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APPENDICES

Appendics 1. Lesson Plan (RPP 1)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA SWASTA NURUL IMAN TANJUNG MORAWA

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/Ganjil

Materi Pokok : Analytical Exposition Text

Alokasi Waktu : 2 x 45 menit

Pertemuan : 1

A. Kompetensi Inti

- **KI-1 dan KI-2:** Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan

prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
<p>Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait biografi seseorang sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan analytical exposition text • Memahami struktur teks analytical exposition dalam memberi dan meminta informasi terkait hal-hal yang terjadi disekitar bisa berupa benda, kejadian, dan suatu tempat
<p>Teks eksposisi analitis</p> <p>Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan analytical exposition text dan tulis, terkait isu aktual.</p>	<ul style="list-style-type: none"> • Membuat uraian dan laporan dari hasil analisa yang telah dilakukan siswa yang berupa informasi yang sudah diteliti disekitar mereka. • Menunjukkan karyanya didepan kelas kemudian mempresentasikan hasil

<p>Menyusun analytical expositio tulis, terkait isu aktual dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks</p>	<p>karyanya di depan kelas.</p>
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C. Tujuan Pembelajaran

Melalui metode discovery learning dan pendekatan berbasis pertanyaan dengan menggunakan metode diskusi dan tanya jawab peserta diharapkan mampu menentukan generic struktur analytical exposition text yang telah disediakan dan membuat karya analytical exposition dengan kaidah penulisan yang sesuai.

D. Materi Pembelajaran

1. Fungsi Sosial

Melaporkan, menguraikan, mempresntasikan dan membagi pengalaman terkait proses analisis

2. Struktur Teks

Dapat mencakup:

- Thesis contains an introductory argument.
- Arguments consist of points and elaborations.
- Reiteration.

3. Unsur Kebahasaan

- Penggunaan emotive words seperti experience, feel, know, realize, sense, think dll.
- Penggunaan simple present tense yang tepat.
- Penggunaan Internal conjunctions berupa kata sambung menghubungkan argumen antara dua klausa yang dibagi menjadi 4 kategori yaitu
 - Addition (penambahan)
Contohnya: *besides, in addition, further*
 - Comparisons (perbandingan)
Contohnya: *but, meanwhile, on the other hand.*
 - Time (waktu)
Contohnya: *second, then, next*
 - Cause and effect (sebab akibat)
 - Penggunaan causal conjunction (Reason-Why)
 - As a result, because, by consequently, despite, due to, for that reason, dll
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

4. Informasi tentang Kesehatan

E. Metode Pembelajaran

1. Pendekatan : Scientific approach

2. Strategi Pembelajaran : Discovery Learning
3. Metode : Tanya jawab, dan diskusi

F. Media Pembelajaran

1. Media

- Worksheet atau lembar kerja (siswa)
- Lembar penilaian

2. Alat/Bahan

- Penggaris, spidol, papan tulis
- Laptop & infocus

G. Sumber Belajar

1. Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI
2. Internet
3. Kamus Bahasa Inggris
4. Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)

- Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan dan membaca Al-Qur'an
- Memeriksa kehadiran peserta didik sebagai sikap **disiplin**
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Kegiatan Inti (70 Menit)

- Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi Pengertian Teks Recount, contoh dan penggunaannya dengan cara :
- **Mengamati:** Lembar kerja materi Pengertian Teks analytical Exposition, contoh dan penggunaannya. Pemberian contoh-contoh materi Pengertian Teks Recount, contoh dan penggunaannya untuk dapat dikembangkan peserta didik, dari media interaktif, dsb.
- **Membaca:** Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lainnya, dan internet/materi yang berhubungan dengan Pengertian Teks analytical exposition, contoh dan penggunaannya
- **Menulis:** Menulis resume dari hasil pengamatan dan bacaan terkait Pengertian Teks analytical exposition, contoh dan penggunaannya.
- **Mendengar:** Pemberian materi Pengertian Teks analytical exposition, contoh dan penggunaannya oleh guru.
- **Menyimak:** Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi: Pengertian Teks analytical Exposition, contoh dan penggunaannya.
- **Mengeksplorasi:** Dengan bimbingan guru, siswa dibagi kedalam beberapa kelompok diskusi untuk memahami dan mengerjakan teks analytical exposition.
- **Mengasosiasi:** Guru mengamati dan merespon siswa selama diskusi

berlangsung. Siswa mengerjakan teks recount dengan tema “ covid-19”

- **Mengkomunikasi;** Siswa dapat mempresentasikan kepada teman sekelasnya tentang isi teks yang mereka buat dalam situasi nyata. Guru mengamati dan menilai presentasi siswa dari aspek ketrampilan.

Kegiatan Penutup (10 Menit)

- Guru memberikan kesimpulan tentang pelajaran hari ini.
- Guru menutup kelas dan diakhiri dengan membaca doá.

I. Penilaian

No	Aspek yang dinilai	Kriteria	Skor
1.	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul	21-25
		Isi sesuai dengan judul	16-20
		Isi cukup sesuai dengan judul	11-15
		Isi kurang sesuai dengan judul	6-10
2.	Susunan Teks	Susunan teks sangat tepat	21-25
		Susunan teks tepat	16-20
		Susunan teks cukup tepat	11-15
		Susunan teks kurang tepat	6-10
3.	Pilihan kosa kata	Pilihan kosa kata sangat tepat	21-25
		Pilihan kosa kata tepat	16-20
		Pilihan kosa kata cukup tepat	11-15
		Pilihan kosa kata kurang tepat	6-10

4.	Grammar	Grammar sangat tepat	21-25
		Grammar tepat	16-20
		Grammar cukup tepat	11-15
		Grammar kurang tepat	6-10

Teacher/Observer

Nindia Putri Wulandari

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

Lesson Plan (RPP 2)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMA Swasta Nurul Iman Tanjung Morawa
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/Ganjil
Materi Pokok : Analytical Exposition Text
Alokasi Waktu : 2 x 45 menit
Pertemuan : 2

A. Kompetensi Inti

- **KI-1 dan KI-2:** Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan

prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
<p>Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait biografi seseorang sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan analytical exposition text • Memahami struktur teks analytical exposition dalam memberi dan meminta informasi terkait hal-hal yang terjadi disekitar bisa berupa benda, kejadian, dan suatu tempat
<p>Teks eksposisi analitis Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan analytical exposition text dan</p>	<ul style="list-style-type: none"> • Membuat uraian dan laporan dari hasil analisa yang telah dilakukan siswa yang berupa informasi yang sudah diteliti disekitar mereka.

<p>tulis, terkait isu aktual.</p> <p>Menyusun analytical expositio</p> <p>tulis, terkait isu aktual dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Menunjukkan karyanya didepan kelas kemudian mempresentasikan hasil karyanya di depan kelas.
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C. Tujuan Pembelajaran

Melalui metode discovery learning dan pendekatan berbasis pertanyaan dengan menggunakan metode diskusi dan tanya jawab peserta diharapkan mampu menentukan generic struktur analytical exposition text yang telah disediakan dan membuat karya analytical exposition dengan kaidah penulisan yang sesuai.

