Setelah menyimak penjelasan gurumu lengkapilah lembar kerja ini!

**Instruction.** Write a formal invitation card/letter. Choose one (1) of the situations to be developed.

**Situation 1.** With a partner, create a formal invitation for the head of your school, inviting him/her to the graduation ceremony in your school. Use the format you have learnt in the previous meeting.

**Situation 2.** With a partner, create a formal invitation for the teachers, inviting her/him to your class farewell party. Use the format you have learnt in the previous meeting.

## LEMBAR KERJA PESERTA DIDIK 04 (LKPD\_04)

**Pokok Bahasan : Formal Invitation**

**Kelas/Semester : XI/Ganjil**

**Alokasi Waktu : 2 x 45 menit**

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**I. Kompetensi Dasar**

4.3.2.2 Mempresentasikan teks khusus dalam bentuk undangan resmi secara lisan.

**II. Tujuan**

Setelah kegiatan pembelajaran di kelas, peserta didik dapat mempresentasikan teks khusus dalam bentuk undangan resmi secara lisan.

**III. Petunjuk**

1. Simaklah penjelasan gurumu melalui Google Classroom dan Whatsapp kelasmu tentang teks khusus dalam bentuk undangan resmi.
2. Setelah menyimak penjelasan gurumu lengkapilah lembar kerja ini!

**Instruction. Work in pairs and create dialogues based on one (1) of the following situations!**

Situation 1. You are going to have a seventeenth birthday party. You invite your teacher.

Situation 2. You are a businessman. You invite your business partner to come on your grand opening party.

Situation 3. You are the chairman of student organization. You invite the principal to come on the camping activity.



**PEMERINTAH PROVINSI BALI  
DINAS PENDIDIKAN, KEPEMUDAAN DAN OLAHRAGA  
SMA NEGERI 1 BEBANDEM**



**Jalan Raya Jungutan, Desa Jungutan Bebandem, Telp.087760266611**

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP KELAS KONTROL)**

Sekolah : SMA Negeri 1 Bebandem  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI / Ganjil  
Materi Pokok : Analytical Exposition  
Alokasi Waktu : 8 Jam Pelajaran (4 x 2 JP)

**A. Kompetensi Inti**

|      |   |
|------|---|
| KI 1 | : Menghayati dan mengamalkan ajaran agama yang dianutnya.   |
| KI 2 | : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara 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 tahu 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. |
| KI 4 | : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.  |

**B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

| Kompetensi Dasar  | Indikator Pencapaian Kompetensi  |
|---|--|
| 1.1 Menyadari adanya aturan dan kaidah dalam suatu bahasa sebagai wujud kebesaran Tuhan dan pengetahuan tentang adanya aturan tersebut sebagai hasil kemampuan belajar kolaboratif dan mandiri. | 1.1.1 Berdoa sesuai dengan kepercayaan masing-masing<br>1.1.2 Mengucapkan salam sesuai ajaran agamanya dalam berkomunikasi<br>1.1.3 mengucapkan syukur ketika berhasil mengerjakan sesuatu |
| 2.7 Menunjukkan perilaku ilmiah (memiliki motivasi internal, kemampuan bekerjasama, konsisten, sikap disiplin, rasa percaya diri dan sikap toleransi)   | 2.1.1 Menerapkan strategi belajar penemuan dalam menyelesaikan masalah   |

| <b>Kompetensi Dasar</b>   | <b>Indikator Pencapaian Kompetensi</b>  |
|---|---|
| <p>dalam perbedaan strategi berfikir dalam memilih dan menerapkan strategi belajar penemuan.</p> <p>2.8 Menunjukkan perilaku kerjasama, santun, toleran, tangguh menghadapi masalah, kritis dan disiplin dalam melakukan tugas belajar mandiri.</p> <p>2.9 Menunjukkan perilaku responsif, proaktif dan bijaksana sebagai wujud kemampuan belajar mandiri.</p>                              | <p>2.2.1 Menyelesaikan tugas-tugas yang diberikan secara mandiri</p> <p>2.3.1 Menjawab pertanyaan yang diajukan oleh teman atau guru</p>  |
| <p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya</p>  | <p>3.4.1 Mengidentifikasi fungsi sosial dan struktur teks eksposisi analitis</p> <p>3.4.2 Merinci informasi yang terdapat dalam teks eksposisi analitis</p> <p>3.4.3 Menggunakan kosakata yang tepat dalam teks eksposisi analitis</p> <p>3.4.4 Menganalisis persamaan dan perbedaan pernyataan dan bagian-bagian lainnya dalam teks eksposisi analitis</p> |
| <p>4.4 Teks eksposisi analitis</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual</p> <p>4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p> | <p>4.4.1.1 Menyusun kalimat acak sesuai struktur teks eksposisi analitis</p> <p>4.4.2.1 Memproduksi teks eksposisi analitis</p> <p>4.4.2.2 Mempresentasikan teks eksposisi analitis secara lisan.</p>   |

### C. Tujuan Pembelajaran

- 1.1.1 Peserta didik terbiasa berdoa sebelum dan sesudah belajar sesuai dengan kepercayaannya masing-masing
- 1.1.2 Peserta didik terbiasa mengucapkan salam sesuai ajaran agamanya dalam berkomunikasi lisan maupun tulisan.

- 1.1.3 Peserta didik terbiasa mengucapkan syukur ketika berhasil mengerjakan sesuatu.
- 2.1.1 Peserta didik terbiasa menerapkan strategi pembelajaran penemuan mandiri dalam menyelesaikan masalah
- 2.2.1 Peserta didik menunjukkan perilaku terbiasa menyelesaikan tugas-tugas yang diberikan secara mandiri
- 2.3.1 Peserta didik menunjukkan prilaku responsif dan proaktif dengan terbiasa menjawab pertanyaan yang diajukan oleh teman atau guru
- 3.4.1 Setelah menonton video, membaca bahan ajar, mengerjakan LKPD model Direct Instruction moda daring dan berdiskusi dalam jaringan, peserta didik dapat mengidentifikasi fungsi sosial dan struktur teks eksposisi analitis dengan tepat.
- 3.4.2 Setelah menonton video, membaca bahan ajar, mengerjakan LKPD model Direct Instruction moda daring dan berdiskusi dalam jaringan, peserta didik dapat merinci informasi yang terdapat dalam teks eksposisi analitis dengan tepat.
- 3.4.3 Setelah menonton video, membaca bahan ajar, mengerjakan LKPD model Direct Instruction moda daring dan berdiskusi dalam jaringan, peserta didik dapat menggunakan unsur kebahasaan yang tepat dalam teks eksposisi analitis dengan tepat.
- 3.4.4 Setelah menonton video, membaca bahan ajar, mengerjakan LKPD model Direct Instruction moda daring dan berdiskusi dalam jaringan, peserta didik dapat menganalisis persamaan dan perbedaan pernyataan dan bagian-bagian lainnya dalam teks eksposisi analitis dengan tepat.
- 4.4.1.1 Setelah menonton video, membaca bahan ajar, mengerjakan LKPD model Direct Instruction moda daring dan berdiskusi dalam jaringan, peserta didik dapat menyusun kalimat acak sesuai struktur teks eksposisi analitis dengan tepat.
- 4.4.2.1 Setelah menonton video, membaca bahan ajar, mengerjakan LKPD model Direct Instruction moda daring dan berdiskusi dalam jaringan, peserta didik dapat memproduksi teks eksposisi analitis dengan tepat.

