# APPENDICES

# APPENDIX A

Students' opinion essay scores displayed by the Virtual Writing Tutor

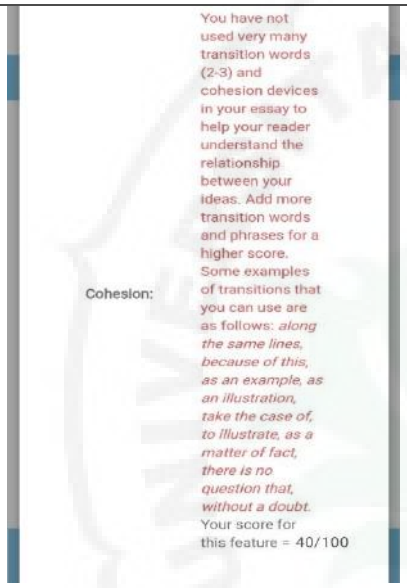
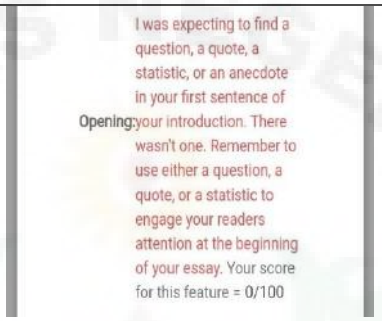
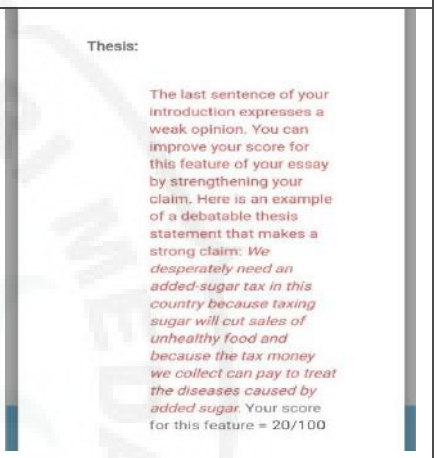
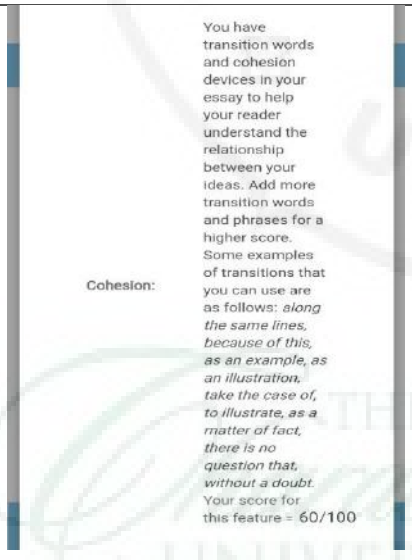
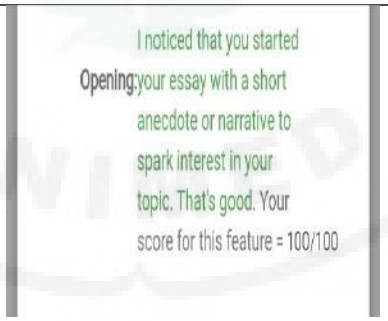
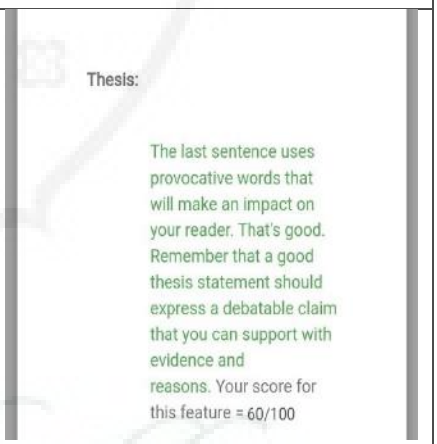
**Student 1**

| Test | Writing Quality | Structure and Content | |
|---|---|---|---|
| | Cohesion | Opening | Thesis |
| **Pre-Test** | Cohesion: You have not used very many transition words (2-3) and cohesion devices in your essay to help your reader understand the relationship between your ideas. Add more transition words and phrases for a higher score. Some examples of transitions that you can use are as follows: *along the same lines, because of this, as an example, as an illustration, take the case of, to illustrate, as a matter of fact, there is no question that, without a doubt.* Your score for this feature = 40/100 | Opening: I noticed that you started your essay with a short anecdote or narrative to spark interest in your topic. That's good. Your score for this feature = 100/100 | Thesis: The last sentence uses provocative words that will make an impact on your reader. That's good. Remember that a good thesis statement should express a debatable claim that you can support with evidence and reasons. Your score for this feature = 60/100 |
| **Post Test** | Cohesion: You have transition words and cohesion devices in your essay to help your reader understand the relationship between your ideas. Add more transition words and phrases for a higher score. Some examples of transitions that you can use are as follows: *along the same lines, because of this, as an example, as an illustration, take the case of, to illustrate, as a matter of fact, there is no question that, without a doubt.* Your score for this feature = 80/100 | Opening: I noticed that you started your essay with a short anecdote or narrative to spark interest in your topic. That's good. Your score for this feature = 100/100 | Thesis: The last sentence uses provocative words that will make an impact on your reader. That's good. Remember that a good thesis statement should express a debatable claim that you can support with evidence and reasons. Your score for this feature = 80/100 |