D. Materi Pembelajaran

- Fungsi Sosial

Melaporkan, menguraikan, mempresntasikan dan membagi pengalaman terkait proses analisis

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Dapat mencakup:

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- Penggunaan simple present tense yang tepat.
- Penggunaan Internal conjunctions berupa kata sambung menghubungkan argumen antara dua klausa yang dibagi menjadi 4 kategori yaitu
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Contohnya: *but, meanwhile, on the other hand.*
 - Time (waktu)
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 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
 - Informasi tentang Kesehatan

E. Metode Pembelajaran

1. Pendekatan : Scientific approach
2. Strategi Pembelajaran : Discovery Learning
3. Metode : Tanya jawab, wawancara, dan diskusi

F. Media Pembelajaran

1. Media

- Worksheet atau lembar kerja (siswa)
- Lembar penilaian

2. Alat/Bahan

Penggaris, spidol, papan tulis

G. Sumber Belajar

1. Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI
2. Internet
3. Kamus Bahasa Inggris
4. Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)

- Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap **disiplin**
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Kegiatan Inti (70 Menit)

Mengamati

- Guru mengaplikasikan discovery learning method dan menjelaskan materi analytical exposition text menggunakan metode terkait

- Guru membagi siswa menjadi beberapa kelompok, dan meminta mereka untuk melakukan Tanya jawab dan mendiskusikan argumen tentang pengalaman mereka mengenai kejadian yang terjadi disekitar mereka.

Menjelajahi

- Guru meminta siswa untuk menentukan generic structure dari teks analytical exposition dari contoh teks yang sudah disiapkan.
- Guru membimbing siswa untuk menuliskan pada kotak “tindakan” pertama dengan menuliskan hal yang terjadi atau kata pengantar.
- Guru meminta siswa untuk membuat argument sesuai dengan kaidah penulisan yang tepat yang sesuai dengan tema

Asosiasi

- Guru memberikan tanggapan atas tugas yang dibuat oleh siswa.

Berkomunikasi

- Guru mengumpulkan hasil karya siswa.

Kegiatan Penutup (10 Menit)

- Guru memberikan kesimpulan tentang pelajaran hari ini.
- Guru menutup kelas dan diakhiri dengan membaca doá.

1. Penilaian

No	Aspek yang dinilai	Kriteria	Skor
1.	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul	21-25

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		Susunan teks tepat	16-20
		Susunan teks cukup tepat	11-15
		Susunan teks kurang tepat	6-10
3.	Pilihan kosa kata	Pilihan kosa kata sangat tepat	21-25
		Pilihan kosa kata tepat	16-20
		Pilihan kosa kata cukup tepat	11-15
		Pilihan kosa kata kurang tepat	6-10
4.	Grammar	Grammar sangat tepat	21-25
		Grammar tepat	16-20
		Grammar cukup tepat	11-15
		Grammar kurang tepat	6-10

Teacher/Observer

Nindia Putri Wulandari

Appendix 2. Instrument.

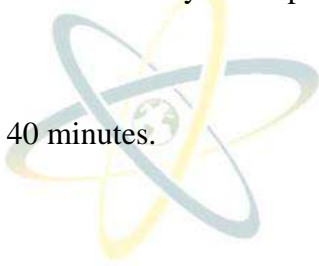
A. The instrument for pre-test

Name :

Class :

Questions.

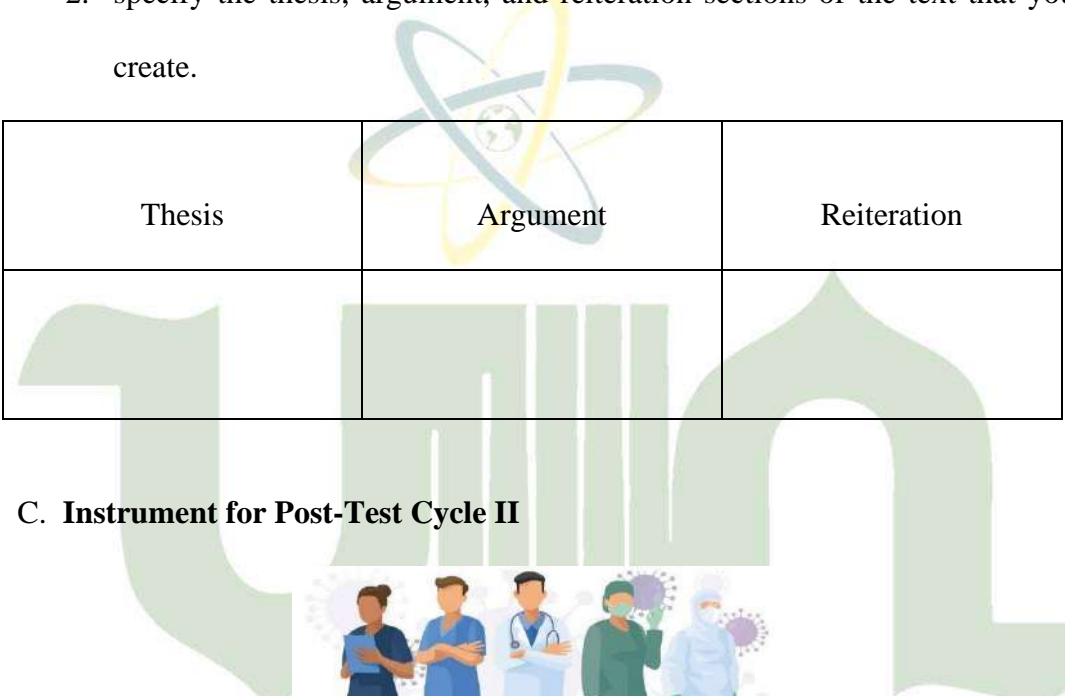
1. Make analytical Exposition Text tablets with the Covid-19 theme on paper.
2. Determine the parts of sentence according to the generic structure of Analytical Exposition Text correctly in the paragraph (Thesis, Argument and reiteration).
3. You have time about 40 minutes.



B. Instrument for Post-Test Cycle I



1. Make the Analytical Exposition Text about picture below, based on your knowledge and your argument.
2. specify the thesis, argument, and reiteration sections of the text that you create.



Thesis	Argument	Reiteration

C. Instrument for Post-Test Cycle II



1. Make the Analytical Exposition Text about picture below, based on your knowledge and your argument.
2. specify the thesis, argument, and reiteration sections of the text that you create.

Thesis	Argument	Reiteration

Keyword of Instrument.

A. Pre-Test Keyword

Covid-19 health Protocol violators should be sanctioned

Thesis

COVID-19 health protocol should be sanctioned. As we know, the number of people infected with the covid virus is still increasing in our country, but some people still ignore the health protocol by not wearing mask and keeping their distance.

Argument,

Firstly, the violators will continue to ignore the health protocol suggested by the government if they aren't sanctioned, they will feel deterred and ashamed so that in the future they will obey the rules given. Secondly, by sanctioning the violators, they will understand responsibility. Not only does it prevent us from being infected by the virus, but adhering to health protocols also keep others safe. We may not feel infected, but at least prevent bad things by continuing to keep distance and wearing masks. That way, we will fulfill our responsibilities to ourselves and others. Lastly, giving sanctions to the violators will make them more aware of the danger of COVID-19. It is said that WHO Declared COVID-19 a pandemic, which means that this virus is dangerous, so it is best to continue to maintain health and avoid COVID-19 .

Reiteration

Therefore, the health protocol violators should be sanctioned because of the given above.