4.4.2.2 Setelah menonton video, membaca bahan ajar, mengerjakan LKPD model Direct Instruction moda daring dan berdiskusi dalam jaringan, peserta didik dapat mempresentasikan teks eksposisi analitis dengan tepat.

## **D. Materi Pembelajaran**

### **1. Pengetahuan Faktual**

- An analytical exposition is one of argumentative essays. It is an essay which analyzes an issue or situation. An issue is defined as something that people are talking about or thinking about at present time. An actual issue means a current subject or topic.
- An analytical text elaborates the writer's idea about the phenomenon surrounding.
- An analytical text function is to persuade the reader that the idea is important matter.
- The purpose of an analytical text is to analyze a topic and to persuade the readers that the thesis/opnion is correct by developing argument to support it.

### **2. Pengetahuan Konseptual**

- An analytical exposition should have the following parts:
  - m. Introductory and presentation os argument.
  - n. Analysis of the text.
  - o. Personal response.
  - p. Conclusion (related to the analysis and the argument).
- The language features of analytical exposition are:
  - a. Focus on generic human or non-human participants.
  - b. Use simple present tense.
  - c. Use of words that link arguments such as firstly, secondly, and reasoning through casual conjunction such as in addition, furthermore, however, and therefore.
  - d. Use compound and complex sentences.

### **7. Pengetahuan Prosedural**

The generic structure of analytical exposition is:

- d. Thesis (statement of opinion).
- e. Arguments
- f. Reiteration (reinforcement of the thesis).

### **8. Metakognitif : -**

### **9. Materi Remedial**

- Menyesuaikan dengan IPK yang belum tuntas

### **10. Materi Pengayaan**

- Memperdalam soal-soal sesuai IPK yang tuntas

## **E. Model Pembelajaran**

Model Pembelajaran : *Direct Instruction moda Daring*

## **F. Media/ Alat dan Bahan**

- 1) LMS Google Classroom (GC)

- 2) Whatsapp (WA)
- 3) Lembar Kerja Peserta Didik
- 4) Video

#### **G. Sumber Belajar**

- Buku Bahasa Inggris Wajib kelas XI (Edisi Revisi 2017). Kemendikbud.
- Sudarwati Th. M. & Eudia Grace. (2002). *Look Ahead 2: An English Course for Students High School Students Year XI*. Jakarta: Erlangga.
- Buku referensi yang relevan,
- Lingkungan setempat

#### **H. Kegiatan Pembelajaran**

Kegiatan Pembelajaran dijabarkan dalam rancangan pembelajaran asinkron berikut;

| Pokok bahasan         | Materi  | Strategi Pembelajaran Asinkron |   |   |  |
|-----------------------|---|--------------------------------|---|---|--|
|                       |   | Media Digital                  | Asesmen   |   |  |
|                       |   |                                | Tugas Online  | Diskusi online  | Tes  |
| Analytical Exposition | <ul style="list-style-type: none"> <li>• Fungsi Sosial teks analytical exposition</li> <li>• Struktur teks analytical exposition</li> <li>• Ungkapan dan istilah yang digunakan analytical exposition</li> <li>• Isu alam dan sosial pada saat ini</li> </ul> | Video                          | <ul style="list-style-type: none"> <li>• Lembar Kerja Peserta didik model DI moda daring tentang analytical exposition</li> </ul> | <ul style="list-style-type: none"> <li>Diskusi melalui LMS Google Classroom dan WhatsApp</li> </ul> | <ul style="list-style-type: none"> <li>• Google formulir untuk uji pemahaman tentang teks dalam bentuk analytical exposition</li> <li>• Google Classrom untuk uji ketrampilan menulis teks dalam bentuk analytical exposition</li> </ul> |

## Pertemuan I

| Alur E-Learning | Fase DI  | Kegiatan Guru   | Kegiatan Peserta Didik   | Alokasi Waktu   |
|-----------------|--|---|--|-----------------|
| Absorb          | <b>Pendahuluan</b><br>Menyampaikan tujuan pembelajaran dan mempersiapkan peserta didik | <b>Memberi Instruksi dalam LMS:</b><br><br>Good morning, students. How are you, today? Hopefully all of you are doing fine today. Before we begin our lesson, let's send our prayer to the Almighty God so that we can meet today.<br><br>Today, we are going to talk about analytical exposition. The objectives of our lesson are <ul style="list-style-type: none"> <li>Identifying the purpose and structure of analytical exposition text</li> <li>Detailing explicit and implicit information in analytical exposition text.</li> </ul> | Membuka LMS dan menyimak instruksi guru dalam LMS  | <b>5 menit</b>  |
|                 | <b>Kegiatan Inti</b><br>Mendemonstrasikan pengetahuan dan keterampilan                 | <b>Memberi Instruksi dalam LMS:</b> <ul style="list-style-type: none"> <li>Let's watch a video about analytical exposition text.</li> </ul> <b>Insert video</b><br>Video_Introduction to Analytical Exposition  | Peserta didik menyimak informasi dalam video dan menjawab pertanyaan   | <b>80 menit</b> |
| Do              | Membimbing pelatihan   | <b>Memberi Instruksi dalam LMS:</b> <ul style="list-style-type: none"> <li>What is the thesis statement of the text?</li> <li>How many arguments are there in the text?</li> <li>What is the conclusion of the text?</li> </ul>   | <ul style="list-style-type: none"> <li>Membuka file dan menyebutkan ide pada struktur yang dimaksud</li> </ul> |                 |