B. Post-Test Keyword

Post-test cycle 1

1. The Picture is about Education

The Importance of Internet for Education

The impact of internet in education has been far reaching and still developing. It has created instant access to a wide variety of research information to help students learn

Nowadays, internet access has created the potential for students to learn new material easily. The time students have at class is limited, so the teacher sometimes cannot give all the explanation needed. In this case, internet can help students to get more explanation.

Internet has become now way of life. In the future, on students' working life, they will have to use internet. So it is wise for the teacher to give assignment which related to it. For example, teacher can ask students to give the assignment via e-mail.

Internet has big impact on education. There are many positive things students and teacher can get from it.

Thesis	Argument	Reiteration
Paragraph 1 is the thesis The impact of internet in education has been far reaching and still developing. It has created	(Argument 1) Nowadays, internet access has created the potential for students to learn new material	Internet has big impact on education. There are many positive things students and teacher can get from it.

<p>instant access to a wide variety of research information to help students learn.</p>	<p>easily. The time students have at class is limited, so the teacher sometimes cannot give all the explanation needed. In this case, internet can help students to get more explanation.</p> <p>(Argument 2)</p> <p>Internet has become now way of life. In the future, on students' working life, they will have to use internet. So it is wise for the teacher to give assignment which related to it. For example, teacher can ask students to give the assignment via e-mail</p>	
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Post-test Cycle II

2. The picture is about Healthy

Smoking is good for Us?

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 time as many as die in road accidents. Nearly a aquarter of smokers die because of disease caused by smoking. 90% of lung cancers caused by smoking. If we smoke f=5 cigarettes a day, we are six times more likely to die of lung cancer than a non smker. If we smoke 20 cigarettes a day, the risk is nine teen greater. 95% 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 no smokers. Additionally, children of smokers are more likely to develop bronchitis and pneumonia. In one hour in smoky room, no smokers breathes as much as substance causing cancer as if had smoken 15 cigarettes.

Smoking is really good for tobaco companies because they do make much money from smoking habit. Smoking however is not good for every body else.

Thesis	Argument	Reiteration
Paragraph 1 is the thesis of this analytical exposition text. It states the fac of the very fatal	In this text paragraph 2 and 3 are the detail arguments presented in a reporting fact to	This end paragraph actually is restating the thesis. It is something like conclusive

<p>impact of the smoking habit. Clearly the writer wants to say that smoking is not good habit</p>	<p>support that smoking is not good even for smokers themselves. Furthermore, people who do not smoke but they are in smoky area have bad effect too from the smoking habit.</p>	<p>paragraph from the previous arguments. The last paragraph of this example of analytical exposition points again that smoking is not good for smokers and people around smokers. However smoking is very good for Cigarette Companies</p>
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2. Discovery Learning Implementation Observation Sheet

Lembar Observasi Pelaksanaan Discovery Learning Method

Nama : _____ Siklus :

Hari/Tanggal :

Berilah tanda (√) pada salah satu kolom “ya” atau “tidak” pada tabel dibawah ini sesuai yang Anda amati selama proses Pembelajaran berlangsung.

No	Aspek yang diamati	Pelaksanaan		Deskripsi
		Ya	Tidak	
1	Ketika proses pembelajaran berlangsung guru kerap memberi pertanyaan sebagai rangsangan siswa melakukan sebuah penemuan.			
2	Guru memberikan referensi terkait materi pembelajaran			
3	Guru menganjurkan siswa untuk membaca referensi yang diberikan.			
4	Guru memberikan kesempatan kepada siswa untuk memberikan mengidentifikasi masalah sehingga siswa dapat membuat hipotesis			
5	Guru memberikan kesempatan kepada siswa untuk mengumpulkan informasi kejadian di sekitar mereka yang relevan sebanyak-banyaknya untuk membuktikan hipotesis benar atau tidak			
6	Guru memberikan kesempatan kepada siswa untuk berdiskusi			
7	Guru merangsang siswa untuk melakukan sharing dan bertukar informasi yang telah dikumpulkan			
8	Guru meminta hasil informasi dituliskan dalam bentuk analytical Exposition Text			
9	Guru meminta perwakilan siswa untuk mempresentasikan hasil tulisan mereka			
10	Guru mengapresiasi hasil tulisan siswa			

Appendics 4.

Diary Notes

Date	Time
27 October 2021	15.20-17.20 am
<ol style="list-style-type: none">1. The teacher opens the class with greetings.2. The teacher introduces himself.3. The teacher tells the purpose of what will be done in class.4. The teacher gives initial directions to the students5. The teacher invites students to introduce themselves6. The teacher tells the students what material will be studied.7. The teacher explains the material that will be discussed by students8. Students do Pre-Test9. The teacher closes the class for the first meeting with Hamdalah.	
04 November 2021	15.20-17.20 am
<p style="text-align: center;">UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN</p> <ol style="list-style-type: none">1. The teacher opens the class with greetings.2. The teacher makes sure whether the students are ready to learn or not3. Students and teachers start the lesson.4. The teacher gives treatment with discovery learning method5. Some students do not focus during the learning process.6. students are not familiar with the application of the discovery learning method.7. The teacher does not do ice breaking.8. The teacher explains the material.9. The teacher conducts a cycle 2 test on students10. students and teachers fill in the observation sheet.11. The teacher closes the class with greetings	
11 November 2021	15.20-17.20 am

1. The teacher opens the class with greetings.
2. The teacher makes sure whether the students are ready to learn or not
3. Students and teachers start the lesson.
4. The teacher provides treatment with the discovery learning method
5. Some students focus during the learning process.
6. students are getting used to the application of the discovery learning method.
7. Students begin to actively ask and discuss with their classmates
8. The teacher explains the material.
9. The teacher conducts cycle 2 tests on students
10. Students and teachers fill in the observation sheet.
11. The teacher gives direction, motivation and enthusiasm to students
12. The teacher closes the class with greetings

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

Appendix 5.

Tabel 5. Name of Students

No	Complete Name	Initial Name
1	Adinda Ariya	ADA
2	Adinda Tri Ashwary	ATA
3	Ahmad Dafa H	ADH
4	Aisyah Putri	AIP
5	Amelia Putri	AMP
6	Andiyara Prastiwi	ANP
7	Ardila Novianti Gultom	ANG
8	Atika Putri	AP
9	Aulia Tri Olivia	ATO
10	Azrina Apriza Z	AAZ
11	Azura Tyam Naura	ATN
12	Azzahra Adelia	AZA
13	Badai Rorizay Hamdani	BRH
14	Bagas Kara G	BKG
15	Cindy Wulandari	CW
16	Dimas Fajri	DF
17	Gilang Ryanda S	GRS
18	Gita Dayu Erika	GDE
19	Gita Dwi Cahyani	GDC
20	Hasni Amalia Zulfa	HAZ
21	Ismi Ali	IA
22	M. Bimo Nugraha	MBN
23	Nayla Zafira	NZ
24	Nazwa Arisyah	NAA
25	Nur Atika	NA
26	Nur Kibah Mandasari Lbs	NKM
27	Putriana Purba	PP
28	Ridho Sinaga	RS
29	Rindi Prameswari	RP
30	Rizal Dermawan	RD
31	Salsabil Ulaya	SU
32	Thalia Andani Br. Tarigan	TAB
33	Ziri Haikal	ZH

Appendix 6.