| Alur E-Learning | Fase DI                                       | Kegiatan Guru  | Kegiatan Peserta Didik   | Alokasi Waktu  |
|-----------------|---|--|--|----------------|
|                 | Mengecek pemahaman dan memberikan umpan balik | <b>Memberi Instruksi dalam LMS:</b> <ul style="list-style-type: none"> <li>Do you have any questions about the purpose and structure of analytical exposition text?</li> </ul>   | <ul style="list-style-type: none"> <li>Peserta didik menanggapi pertanyaan guru dan menyampaikan hal yang belum dipahami</li> </ul>  |                |
| Enact           | Memberikan latihan dan penerapan konsep       | <b>Memberi Instruksi dalam LMS:</b> <ul style="list-style-type: none"> <li>If it is clear for you, open LKPD_05. Do the task in pairs. Submit your work into the classroom</li> </ul> <b>Insert media:</b><br>Lembar kerja peserta didik (LKPD_05)                           | <ul style="list-style-type: none"> <li>Peserta didik mendownload LKPD_05</li> <li>Peserta didik mengerjakan LKPDnya</li> <li>Peserta didik mengumpulkan hasil kerjanya ke LMS</li> </ul>                             |                |
|                 | <b>Kegiatan Penutup</b>                       | <b>Memberi Instruksi dalam LMS:</b> <ul style="list-style-type: none"> <li>This is the end of the lesson.</li> <li>Give summary about what you have learned today.</li> <li>Next meeting we're going to read more about parts used in analytical exposition text.</li> </ul> | <ul style="list-style-type: none"> <li>Peserta didik menyampaikan apa yang telah dipelajari</li> <li>Peserta didik menyimak materi selanjutnya</li> <li>Pembelajaran ditutup dengan salam dan doa bersama</li> </ul> | <b>5 menit</b> |

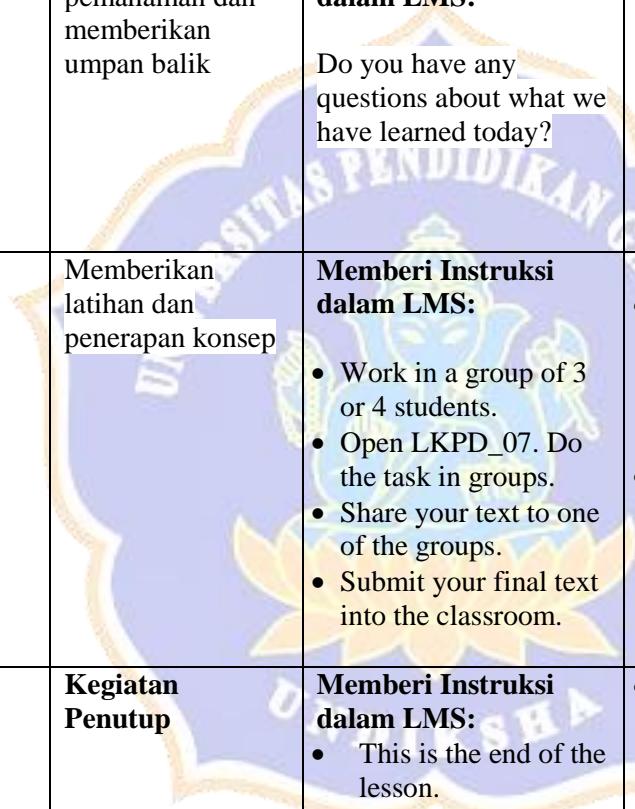
## Pertemuan II

| Alur E-Learning | Fase DI  | Kegiatan Guru   | Kegiatan Peserta Didik  | Alokasi Waktu   |
|-----------------|--|---|---|-----------------|
| Absorb          | <p><b>Pendahuluan</b><br/>Menyampaikan tujuan pembelajaran dan mempersiapkan peserta didik</p> | <p><b>Memberi Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>• Good morning, students. How are you, today? Hopefully all of you are doing fine today. Before we begin our lesson, let's send our prayer to the Almighty God so that we can meet today.</li> <li>• Today, we are going to talk about analytical exposition. The objectives of our lesson are           <ol style="list-style-type: none"> <li>1. Using proper vocabularies in an analytical exposition text</li> <li>2. Analyzing differences and similarities of parts in an analytical exposition text</li> </ol> </li> </ul> | Membuka LMS dan menyimak instruksi guru dalam LMS               | <b>5 menit</b>  |
|                 | <p><b>Kegiatan Inti</b><br/>Mendemonstrasikan pengetahuan dan keterampilan</p>                 | <p><b>Memberi Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>• Look at the example of an analytical exposition text in picture_04. We will practice finding main ideas. But first, let's find out what m</li> </ul> <p><b>Insert Media</b></p> <p>Pdf_Main Ideas<br/>Picture_04</p>  | Peserta didik membaca instruksi dan memberikan respon dalam LMS | <b>80 menit</b> |

| Alur E-Learning | Fase DI                                       | Kegiatan Guru   | Kegiatan Peserta Didik   | Alokasi Waktu  |
|-----------------|---|---|--|----------------|
| Do              | Membimbing pelatihan                          | <p><b>Memberi Instruksi dalam LMS:</b></p> <p>After you study about main ideas, let's open picture_04</p> <p><b>Insert media:</b></p> <p>Picture_04</p>   | <ul style="list-style-type: none"> <li>Membuka LKPD dan menyebutkan ide utama untuk setiap paragraf.</li> </ul>  |                |
|                 | Mengecek pemahaman dan memberikan umpan balik | <p><b>Memberi Instruksi dalam LMS:</b></p> <p>If you have any doubts or materials that you don't understand, just type or record your questions.</p>  | <ul style="list-style-type: none"> <li>Peserta didik menanggapi pertanyaan guru dan menyampaikan hal yang belum dipahami</li> </ul>  |                |
| Enact           | Memberikan latihan dan penerapan konsep       | <p><b>Memberi Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>Let's work in pairs. Open LKPD_06. With your partner, do activity 1 and 2.</li> <li>Submit your LKPD into the classroom.</li> </ul>   | <ul style="list-style-type: none"> <li>Peserta didik mengerjakan LKPDnya secara berpasangan</li> <li>Peserta didik mengumpulkan hasil kerjanya ke LMS</li> </ul>   |                |
|                 | <b>Kegiatan Penutup</b>                       | <p><b>Memberi Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>This is the end of the lesson.</li> <li>Give summary about what you have learned today.</li> <li>Next meeting we're going to read more about parts and expressions used in analytical exposition text.</li> </ul> | <ul style="list-style-type: none"> <li>Peserta didik menyampaikan apa yang telah dipelajari</li> <li>Peserta didik menyimak materi selanjutnya</li> <li>Pembelajaran ditutup dengan salam dan doa bersama</li> </ul> | <b>5 menit</b> |

### Pertemuan III

| Alur E-Learning | Fase DI  | Kegiatan Guru  | Kegiatan Peserta Didik                            | Alokasi Waktu   |
|-----------------|--|--|---|-----------------|
| Absorb          | <p><b>Pendahuluan</b><br/>Menyampaikan tujuan pembelajaran dan mempersiapkan peserta didik</p> | <p><b>Memberi Instruksi dalam LMS:</b></p> <p>Good morning, students. How are you, today? Hopefully all of you are doing fine today. Before we begin our lesson, let's send our prayer to the Almighty God so that we can meet today.</p> <p>Today, we are going to talk about analytical exposition. The objectives of our lesson are</p> <ul style="list-style-type: none"> <li>• Organizing sentences that are put randomly into a good analytical exposition text</li> <li>• Composing a written analytical text.</li> </ul> | Membuka LMS dan menyimak instruksi guru dalam LMS | <b>5 menit</b>  |
|                 | <p><b>Kegiatan Inti</b><br/>Mendemonstrasikan pengetahuan dan keterampilan</p>                 | <p><b>Memberi Instruksi dalam LMS:</b></p> <p>Open pdf_05. Let's put the sentences into the correct order of analytical exposition text.</p> <p><b>Insert Media</b></p> <p>Pdf_05</p>  | Peserta didik melihat gambar dan menyusun kalimat | <b>80 menit</b> |
| Do              | Membimbing pelatihan   | <p><b>Memberi Instruksi dalam LMS:</b></p> <p>Good job, students. Now, let's have a discussion. Can you give me a good argument for the introduction paragraph below?</p>  | Memberi respon dalam LMS                          |                 |

| Alur E-Learning | Fase DI                                       | Kegiatan Guru   | Kegiatan Peserta Didik   | Alokasi Waktu  |
|-----------------|---|---|--|----------------|
|                 |   | “We all know that exercise is important in our daily lives, but we may not know why or what exercise can do for us. Here are some benefits of exercises.”   |  |                |
|                 | Mengecek pemahaman dan memberikan umpan balik | <b>Memberi Instruksi dalam LMS:</b><br><br>Do you have any questions about what we have learned today?   | <ul style="list-style-type: none"> <li>Peserta didik menanggapi pertanyaan guru di whatsapp dan menyampaikan hal yang belum dipahami</li> </ul>  |                |
| Enact           | Memberikan latihan dan penerapan konsep       | <b>Memberi Instruksi dalam LMS:</b> <ul style="list-style-type: none"> <li>Work in a group of 3 or 4 students.</li> <li>Open LKPD_07. Do the task in groups.</li> <li>Share your text to one of the groups.</li> <li>Submit your final text into the classroom.</li> </ul>    | <ul style="list-style-type: none"> <li>Peserta didik mengerjakan LKPDnya secara berkelompok</li> <li>Peserta didik mengumpulkan hasil kerjanya ke LMS</li> </ul>   |                |
|                 | <b>Kegiatan Penutup</b>                       | <b>Memberi Instruksi dalam LMS:</b> <ul style="list-style-type: none"> <li>This is the end of the lesson.</li> <li>Give summary about what you have learned today.</li> <li>Next meeting we're going to practice presenting an analytical exposition text, orally.</li> </ul> | <ul style="list-style-type: none"> <li>Peserta didik menyampaikan apa yang telah dipelajari</li> <li>Peserta didik menyimak materi selanjutnya</li> <li>Pembelajaran ditutup dengan salam dan doa bersama</li> </ul> | <b>5 menit</b> |

## Pertemuan IV

| Alur E-Learning | Fase DI  | Kegiatan Guru   | Kegiatan Peserta Didik  | Alokasi Waktu   |
|-----------------|--|---|---|-----------------|
| Absorb          | <b>Pendahuluan</b><br>Menyampaikan tujuan pembelajaran dan mempersiapkan peserta didik | <p><b>Memberi Instruksi dalam LMS:</b></p> <p>Good morning, students. How are you, today? Hopefully all of you are doing fine today. Before we begin our lesson, let's send our prayer to the Almighty God so that we can meet today.</p> <p>Today, each group is going to present a written analytical text, orally, through a video</p> | Membuka LMS dan menyimak instruksi guru dalam LMS               | <b>5 menit</b>  |
|                 | <b>Kegiatan Inti</b><br>Mendemonstrasikan pengetahuan dan keterampilan                 | <p><b>Memberi Instruksi dalam LMS:</b></p> <p>Click the following Youtube link to watch an oral presentation of analytical exposition text.</p> <p><b>Insert Youtube Link</b></p> <p><u><a href="https://youtu.be/27T1SfoHMhw">https://youtu.be/27T1SfoHMhw</a></u></p>   | Peserta didik membaca instruksi dan memberikan respon dalam LMS | <b>80 menit</b> |
| Do              | Membimbing pelatihan   | <p><b>Memberi Instruksi dalam LMS:</b></p> <ul style="list-style-type: none"> <li>• How does the speaker open the presentation?</li> <li>• What is the issue discussed in her presentation?</li> <li>• How does she end the presentation?</li> <li>• Do you have any critics or opinion about her presentation?</li> </ul>                | Memberi respon dalam LMS  |                 |
|                 | Mengecek pemahaman dan memberikan  | <b>Memberi Instruksi dalam LMS:</b>   | • Peserta didik menanggapi pertanyaan                           |                 |

| Alur E-Learning | Fase DI                                 | Kegiatan Guru  | Kegiatan Peserta Didik   | Alokasi Waktu  |
|-----------------|---|--|--|----------------|
|                 | umpan balik                             | Do you have any questions about how to do an oral presentation?  | guru dan menyampaikan hal yang belum dipahami  |                |
| Enact           | Memberikan latihan dan penerapan konsep | <b>Memberi Instruksi dalam LMS:</b> <ul style="list-style-type: none"> <li>• Study the analytical exposition text that you made in the previous meeting.</li> <li>• Do the presentation individually.</li> <li>• Record your presentation by using your handphone or laptop.</li> <li>• Send the video into the classroom</li> </ul> | <ul style="list-style-type: none"> <li>• Peserta didik mengerjakan LKPDnya secara individual</li> <li>• Peserta didik mengumpulkan hasil kerjanya ke LMS</li> </ul>  |                |
|                 | <b>Kegiatan Penutup</b>                 | <b>Memberi Instruksi dalam LMS:</b> <ul style="list-style-type: none"> <li>• This is the end of the lesson.</li> <li>• Give summary about what you have learned today.</li> <li>• Next meeting we're going to have post-test about formal invitation and analytical exposition text.</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Peserta didik menyampaikan apa yang telah dipelajari</li> <li>• Peserta didik menyimak materi selanjutnya</li> <li>• Pembelajaran ditutup dengan salam dan doa bersama</li> </ul> | <b>5 menit</b> |