Tabel 6. The Result of Pre-Test

NO	Name	Score	Note
1	AAZ	65	Failed
2	ADA	75	Success
3	ADH	55	Failed
4	AIP	68	Failed
5	AMP	53	Failed
6	ANG	61	Failed
7	ANP	66	Failed
8	AP	59	Failed
9	ATA	75	Success
10	ATN	66	Failed
11	ATO	73	Success
12	AZA	73	Success
13	BKG	71	Success
14	BRH	70	Success
15	CW	71	Success
16	DF	49	Failed
17	GDC	50	Failed
18	GDE	47	Failed
19	GRS	72	Success
20	HAZ	69	Failed
21	IA	63	Failed
22	MBN	52	Failed
23	NA	76	Success
24	NAA	63	Failed
25	NKM	67	Failed
26	NZ	60	Failed
27	PP	61	Failed
28	RD	40	Failed
29	RP	62	Failed
30	RS	53	Failed
31	SU	54	Failed
32	TAB	74	Success
33	ZH	46	Failed
Total Score			2059
Mean			62.39
Maximum Score			76
Minimum Score			40
participants with complete scores			10
Participants with score incomplete			23
Completeness Percentage			30.30%

Appendices 7

Tabel 7. Data of The Student Activity Observation Cycle I

No	Students Name	Number of Indicators appears
1	AAZ	5
2	ADA	4
3	ADH	6
4	AIP	10
5	AMP	5
6	ANG	6
7	ANP	8
8	AP	9
9	ATA	3
10	ATN	8
11	ATO	6
12	AZA	4
13	BKG	5
14	BRH	6
15	CW	10
16	DF	6
17	GDC	7
18	GDE	6
19	GRS	11
20	HZ	9
21	IA	6
22	MBN	7
23	NA	7
24	NAA	6
25	NKM	6
26	NZ	9
27	PP	4
28	RD	5
29	RP	5
30	RS	8
31	SU	8
32	TAB	2
33	ZH	7
Total		214
Percentage		43,23%

Appendic 8

Tabel 8. Data of The Student Activity Observation Cycle II

No	Students Name	Number of Indicators appears
1	AAZ	15
2	ADA	10
3	ADH	13
4	AIP	13
5	AMP	12
6	ANG	15
7	ANP	13
8	AP	12
9	ATA	11
10	ATN	12
11	ATO	13
12	AZA	11
13	BKG	10
14	BRH	13
15	CW	13
16	DF	11
17	GDC	15
18	GDE	14
19	GRS	10
20	HZ	14
21	IA	12
22	MBN	12
23	NA	13
24	NAA	9
25	NKM	13
26	NZ	14
27	PP	14
28	RD	12
29	RP	14
30	RS	12
31	SU	9
32	TAB	12
33	ZH	13
Total		409
Percentage		82,26%

Appendix 9

Tabel 9. The Result of Post-Test Cycle I

NO	Name	Score	Note
1	AAZ	65	Failed
2	ADA	75	Success
3	ADH	66	Failed
4	AIP	75	Success
5	AMP	67	Failed
6	ANG	70	Success
7	ANP	72	Success
8	AP	70	Success
9	ATA	83	Success
10	ATN	71	Success
11	ATO	76	Success
12	AZA	78	Success
13	BKG	77	Success
14	BRH	78	Success
15	CW	76	Success
16	DF	65	Failed
17	GDC	59	Failed
18	GDE	53	Failed
19	GRS	81	Success
20	HZ	70	Success
21	IA	72	Success
22	MBN	65	Failed
23	NA	81	Success
24	NAA	77	Success
25	NKM	71	Success
26	NZ	70	Success
27	PP	76	Success
28	RD	52	Failed
29	RP	74	Success
30	RS	65	Failed
31	SU	68	Failed
32	TAB	86	Success
33	ZH	63	Failed
Total Score			2347
Mean			71,12
Maximum Score			86
Minimum Score			52
participants with complete scores			22
Participants with score incomplete			11
Completeness Percentage			66,66%

Appendices 10

Tabel 10. The Result of Post-Test Cycle II

NO	Name	Score	Note
	AAZ	72	Success
	ADA	83	Success
	ADH	74	Success
	AIP	81	Success
	AMP	74	Success
	ANG	85	Success
	ANP	79	Success
	AP	77	Success
	ATA	90	Success
	ATN	79	Success
	ATO	82	Success
	AZA	85	Success
	BKG	82	Success
	BRH	69	Failed
	CW	86	Success
	DF	71	Success
	GDC	72	Success
	GDE	68	Failed
	GRS	87	Success
	HZ	82	Success
	IA	80	Success
	AMB	77	Success
	NA	89	Success
	NAA	74	Success
	NKM	82	Success
	NZ	82	Success
	PP	82	Success
	RD	58	Failed
	RP	81	Success
	RS	74	Success
	SU	73	Success
	TAB	75	Success
	ZH	85	Success
Total Score			2590
Mean			78,48
Maximum Score			90
Minimum Score			58
participants with complete scores			30
Participants with score incomplete			3
Completeness Percentage			90,9%

Appendices 11.

Data From Observation Sheet

Data from Student Activity Observation Sheets

Siklus I

No	Students Name	Questioner Score															Indicator Score	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
1	AAZ	1			1				1		1	1						5
2	ADA	1					1				1				1			4
3	ADH	1	1		1				1	1		1						6
4	AIP	1		1	1		1		1	1		1	1	1			1	10
5	AMP	1		1		1		1			1							5
6	ANG	1	1				1		1			1	1					6
7	ANP	1	1	1				1	1		1		1	1				8
8	AP	1	1	1	1		1		1	1	1				1			9
9	ATA	1	1						1									3
10	ATN		1		1	1		1		1		1				1	1	8
11	ATO		1	1			1		1			1	1					6
12	AZA		1		1		1					1						4
13	BKG	1	1		1				1	1								5
14	BRH	1	1						1	1			1				1	6
15	CW	1		1	1	1	1		1	1		1	1	1				10
16	DF	1		1	1			1			1	1						6
17	GDC	1	1		1		1			1	1		1					7
18	GDC	1	1		1		1		1	1						1		6
19	GRS	1	1	1	1	1	1		1	1	1	1		1		1		11
20	HZ	1	1	1		1	1		1	1		1	1					9
21	IA	1			1	1			1	1			1					6
22	MBN	1			1	1			1	1		1	1					7
23	NA	1			1				1	1			1	1			1	7
24	NAA			1	1			1			1		1	1				6
25	NKM	1					1	1			1					1	1	6
26	NZ	1	1	1	1	1	1		1	1	1							9
27	PP		1			1			1		1							4
28	RD		1	1		1		1			1							5
29	RP		1	1		1			1				1					5
30	RS	1		1	1		1			1	1	1	1					8
31	SU	1			1	1		1	1		1		1	1				8
32	TAB	1		1														2
33	ZH	1		1	1			1			1	1		1				7
Total Score																	214	
Percentage Score																	43,23%	