## I. Penilaian Hasil Belajar

| No | Aspek        | Teknik                                     | Bentuk Instrumen         |
|----|--------------|--|--------------------------|
| 1. | Sikap        | - Observasi sikap selama pembelajaran      | - Jurnal observasi sikap |
| 2. | Pengetahuan  | - Tes Tertulis                             | - Soal Pilihan ganda     |
| 3. | Keterampilan | - Keterampilan Menulis Teks Bahasa Inggris | - Tes Kinerja            |

## Lampiran

### 1. Penilaian Sikap

#### Penilaian sikap spiritual

Teknik penilaian: Non Tes

Bentuk penilaian: Observasi

Instrumen:

### INSTRUMEN PENILAIAN SIKAP SPIRITAL (LEMBAR OBSERVASI)

#### Petunjuk Umum

1. Instrumen penilaian sikap spiritual ini berupa *Lembar Observasi*.
2. Instrumen ini diisi oleh guru yang mengajar.

#### Petunjuk Pengisian

Berdasarkan pengamatan yang sudah dilakukan, nilailah sikap setiap peserta didik Anda berdasarkan indikator dengan memberi skor 4, 3, 2, atau 1 pada *Lembar Observasi* dengan ketentuan sebagai berikut.

##### **1.1.4 Berdoa sesuai dengan kepercayaan masing-masing**

| Skor | Sikap Peserta Didik   |
|------|---|
| 4    | Peserta didik berdoa sebelum dan sesudah pembelajaran   |
| 3    | Peserta didik hanya berdoa sebelum atau sesudah pembelajaran  |
| 2    | Peserta didik tidak berdoa sebelum dan sesudah Pembelajaran   |
| 1    | Peserta didik tidak berdoa sebelum dan sesudah Pembelajaran serta menganggu peserta didik lain yang sedang berdoa |

##### **1.1.2 Mengucapkan salam sesuai ajaran agamanya dalam berkomunikasi**

| Skor | Sikap Peserta Didik  |
|------|--|
| 4    | Peserta didik memberi salam dalam komunikasi lisan maupun tulisan baik sebelum dan sesudah pembelajaran dengan ramah |
| 3    | Peserta didik hanya memberi salam dalam komunikasi lisan maupun tulisan sebelum atau sesudah pembelajaran            |
| 2    | Peserta didik tidak memberi salam dalam komunikasi lisan maupun tulisan baik sebelum dan sesudah pembelajaran        |
| 1    | Peserta didik tidak menjawab salam dalam komunikasi lisan maupun tulisan sebelum dan sesudah pembelajaran            |

##### **1.1.3 Mengucapkan syukur ketika berhasil mengerjakan sesuatu**

| Skor | Sikap Peserta Didik  |
|------|--|
| 4    | Peserta didik selalu mengucapkan syukur setiap berhasil mengerjakan sesuatu sesuai agama dan kebercayaannya masing-masing    |
| 3    | Peserta didik terkadang mengucapkan syukur setiap berhasil mengerjakan sesuatu sesuai agama dan kebercayaannya masing-masing |
| 2    | Peserta didik tidak pernah mengucapkan syukur setiap berhasil  |

|   |   |
|---|---|
|   | mengerjakan sesuatu sesuai agama dan kebercayaannya masing-masing   |
| 1 | Peserta didik tidak pernah merespon ucapan syukur yang disampaikan guru atau temannya setiap berhasil mengerjakan sesuatu sesuai agama dan kebercayaannya masing-masing |

### LEMBAR OBSERVASI SIKAP SPIRITAL

Kelas : XI MIPA ...

Semester : 1

Tahun Pelajaran : 2020/2021

Periode Pengamatan : Tanggal ... s.d. ...

Indikator sikap spiritual :

- 1.1.1 Berdoa sesuai dengan kepercayaan masing-masing
- 1.1.2 Mengucapkan salam sesuai ajaran agamanya dalam berkomunikasi
- 1.1.3 Mengucapkan syukur ketika berhasil mengerjakan sesuatu

| No  | Nama Peserta didik | Skor indikator sikap spiritual |                 |                 | Jumlah skor | Skor akhir | Predikat |
|-----|--------------------|--------------------------------|-----------------|-----------------|-------------|------------|----------|
|     |                    | Indikator 1.1.1                | Indikator 1.1.2 | Indikator 1.1.3 |             |            |          |
| 1   |                    |                                |                 |                 |             |            |          |
| 2   |                    |                                |                 |                 |             |            |          |
| 3   |                    |                                |                 |                 |             |            |          |
| 4   |                    |                                |                 |                 |             |            |          |
| 5   |                    |                                |                 |                 |             |            |          |
| 6   |                    |                                |                 |                 |             |            |          |
| 7   |                    |                                |                 |                 |             |            |          |
| 8   |                    |                                |                 |                 |             |            |          |
| 9   |                    |                                |                 |                 |             |            |          |
| 10  |                    |                                |                 |                 |             |            |          |
| dst |                    |                                |                 |                 |             |            |          |

$$\text{Skor akhir} = \frac{\text{Jumlah Skor}}{12} \times 100$$

| Predikat Sikap   | Nilai  | Guru Mata Pelajaran |
|------------------|--------|---------------------|
| Sangat Baik (SB) | 81-100 |                     |

|  |              |           |                    |  |
|--|--------------|-----------|--------------------|--|
|  | Baik (B)     | 66-80     | .....<br>NIP. .... |  |
|  | Cukup ( C )  | 51-65     |                    |  |
|  | Kurang ( K ) | $\leq 50$ |                    |  |

### Penilaian Sikap Sosial

Teknik penilaian: Non Tes

Bentuk penilaian: Observasi

Instrumen:

| <b>INSTRUMEN PENILAIAN SIKAP SOSIAL</b>  |  |
|--|--|
| (LEMBAR OBSERVASI)   |  |
| <b>Petunjuk Umum</b>   |  |
| <ol style="list-style-type: none"> <li>1. Instrumen penilaian sikap sosial ini berupa <i>Lembar Observasi</i>.</li> <li>2. Instrumen ini diisi oleh guru yang mengajar.</li> </ol>                                       |  |
| <b>Petunjuk Pengisian</b>  |  |
| <p>Berdasarkan pengamatan yang sudah dilakukan, nilai-nilai sikap setiap peserta didik Anda berdasarkan indikator dengan memberi skor 4, 3, 2, atau 1 pada <i>Lembar Observasi</i> dengan ketentuan sebagai berikut.</p> |  |
| <b>2.1.1 Memeriksa kembali tugas dan pekerjaan yang dikerjakan</b>   |  |
| Skor   | Sikap Peserta Didik  |
| 4  | Menyelesaikan semua tugas sesuai format yang diberikan oleh guru dengan kesalahan penulisan kurang dari 10 kata      |
| 3  | Menyelesaikan semua tugas sesuai format yang diberikan oleh guru dengan kesalahan penulisan lebih dari 10 kata       |
| 2  | Menyelesaikan semua tugas tidak sesuai format yang diberikan oleh guru dengan kesalahan penulisan lebih dari 10 kata |
| 1  | Tidak menyelesaikan tugas yang diberikan oleh guru   |
| <b>2.2.1 Bersedia melaksanakan tugas sesuai kesepakatan</b>  |  |
| Skor   | Sikap Peserta Didik  |
| 4  | Menyelesaikan tugas dengan baik tepat waktu  |
| 3  | Menyelesaikan tugas dengan baik melebihi waktu yang ditentukan   |

|   |  |
|---|--|
| 2 | Menyelesaikan tugas sesuka hati tanpa peduli waktu     |
| 1 | Tidak menyelesaikan bagian tugas yang sudah disepakati |

### 2.3.1 Menjawab pertanyaan yang diajukan teman atau guru

| Skor | Sikap Peserta Didik  |
|------|--|
| 4    | Peserta didik menjawab pertanyaan yang diajukan teman atau guru dengan bahasa yang komunikatif       |
| 3    | Peserta didik menjawab pertanyaan yang diajukan teman atau guru dengan bahasa yang tidak komunikatif |
| 2    | Peserta didik tidak menjawab pertanyaan yang diajukan teman atau guru                                |
| 1    | Peserta didik mengacuhkan pertanyaan yang diajukan teman atau guru                                   |

### LEMBAR OBSERVASI SIKAP SOSIAL

Kelas : XI MIPA ...

Semester : 1

Tahun Pelajaran : 2020/2021

Periode Pengamatan : Tanggal ... s.d. ....

Indikator sikap sosial :

2.1.1 Memeriksa kembali tugas dan pekerjaan yang dikerjakan

2.2.1 Bersedia melaksanakan tugas sesuai kesepakatan

2.3.1 Menjawab pertanyaan yang diajukan teman atau guru

| No | Nama Peserta didik | Skor indikator sikap Sosial |                 |                 | Jumlah skor | Skor akhir | Predikat |
|----|--------------------|-----------------------------|-----------------|-----------------|-------------|------------|----------|
|    |                    | Indikator 2.1.1             | Indikator 2.2.1 | Indikator 2.3.1 |             |            |          |
| 1  |                    |                             |                 |                 |             |            |          |
| 2  |                    |                             |                 |                 |             |            |          |
| 3  |                    |                             |                 |                 |             |            |          |
| 4  |                    |                             |                 |                 |             |            |          |
| 5  |                    |                             |                 |                 |             |            |          |
| 6  |                    |                             |                 |                 |             |            |          |
| 7  |                    |                             |                 |                 |             |            |          |
| 8  |                    |                             |                 |                 |             |            |          |
| 9  |                    |                             |                 |                 |             |            |          |
| 10 |                    |                             |                 |                 |             |            |          |

|  |  |           |  |                     |  |       |  |
|--|--|-----------|--|---------------------|--|-------|--|
| dst  |  |           |  |                     |  |       |  |
| $\text{Skor akhir} = \frac{\text{Jumlah Skor}}{12} \times 100$ |  |           |  |                     |  |       |  |
| Predikat Sikap   |  | Nilai     |  | Guru Mata Pelajaran |  |       |  |
| Sangat Baik (SB)   |  | 81-100    |  |                     |  |       |  |
| Baik (B)   |  | 66-80     |  |                     |  |       |  |
| Cukup ( C )  |  | 51-65     |  |                     |  | <hr/> |  |
| Kurang ( K )   |  | $\leq 50$ |  | NIP. ....           |  |       |  |

2. Penilaian Pengetahuan (Prestasi Belajar)  
Instrumen Terlampir
3. Penilaian Psikomotor  
Penilaian Keterampilan Menulis Teks Bahasa Inggris  
Instrumen Terlampir



## LEMBAR KERJA PESERTA DIDIK 05 (LKPD\_05)

**Pokok Bahasan** : Analytical Exposition

**Kelas/Semester** : XI/Ganjil

**Alokasi Waktu** : 2 x 45 menit

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### I. Kompetensi Dasar

3.4.1 Mengidentifikasi fungsi sosial dan struktur teks eksposisi analitis

3.4.2 Merinci informasi yang terdapat dalam teks eksposisi analitis

### II. Tujuan

Setelah kegiatan pembelajaran di kelas, peserta didik dapat mengidentifikasi fungsi sosial dan struktur teks dan merinci informasi yang terdapat dalam teks eksposisi analitis.

### III. Petunjuk

1. Simaklah penjelasan gurumu melalui Google Classroom dan Whatsapp klasmu tentang teks khusus dalam bentuk analytical exposition.
2. Setelah menyimak penjelasan gurumu lengkapilah lembar kerja ini!

### Activity 1.

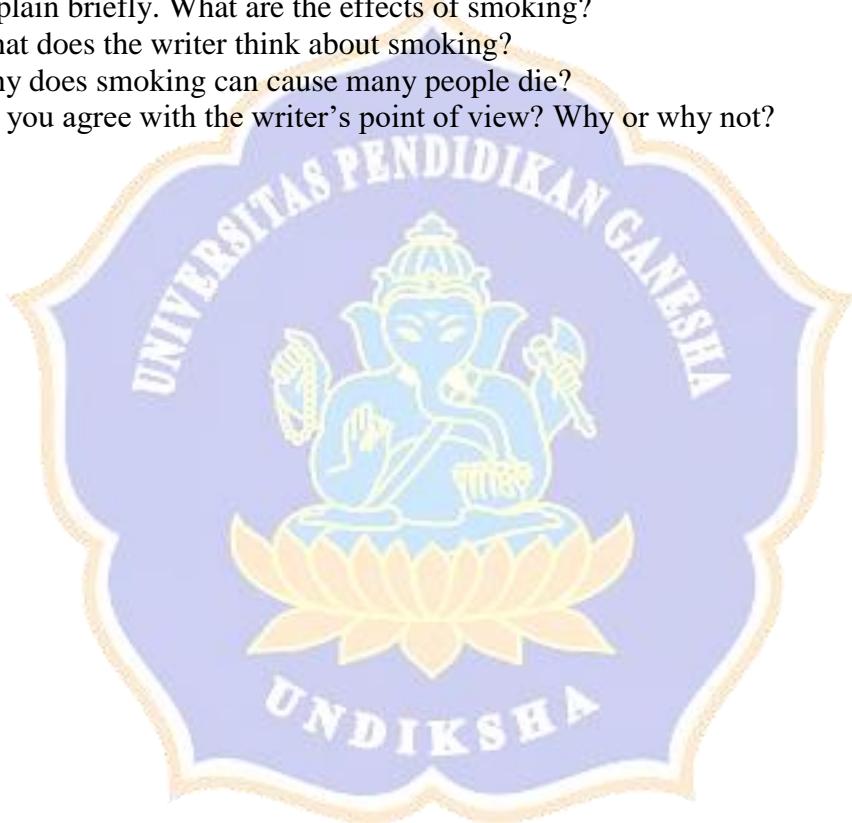
**Instruction.** Re-write and separate each paragraph. After that, identify the structure of each paragraph appropriately!