Siklus II

No	Students Name	Questioner Score															Indicator Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	AAZ	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
2	ADA	1	1		1	1	1		1	1	1	1		1		10	
3	ADH	1	1	1	1	1	1	1	1	1		1	1	1		13	
4	AIP	1	1	1	1	1		1	1	1	1	1		1	1	13	
5	AMP	1	1		1	1	1		1	1	1	1	1		1	1	12
6	ANG	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
7	ANP	1	1	1	1	1		1	1	1	1		1	1	1	1	13
8	AP	1	1	1	1		1	1	1		1	1	1		1	1	12
9	ATA	1	1	1		1	1	1		1	1	1		1	1		11
10	ATN	1	1		1	1	1	1	1		1		1	1	1	1	12
11	ATO	1	1	1	1	1	1	1		1	1	1	1		1	1	13
12	AZA	1	1	1	1		1	1	1		1	1		1	1		11
13	BKG	1	1		1	1		1	1	1		1	1	1			10
14	BRH	1	1	1	1	1	1	1	1		1	1	1	1	1		13
15	CW	1		1	1	1	1	1	1	1	1		1	1	1	1	13
16	DF	1		1	1	1	1		1	1	1	1		1	1		11
17	GDC	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
18	GDE	1	1	1	1		1	1	1	1	1	1	1	1	1	1	14
19	GRS	1	1	1	1		1	1		1	1	1		1	1		10
20	HZ	1	1	1	1	1	1		1	1	1	1	1	1	1	1	14
21	IA	1	1	1	1		1	1	1	1	1	1	1		1		12
22	MBN	1	1		1	1	1		1	1	1	1		1	1	1	12
23	NA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	13
24	NAA	1	1		1	1			1	1	1		1	1			9
25	NKM	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	13
26	NZ	1	1	1	1	1	1	1		1	1	1	1	1	1	1	14
27	PP	1	1	1		1	1	1	1	1	1	1	1	1	1	1	14
28	RD	1	1	1	1	1	1		1	1	1	1	1	1			12
29	RP	1	1	1	1	1		1	1	1	1	1	1	1	1	1	14
30	RS	1	1	1	1		1	1	1	1	1		1	1			12
31	SU	1	1		1	1			1	1		1	1		1		9
32	TAB	1	1	1			1	1	1		1	1	1	1	1	1	12
33	ZH	1	1	1	1	1	1	1		1	1	1	1	1		1	13
Total																409	
Percentage																82,62%	

Appendix 12

Data from The Implementation Observation Discovery Learning Method

Cycle I

No	Observer Name	Questioner Score										Indicator Score	Percentage
		1	2	3	4	5	6	7	8	9	10		
1	Nindia Putri Wulandari	1	1	1	1	1	1	1	1	0	0	8	80%
2	Willy Suari	1	1	1	1	1	1	1	1	0	0	8	80%
Average												80%	


Cycle II

No	Observer Name	Questioner Score										Indicator Score	Percentage
		1	2	3	4	5	6	7	8	9	10		
1	Nindia Putri Wulandari	1	1	1	1	1	1	1	1	1	1	1	100%
2	Willy Suari	1	1	1	1	1	1	1	1	1	1	1	100%
Average												100%	

Appendices 13 Permission Letter and Replay Letter

1. Permission Letter to SMA Swasta Nurul Iman Tanjung Morawa

25/21, 1:11 PM <https://siselma.uinsu.ac.id/pengajuan/cetakaktif/NDczMjI=>



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
 JL.Willem Iskandar Pasar V Medan Estate 20371
 Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-21481/ITK/ITK.V.3/PP.00.9/10/2021 04 Oktober 2021
 Lampiran : -
 Hal : **Izin Riset**

Yth. Bapak/Ibu Kepala SMA Swasta Nurul Iman Tanjung Morawa

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:


Nama	: Nindia Putri Wulandari
NIM	: 0304172062
Tempat/Tanggal Lahir	: Tg Morawa, 31 Mei 1999
Program Studi	: Tadris Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: PROV. SUMATERA UTARA KAB. DELI SERDANG KEC. TG MORAWA JLN. LIMAU MANIS PASAR XIII STAL GG DAMAR Kelurahan LIMAU MANIS Kecamatan TG MORAWA

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Pasar 13 Desa Limau Manis, Kecamatan Tanjung Morawa, Kab. Deli Serdang, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

The Implementation of Discovery learning Method to Students' Ability in Writing Analytical Exposition text at Eleventh Grade of SMA Swasta Nurul Iman Tanjung Morawa

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.


Medan, 04 Oktober 2021
 a.n. DEKAN
 Ketua Program Studi Pendidikan Bahasa Inggris



Digitally Signed
Yani Lubis, M.Hum
 NIP. 197006062000031006

Tembusan:
 - Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

2. Replay Letter From SMA Swasta Nurul Iman Tanjung Morawa



YAYASAN PERGURUAN NURUL IMAN
SEKOLAH MENENGAH ATAS NURUL IMAN
 Pasar XIII Desa Limau Manis Kec. Tanjung Morawa Kab. Deli Serdang - 20362
 Sumatera Utara - Telp. (061) 7946660
Beriman, Berilmu, Berakhlak, Berprestasi, Berkemah

Bismillahirrahmanirrahim

SURAT KETERANGAN
 Nomor : 1238/ SMA/ YPNI-2/A/XI/ 2021

Yang bertanda tangan di bawah ini:

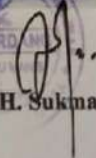
N a m a : **H. Sukma Wijaya, LC, MH**
 Jabatan : Kepala Sekolah
 Unit Kerja : SMA Nurul Iman Tanjung Morawa
 A l a m a t : Pasar XIII Desa Limau Manis Tanjung Morawa
 Kabupaten Deli Serdang

Dengan ini menerangkan bahwa:

N a m a : **Nindia Putri Wulandari**
 N I M : 0304172062
 Program Studi : Tadris Bahasa Inggris
 Universitas Islam Negeri Sumatera Utara (UINSU)

Telah melaksanakan Penelitian di SMA Swasta Nurul Iman Tanjung Morawa guna kelengkapan penyusunan Skripsi (karya ilmiah) yang dilaksanakan tanggal 27 Oktober 2021 sampai dengan 11 November 2021 dengan Judul Penelitian *“The Implementation of Discovery learning Method to Students’ Ability in Writing Analytical Exposition text at Eleventh Grade of SMA Swasta Nurul Iman Tanjung Morawa”*.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan semestinya.

Tanjung Morawa, 12 November 2021
 Kepala,

H. Sukma Wijaya, LC, MH

Appendix 14.

Discovery Learning Implementation Observation Sheet

Picture 8. Discovery Learning Implementation Observation Sheet Cycle I

**Lembar Observasi Pelaksanaan
Discovery Learning Method**

Nama : *Allyva Daffa H* Siklus : *I*
Kelas : *XI MIA 1* Hari/Tanggal : *04 November 2021*

Berilah tanda (✓) pada salah satu kolom "ya" atau "tidak" pada tabel dibawah ini sesuai yang Anda amati selama proses Pembelajaran berlangsung.

No	Aspek yang diamati	Pelaksanaan		Deskripsi
		Ya	Tidak	
1	Ketika proses pembelajaran berlangsung guru kerap memberi pertanyaan sebagai rangsangan siswa melakukan sebuah penemuan.	✓		
2	Guru memberikan referensi terkait materi pembelajaran	✓		
3	Guru menganjurkan siswa untuk membaca referensi yang diberikan.	✓		
4	Guru memberikan kesempatan kepada siswa untuk memberikan mengidentifikasi masalah sehingga siswa dapat membuat hipotesis	✓		
5	Guru memberikan kesempatan kepada siswa untuk mengumpulkan informasi kejadian di sekitar mereka yang relevan sebanyak-banyaknya untuk membuktikan hipotesis benar atau tidak	✓		
6	Guru memberikan kesempatan kepada siswa untuk berdiskusi	✓		
7	Guru merangsang siswa untuk melakukan sharing dan bertukar informasi yang telah dikumpulkan	✓		
8	Guru meminta hasil informasi dituliskan dalam bentuk analytical Exposition Text	✓		
9	Guru meminta perwakilan siswa untuk mempresentasikan hasil tulisan mereka		✓	
10	Guru mengapresiasi hasil tulisan siswa		✓	

Lembar Observasi Pelaksanaan

Discovery Learning Method

Nama : Cindy Wulandari

Siklus : I

Kelas : XI MIA 1

Hari/Tanggal : 09 November 2021

Berilah tanda (✓) pada salah satu kolom "ya" atau "tidak" pada tabel dibawah ini sesuai yang Anda amati selama proses Pembelajaran berlangsung.

No	Aspek yang diamati	Pelaksanaan		Deskripsi
		Ya	Tidak	
1	Ketika proses pembelajaran berlangsung guru kerap memberi pertanyaan sebagai rangsangan siswa melakukan sebuah penemuan.	✓		
2	Guru memberikan referensi terkait materi pembelajaran	✓		
3	Guru menganjurkan siswa untuk membaca referensi yang diberikan.	✓		
4	Guru memberikan kesempatan kepada siswa untuk memberikan mengidentifikasi masalah sehingga siswa dapat membuat hipotesis	✓		
5	Guru memberikan kesempatan kepada siswa untuk mengumpulkan informasi kejadian di sekitar mereka yang relevan sebanyak-banyaknya untuk membuktikan hipotesis benar atau tidak	✓		
6	Guru memberikan kesempatan kepada siswa untuk berdiskusi	✓		
7	Guru merangsang siswa untuk melakukan sharing dan bertukar informasi yang telah dikumpulkan	✓		
8	Guru meminta hasil informasi dituliskan dalam bentuk analytical Exposition Text	✓		
9	Guru meminta perwakilan siswa untuk mempresentasikan hasil tulisan mereka	✓		
10	Guru mengapresiasi hasil tulisan siswa		✓	

Picture 9. Discovery Learning Implementation Observation Sheet Cycle II

**Lembar Observasi Pelaksanaan
Discovery Learning Method**

Nama : Amelia Ratri Siklus : 2
Kelas : XI MIA 1 Hari/Tanggal : 11 November 2021

Berilah tanda (✓) pada salah satu kolom “ya” atau “tidak” pada tabel dibawah ini sesuai yang Anda amati selama proses Pembelajaran berlangsung.

No	Aspek yang diamati	Pelaksanaan		Deskripsi
		Ya	Tidak	
1	Ketika proses pembelajaran berlangsung guru kerap memberi pertanyaan sebagai rangsangan siswa melakukan sebuah penemuan.	✓		
2	Guru memberikan referensi terkait materi pembelajaran	✓		
3	Guru menganjurkan siswa untuk membaca referensi yang diberikan.	✓		
4	Guru memberikan kesempatan kepada siswa untuk memberikan mengidentifikasi masalah sehingga siswa dapat membuat hipotesis	✓		
5	Guru memberikan kesempatan kepada siswa untuk mengumpulkan informasi kejadian di sekitar mereka yang relevan sebanyak-banyaknya untuk membuktikan hipotesis benar atau tidak	✓		
6	Guru memberikan kesempatan kepada siswa untuk berdiskusi	✓		
7	Guru merangsang siswa untuk melakukan sharing dan bertukar informasi yang telah dikumpulkan	✓		
8	Guru meminta hasil informasi dituliskan dalam bentuk analytical Exposition Text	✓		
9	Guru meminta perwakilan siswa untuk mempresentasikan hasil tulisan mereka	✓		
10	Guru mengapresiasi hasil tulisan siswa	✓		

Lembar Observasi Pelaksanaan

Discovery Learning Method

Nama : HASHI AMALIA ZULFA

Siklus : ii

Kelas : XI MIA 1

Hari/Tanggal : 11 NOVEMBER 2021

Berilah tanda (√) pada salah satu kolom "ya" atau "tidak" pada tabel dibawah ini sesuai yang Anda amati selama proses Pembelajaran berlangsung.

No	Aspek yang diamati	Pelaksanaan		Deskripsi
		Ya	Tidak	
1	Ketika proses pembelajaran berlangsung guru kerap memberi pertanyaan sebagai rangsangan siswa melakukan sebuah penemuan.	✓		
2	Guru memberikan referensi terkait materi pembelajaran	✓		
3	Guru menganjurkan siswa untuk membaca referensi yang diberikan.	✓		
4	Guru memberikan kesempatan kepada siswa untuk memberikan mengidentifikasi masalah sehingga siswa dapat membuat hipotesis	✓		
5	Guru memberikan kesempatan kepada siswa untuk mengumpulkan informasi kejadian di sekitar mereka yang relevan sebanyak-banyaknya untuk membuktikan hipotesis benar atau tidak	✓		
6	Guru memberikan kesempatan kepada siswa untuk berdiskusi	✓		
7	Guru merangsang siswa untuk melakukan sharing dan bertukar informasi yang telah dikumpulkan	✓		
8	Guru meminta hasil informasi dituliskan dalam bentuk analytical Exposition Text	✓		
9	Guru meminta perwakilan siswa untuk mempresentasikan hasil tulisan mereka	✓		
10	Guru mengapresiasi hasil tulisan siswa			

Appendix 15 Students' Test Sheet

Picture 10. Documentation of Pre-Test

Nama: Hasni Amalia Zulita
 Kelas: XI-MIA
 Mapel: Biologi
 Tanggal: 11/11/2021
 Pre-Test
Analytical Exposition Text
 Thesis: *** Sanctions For Violators of Health Protocol ***
 Covid-19 health protocol violators should be sanctioned. As we know, the number of people infected with the covid virus is still increasing in our country, but some people still ignore the health protocol by not wearing mask and keeping their distance.
 Argumentative:
 - The violators will continue to ignore the health protocol suggested by the government if aren't sanctioned.
 - The impact makes people limited in carrying out daily activities, especially in education, learning becomes hampered.
 Reiteration: **Just fine!**
 Everyone has felt the impact of the covid-19 virus, especially in the world of education we must be ready to face these changes, because sooner or later education will experience drastic changes due to the covid-19 pandemic.
 Ts = 30
 O = 21 = 69
 V = 17
 G = 14

Nama: Alvin
 Kelas: XI-MIA
 Mapel: Biologi
 Pre-Test
 Thesis: **title?**
 covid 19 is > virus that originated in wuhan and spread throughout indonesia.
 Argumentasi:
 covid 19 occurred in 2020 and caused death, limited activities outside, this covid is compared to the china area and we must comply with health protocols and wear masks when leaving the house - as for the cause of covid 19, namely, not maintain cleanliness, health so that we can impact covid 19. and from now on we are obliged to wear masks when leaving the house. covid 19 is very dangerous for our health and can cause death.
 Reiteration/Conclusion:
 Therefore we must comply with health protocols, wash hands before activities, eat nutritious food, set enough rest, wear masks, when leaving the house - keep your distance and stay health and stay home.
 Ts = 6
 O = 16
 V = 20
 G = 12 = 54