| <b>Text<br/>Structure</b> | <b>Negative Effects of Smoking</b>  |
|---------------------------|---|
|                           | <p>Before we are going to smoke, it is better to look at the fact. About 50 thousands people die every year in Britain as direct result of smoking. This is seven times as many as die in road accidents. Nearly a quarter of smokers die because of diseases caused by smoking. Ninety percent of lung cancers are caused by smoking. If we smoke five cigarettes a day, we are six times more likely to die of lung cancer than a non smoker. If we smoke twenty cigarettes a day, the risk is nineteen greater. Ninety five percent of people who suffer of bronchitis are people who are smoking. Smokers are two and half times more likely to</p> |

|  |   |
|--|---|
|  | die of heart disease than non smokers. Additionally, children of smoker are more likely to develop bronchitis and pneumonia. In one hour in smoky room, non smoker breathes as much as substance causing cancer as if he had smoked fifteen cigarettes. Smoking is really good for tobacco companies because they do make much money from smoking habit. Smoking however is not good for every body else. |
|--|---|

**Activity 2.****Instruction. Answer the questions based on the text above!**

1. What is the main issue discussed in the text?
2. Explain briefly. What are the effects of smoking?
3. What does the writer think about smoking?
4. Why does smoking can cause many people die?
5. Do you agree with the writer's point of view? Why or why not?



## LEMBAR KERJA PESERTA DIDIK 06 (LKPD\_06)

**Pokok Bahasan** : Analytical Exposition

**Kelas/Semester** : XI/Ganjil

**Alokasi Waktu** : 2 x 45 menit

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### I. Kompetensi Dasar

3.4.3 Menggunakan kosakata yang tepat dalam teks eksposisi analitis

3.4.4 Menganalisis persamaan dan perbedaan pernyataan dan bagian-bagian lainnya dalam teks eksposisi analitis

### II. Tujuan

Setelah kegiatan pembelajaran di kelas, peserta didik dapat Menggunakan kosakata yang tepat dalam teks dan Menganalisis persamaan dan perbedaan pernyataan dan bagian-bagian lainnya dalam teks eksposisi analitis.

### III. Petunjuk

- Simaklah penjelasan gurumu melalui Google Classroom dan Whatsapp kelasmu tentang teks khusus dalam bentuk analytical exposition.
- Setelah menyimak penjelasan gurumu lengkapilah lembar kerja ini!

**Activity 1. Find Similarities and Differences between the two (2) texts, based on the aspects below!**

| Differences                        | Why is Learning English Important? | Is Smoking Good for Us? |
|------------------------------------|------------------------------------|-------------------------|
| The topic                          |                                    |                         |
| The issue                          |                                    |                         |
| The number of evidence (arguments) |                                    |                         |
| Writer's position toward the issue |                                    |                         |

| Why is Learning English Important?  | Is Smoking Good for Us?   |
|---|---|
| <p>Language is the means of communication. Mostly groups of society have their own languages. Some of them appear the top global languages. However English is the most global spoken language. Then if a man wants to catch a global goal, he has to master English.</p> <p>Everyone recognize that English is an international language. English is used in writing and speaking by many people all over the world. We even hear British, American, Australian, and even Singaporean English. Those various names of English are used as the first language in those countries.</p> <p>Furthermore, English is also used as a key to open doors leading to scientific and technical knowledge. No wonder we find manual guides and instructions of many devices written in English. Even if we have a pack of instant noodle, we will see the cooking instruction also written in English.</p> <p>Finally, the most easily seen in the importance of learning English is that most top requirement in filling job opportunities is the ability using English; active or passive. Job applicants who master English are more favorable than ones who do not.</p> <p>The above facts prove that everybody needs to learn English if he likes to greet the global era.</p> | <p>Before we are going to smoke, it is better to look at the fact. About 50 thousand people die every year in Britain as direct result of smoking. This is seven times as many as die in road accidents. Nearly a quarter of smokers die because of diseases caused by smoking.</p> <p>Ninety percent of lung cancers are caused by smoking. If we smoke five cigarettes a day, we are six times more likely to die of lung cancer than a nonsmoker. If we smoke twenty cigarettes a day, the risk is nineteen greater. Ninety five percent of people who suffer of bronchitis are people who are smoking. Smokers are two and half times more likely to die of heart disease than nonsmokers.</p> <p>Additionally, children of smoker are more likely to develop bronchitis and pneumonia. In one hour in smoky room, non smoker breathes as much as substance causing cancer as if he had smoked fifteen cigarettes.</p> <p>Smoking is really good for tobacco companies because they do make much money from smoking habit. Smoking however is not good for every body else.</p> |

**Activity 2.** Read the text entitled “Is Smoking Good for Us? again. Match the main ideas below, into its proper paragraph.

| Title  | Is Smoking Good for Us?                       |
|--------|---|
| Par... | Smoking is only beneficial for the producers. |
| Par... | Smoking is dangerous for children.            |
| Par... | Smoking causes many people die.               |
| Par... | Smoking causes lung cancer.                   |



## LEMBAR KERJA PESERTA DIDIK 07 (LKPD\_07)

**Pokok Bahasan** : Analytical Exposition

**Kelas/Semester** : XI/Ganjil

**Alokasi Waktu** : 2 x 45 menit

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### I. Kompetensi Dasar

4.4.1.1 Menyusun kalimat acak sesuai struktur teks eksposisi analitis

4.4.2.1 Memproduksi teks eksposisi analitis

### II. Tujuan

Setelah kegiatan pembelajaran di kelas, peserta didik dapat menyusun kalimat acak sesuai struktur teks eksposisi analitis dan memproduksi teks eksposisi analitis.

### III. Petunjuk

1. Simaklah penjelasan gurumu melalui Google Classroom dan Whatsapp kelasmu tentang teks khusus dalam bentuk analytical exposition.
2. Setelah menyimak penjelasan gurumu lengkapilah lembar kerja ini!

**Instructions.** In a group of 3 or 4 students, developed one (1) of these introduction paragraphs!

#### Social Media for Teenagers

Social media or social network is one of several phenomena that began to emerge in the early 2000s. Most people who are able to connect to the internet today have social media account to get in touch with others online. However, there are also some bad impacts of social media, especially for teenagers.

...

#### Internet for Education

Internet has become a new life-style. People should be able to use it in daily life. Internet also has big impact on education. There are many positive things students and teacher can get from it.

...

### **Guidelines:**

1. Give strong arguments and evidence.
2. Conclude your opinions properly.
3. Write the text on a piece of paper or type it. Share the picture or the file of your text to one of the groups.
4. Send your final text into the classroom.
5. Consider the following checklist to help you develop the text well.
  - a. After you read other group's text, fill in the **Peer Revising Checklist**. It is needed to add necessary revision to their text.

Put a check mark (v) in each box after you read your friend's text.

- Is the text interesting?
- Do you understand everything?
- Are the arguments clear and include strong evidence?
- Is the conclusion related to the thesis statement?
- What would you like to add for the text?

- b. Before you submit the text, use the Editing Checklist to make sure that your text has been developed well.

Put a check mark (v) in each box after you complete the tasks

- Do the arguments present clear ideas?
- Does each paragraph have elaboration (supporting sentences) so that the reader understands what I'm saying?
- Have I used persuasion vocabulary terms such as connectives, evaluative and emotive language, and phrases for making conclusion?
- Have I used correct punctuation, capitalization and correct spelling?

- c. Scoring Criteria for your text.

| <b>NO.</b> | <b>Dimension</b>                            | <b>Weight</b> | <b>Score</b> |
|------------|---|---------------|--------------|
| 1          | Content (Isi Karangan)                      | 3             | 1-5          |
| 2          | Organization (Organisasi Ide)               | 2             | 1-5          |
| 3          | Structure (Penggunaan Tata bahasa)          | 2             | 1-5          |
| 4          | Vocabulary (Penggunaan Kosakata)            | 2             | 1-5          |
| 5          | Mechanics (Penggunaan ejaan dan tanda baca) | 1             | 1-5          |



# **LAMPIRAN 14**

## **Surat Keterangan**

## **Ijin Penelitian**



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS PENDIDIKAN GANESHA  
**PASCASARJANA**

Jalan Udayana Nomor 11 Singaraja, Bali 81116 Telepon (0362) 32558 Laman [www.pasca.undiksha.ac.id](http://www.pasca.undiksha.ac.id)

Nomor : 1185/UN48.14/KM/2020

Hal : **Permohonan Ijin Penelitian**

Kepada Yth. : Kepala SMA Negeri 1 Bebandem

di-

Tempat

Dengan hormat, dalam rangka menunjang data Tesis mahasiswa semester akhir Program Pascasarjana (S2) Universitas Pendidikan Ganesha Singaraja, kami mohon kepada Bapak/Ibu untuk bisa menerima mahasiswa kami:

**Nama** : Yunita Wulandari  
**NIM/Semester** : 1829071022/IV  
**Program Studi** : Teknologi Pembelajaran (S2)  
**Judul Proposal** : Pengaruh Model Discovery Learning Dalam Setting Pembelajaran Daring Terhadap Prestasi Belajar Bahasa Inggris dan Keterampilan Menulis Kelas XI SMA.

Untuk mendapatkan informasi-informasi yang dibutuhkan oleh mahasiswa dalam melakukan penelitian.

Demikian permohonan ini disampaikan, atas perkenaan, dan kerja sama yang baik kami ucapkan terima kasih.

Singaraja, 27 Juli 2020



Prof. Dr. J. Gusti Putu Suharta, M.Si.  
NIP. 196210151988031002



PEMERINTAH PROVINSI BALI  
DINAS PENDIDIKAN  
SMA NEGERI 1 BEBANDEM

Jalan Raya Jungutan, Desa Jungutan Bebandem, Telp.08283601171



: sman1\_bebandem@yahoo.co.id  : sman1bebandem.wordpress.com

SURAT KETERANGAN

Nomor: 071/2367/SMAN 1 BEBANDEM/DISDIKPORA

Yang bertanda tangan dibawah ini :

Nama : Drs. I Ketut Marta Ariana, M.Pd.H  
NIP : 19651220 199601 1 001  
Jabatan : Kepala Sekolah  
Organisasi : SMA Negeri 1 Bebandem

Dengan ini menyatakan bahwa :

Nama : Yunita Wulandari, S.Pd  
NIM : 1829071022  
Program Studi : S-2 Teknologi Pendidikan  
Perguruan Tinggi : Universitas Pendidikan Ganesha  
Judul Tesis : Pengaruh *Discovery Learning* Moda Daring Terhadap Prestasi Belajar Bahasa Inggris dan Keterampilan Menulis Peserta Didik Kelas XI SMA

Memang benar mahasiswa yang namanya tersebut diatas telah melaksanakan penelitian dalam rangka menyelesaikan Tesis sebagai tugas akhir studi S2 pada semester 1 Tahun Pelajaran 2020/2021 di kelas XI MIPA 2 dan kelas XI MIPA 3 SMA Negeri 1 Bebandem.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Bebandem, 17 Oktober 2020

Kepala SMA Negeri 1 Bebandem  
  
Drs. I Ketut Marta Ariana, M.Pd.H  
Pembina Utama Muda  
NIP. 19651220 199601 1 001



**Riwayat Hidup**

## RIWAYAT HIDUP



Yunita Wulandari lahir di Denpasar, pada tanggal 28 Juni 1982, merupakan putri ketiga dari pasangan I Nengah Nuanda dengan Ni Ketut Sumariati.

Memulai pendidikan formal di SD Negeri No. 1 Banyuasri, Kabupaten Buleleng dan tamat pada tahun 1994. Kemudian melanjutkan pendidikan di SMP Negeri 2 Singajara, tamat tahun 1997. Setelah lulus, kemudian melanjutkan ke SMA Negeri 1 Singaraja dan lulus pada tahun 2000. Setelah lulus SMA, di terima sebagai mahapeserta didik pada program studi S1 Pendidikan Bahasa Inggris di Undiksha Singaraja, lulus tahun 2004. Pada tahun 2019 melanjutkan pendidikan S2 di Program Pascasarjana Undiksha Singaraja mengambil Program Studi Teknologi Pembelajaran (TP).

Memulai karier sebagai guru bahasa Inggris di lembaga kursus LIA (Lembaga Indonesia Amerika) cabang Bali pada tahun 2005. Di tahun 2009, diangkat sebagai PNS untuk bertugas di SMAN 1 Bebandem sampai sekarang.