Thursday, 4/11/2021
 Nama: Natwa aryanah
 Kelas: XI MIA
 Mapel: Biologi
 Pre-Test
 Covid-19 -> **kurang spesifik**
 Thesis -> Covid-19 is infectious disease caused by a virus. **language level!**
 Arguments -> Covid-19 causes changes in daily activity such as learning activities that are hampered so that they require learn from home, and many workers are terminated, causing a lot of unemployment.
 Reiteration/Conclusion -> with this virus, it requires us to keep ourselves in order to comply with health protocols. Starting from washing hands, maintaining distance, and wearing masks.
 Ts = 10
 O = 16
 V = 20
 G = 17 = 63

Name: ATIKA PUTRI
 Class: XI MIA
 (Pre-Test) **title?**
 Thesis: covid-19 is a contagious virus that attacks humans, occurs in many countries around the world, this virus originated from wuhan, china, since december 2019 and is very dangerous.
 Argumentative: the existence of this covid makes us feel so study and work from home because to reduce the spread of the virus, besides that we don't understand the lessons at school. Food is also getting more expensive.
 Reiteration: For that we must protect ourselves by wearing a masks when leaving the house, washing hands, and maintaining distance. We also need vaccines.
 Ts = 6
 O = 16
 V = 17
 G = 20 = 59

Picture 11. Documentation of Post-Test Cycle I

Name: Hasni Amalia Zulfah
 Kelas: XI-MIA¹
 B Inggris
 November - 2021

Education!

"Situs I"

Thesis
 Education is a powerful weapon to change the world because it is a means where we can learn many very useful things.
Talenta dan kemampuan yang tinggi!

Arguments
 In Indonesia the level of education is quite good. The government has spent a lot of money to build school buildings and provide free credits.
 So that the spirit will be formed and they must give the best for the nation and the state because education is increasingly being provided by the government.

Reiteration
 When the facilities and active roles of students are united, it is likely that Indonesia's degree will be more recognized by the world. It is also possible that many foreign investors will come so as to improve the domestic economy.
 Qualified and competent teachers will also greatly help increase the level of education Indonesia.
tantang!

Tg = 10
 O = 20
 V = 20
 C = 20
70

Name: Nurwa Anayah
 Class: XI-MIA¹
 Situs I

development of education in Indonesia.

- Thesis
 education can be learned to a powerful weapon to change the world because education is a useful tool for us to learn many useful things. *Talenta dan kemampuan yang tinggi!*

- Arguments
 The level of education in Indonesia it self is quite good the government has spent a lot of funds for the development of education such as the construction of buildings and free school services. this must be supported by students who have a desire to learn and achieve achievements.


- Reiteration
 when facilities, infrastructure and students play an active role together, it is likely that Indonesian education will be increasingly recognized by the world. quality human resources will be very helpful to improving the quality of Indonesian education.

* My opinion about education today is to increase enthusiasm for learning and achieve dreams, with this it will have a good impact on the nation and state.

Tg = 15
 O = 20
 V = 20
 C = 22
77

UNIVERSITAS ISLAM NEGERI

Name: Hasni Amalia Zulfah
 Class: XI-MIA¹




1. Make the Analytical Exposition Text about picture below, based on your knowledge and your argument.

2. specify the thesis, argument, and reiteration sections of the text that you create.

Thesis	Argument	Reiteration
I chose the text above as a thesis because the thesis contains the opinion expressed by the author and is located at the beginning of the paragraph as an opening sentences.	the text above is called an argument because it contains logical evidence and strong data to support the statement or opinion conveyed in the thesis. In the section the author conveys the development of the opinion expressed.	Reiteration is the final part of expository text is often called conclusion. The section contains reiteration of the opinion presented.

Name: Nurwa Anayah
 Class: XI-MIA¹



1. Make the Analytical Exposition Text about picture below, based on your knowledge and your argument.

2. specify the thesis, argument, and reiteration sections of the text that you create.

Thesis	Argument	Reiteration
because education is a valuable thing that is useful for student	with the construction and free school service it can increase the enthusiasm for learning for students	with this students can play an active role in learning and achieve their goals

ANALYTICAL EXPOSITION TEXT

THE IMPACT OF EDUCATION

Education is most important word in our life. Education plays a very important role in your life. For being a successful life in the future, a better life, you should be educated.

Education is that which transforms a person to live a better life and even in a social world. Education is the one that doing something constructive in our near future. It helps a person to show their best to their mind and spirit. It gives you a lot of knowledge in whatever sciences.

Education plays a vital role in your success in the personal growth. The more you have knowledge, the more you grow. Our education and having a professional degree helps us to be able to get in leading organizations, companies, or institutions.

Education changes life into a better life and education also brings success for us. With knowledge we will understand the material and understand education. Education can increase our knowledge so that we can live a better life. With the skill doing things, therefore we can be successful in education.

In today's competitive world, education is necessary for not just find, earning and making education is the source of any business. It is the only education which provides you skills, values and awareness towards building the transition, retention and much more education is the strength to a person and education need to a person.

Argument :- Education is important for the social development and economic growth of the nation.

- Education gives the wing thoughts in our minds.
- Education gives us manners and discipline.
- Education can save the student for children who are active in school.
- Education is striving hard so that you can achieve your goals.
- Education can provide employment to children and parents.

Name: ATIKA PUTRI
Class: XI MIA 1
(Status I)

education → that which is useful


In Indonesia, we have a 12-year compulsory education program to Indonesian children get better and more focused future provisions, besides that education is also available in various circles, namely young and old.

Education is very important for all of us, with education we are not illiterate in the sense of not being able to read and write. We also learn many unique and new things. Education plays an important role in our success in personal growth, the more knowledge we have then we will grow. With education we can understand many things and learn a new world, pursue our dreams and hopes by studying hard to get a professional degree and choose the job we want.

Education is the solution to all problems, it is the only education that can promote good habits and the value of a consciousness in anything. Education is a strength for a person and education is needed by everyone.

T = 11
 O = 18
 V = 20
 G = 21
 70


Name: salsabil belidaryo
Class: XI - MIA 1



1. Make the Analytical Exposition Text about picture below, based on your knowledge and your argument.
2. specify the thesis, argument, and reiteration sections of the text that you create.

Thesis	Argument	Reiteration
Why a private school will educate their children to study in life and education also will a better education	education changes life into a better life and education also brings success for us.	education is important for the social development and economic growth.

Name: ATIKA PUTRI
Class: XI MIA 1



1. Make the Analytical Exposition Text about picture below, based on your knowledge and your argument.
2. specify the thesis, argument, and reiteration sections of the text that you create.

Thesis	Argument	Reiteration
I chose the thesis because in the paragraph it tells what education is and educational problems are in Indonesia.	In this argument, I tell the good impact of education for us.	I chose this reiteration because from the impact of this education.

Picture 12. Documentation of Post-Test Cycle II

...Siswa lebih banyak
 lebih banyak → Healthy
 Covid-19 health protocol violators should be sanctioned

Thesis:
 covid-19 health protocol violators should be sanctioned, as we know, the number of people infected with the covid virus is still increasing in our country, but some people still ignore the health protocol (by) not wearing mask and keeping their distance.

Argument:
 Firstly, the violators will continue to ignore the health protocol suggested by the government if they aren't sanctioned. By being sanctioned they will feel deterred and ashamed so that in the future they will obey the rules given. Secondly, by sanctioning the violators, they will understand responsibility. Not only does it prevent us from being infected by the virus, but adhering to health protocols also keep others safe. We may not feel infected, but at least we prevent bad things by continuing to keep distance and wearing masks. If not, we will fulfill our responsibilities to ourselves and others.
 Lastly, giving sanctions to the violators will make them more aware of the danger of COVID-19. It is said that we've depicted COVID-19 as pandemic, which means that this virus is very dangerous, so it's best to continue to maintain health and avoid COVID-19.

Reiteration:
 Therefore, the health protocol violators should be sanctioned because of the lessons given above.

$$\begin{array}{r} TS : 20 \\ O : 30 \\ V : 10 \\ O : 10 \\ \hline TS : 20 \end{array}$$

Name : Hafid Anwarul Zulfan
 "Gelas II"

HEALTHY
 Exposition Text on Eye Health
 Benefits of Carrots


Thesis:
 Carrots are one of the most popular vegetables in Indonesia and even the world. Carrots are often included in various dishes such as salads or chicken soup. Carrots contain about 88 water, 1 gram, 1 fiber, 7 sugars, 1 ash, and 0.2 fat. Carrots also contain lots of minerals, antioxidants and a number of other nutrients that are good for the health of the body.

Argument:
 It turns out that carrots are also very delicious when made into juice. The benefits of carrot juice for the health of the body include maintaining eye health, preventing cancer, preventing night blindness and eliminating toxins in the body.

Reiteration:
 The main benefit of carrot juice is that it provides vitamin A source to the body so that eye health is more aware. In addition other benefits of carrot can also be used as traditional medicine.

$$\begin{array}{r} TS : 20 \\ O : 20 \\ V : 20 \\ O : 20 \\ \hline TS : 20 \end{array}$$


Name : 63152311 beii u2499
 Class : XI - mib'



1. Make the Analytical Exposition Text about picture below, based on your knowledge and your argument
 2. specify the thesis, argument, and reiteration sections of the text that you create.

Thesis	Argument	Reiteration
because at the beginning of the pandemic that contains the virus of covid 19	because they often ignore the health protocols and those who violate will be punished.	therefore, we must not violate the health protocol if we violate it, we will be punished.

Name : Hafid Anwarul Zulfan
 Class : XI - MIA'



1. Make the Analytical Exposition Text about picture below, based on your knowledge and your argument.
 2. specify the thesis, argument, and reiteration sections of the text that you create.

Thesis	Argument	Reiteration
because the thesis is the first paragraph and the benefits of eye care of the eye. The importance of eye care is to keep the eyes healthy and avoid eye disease.	The text contains the argument that the importance of carrots for the eyes and carrot can be made into juice.	The benefit of carrot juice is that it provides vitamin A source to the body so that eye health is more aware.

Name: ATIKA PUTRI
 SISWA II

Jogging - olahraga people

Jogging is the simplest and cheapest sport you will ever find in this world. so it is good exercise for everyone. jogging can be done anytime, anyday, and anywhere. and jogging can be done alone or with friend. (Thesis)

Jogging can burn calories in the body and can avoid heart attack and strokes because it can relax the body's muscles. jogging is also good for your mental health. everytime you finish jogging, you will feel fresh. some studies have shown that people who jog will have better outlook of life and this will make them more happier than the average people. (Argumentative)

Health is a necessity in life, with health we can carry out daily activities and prosper. jogging is also good for everyone. (Reiteration)

Tantawan lagi nih! Paris!

TS : 10
 D : 22
 V : 22
 C : 23 +
 77

Name: HANNA CRYSTAL
 SISWA II

Health is the most important:


- Thesis
 Health is a state of well-being of body, soul, and social life that enables everyone to live socially and economically productive lives. (Thesis)

- Argument
 In my opinion, health should be prioritized because if we are sick, the quality of our work will decrease and learning at school will be disrupted. (Argumentative)

- Reiteration
 Health is a very valuable thing in human life. If the human body is in an unhealthy condition, the work system in the body is not optimal.

my opinion about health is number one. if we study but we are sick, then our learning will be disrupted, then for that health is the most important.

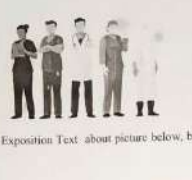
TS : 14
 D : 18
 V : 22
 C : 20
 74



1. Make the Analytical Exposition Text about picture below, based on your knowledge and your argument.

2. specify the thesis, argument, and reiteration sections of the text that you create.

Thesis	Argument	Reiteration
I see a lot of people who don't get enough sleep	If we don't get enough sleep, it can make us more enthusiastic to live the day	Sleep is very important for health, so it is not easy to get sick



1. Make the Analytical Exposition Text about picture below, based on your knowledge and your argument.

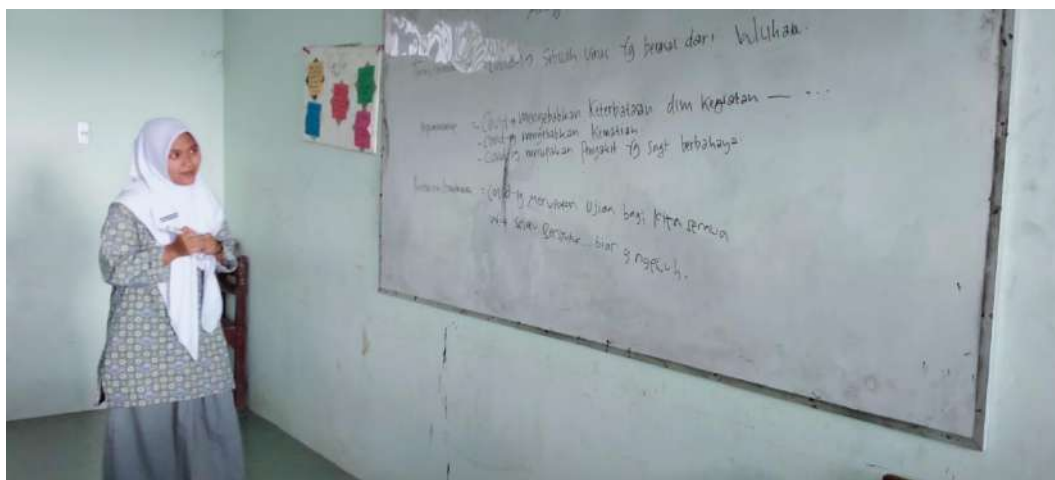
2. specify the thesis, argument, and reiteration sections of the text that you create.

Thesis	Argument	Reiteration
Because health is the most important thing in our life	If our bodies are injured, health, all our activities will be disrupted	If we are sick, our body's work system is not optimal.

Appendices 16.

Picture 13. Learning Process





CURRICULUM VITAE (CV)



Email : nindiyundi03@gmail.com

A. Identity

Name : Nindia Putri Wulandari
Gender : Female
Place, Date of Birth : Tanjung Morawa, 31 May 1999
Address : Jln Hutan Tua, Desa Limau Manis Kec. Tanjung Morawa,
Kab. Deli Serdang, Prov. Sumatera Utara
Citizenship : Indonesia
Religion : Islam
Phone Number : 085360121391
Thesis Title : The Implementation of Discovery Learning Method to
The Students' Ability in Writing Analytical Exposition
Text at Eleventh Grade.

B. Education

- Primary School : SDN 106836 Tanjung Morawa.
- Junior High School : MTS Negeri Tanjung Morawa
- Senior High School : MAN Tanjung Morawa
- University : UIN Sumatera Utara

Medan, February, 2022

Nindia Putri Wulandari