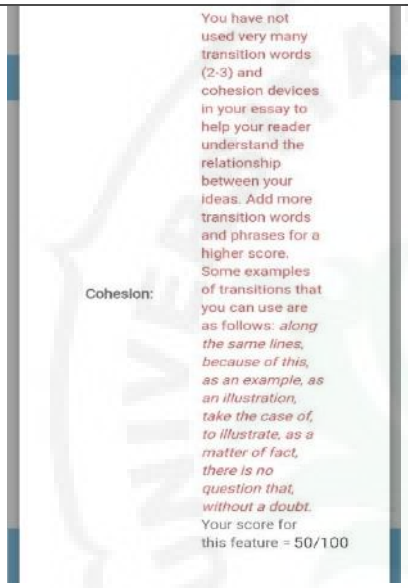
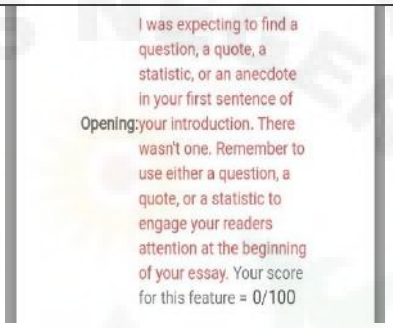
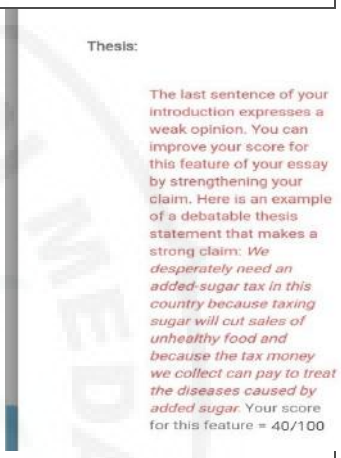
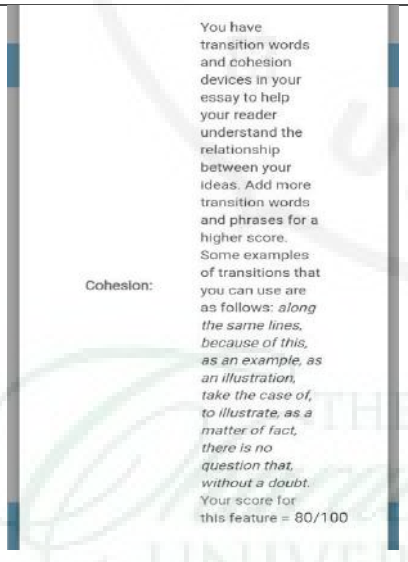
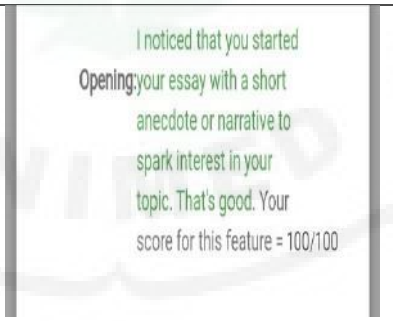
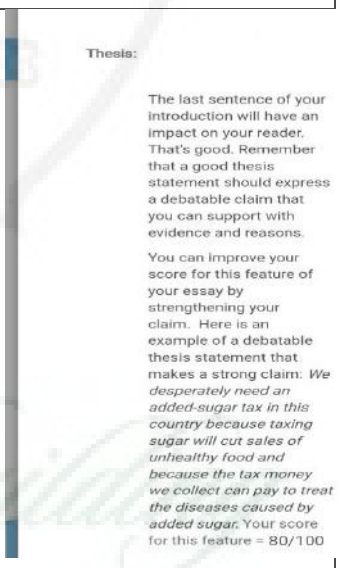
**Student 2**

| Test | Writing Quality | Structure and Content | |
|---|---|---|---|
| | Cohesion | Opening | Thesis |
| **Pre-Test** | Cohesion: You have not used very many transition words (2-3) and cohesion devices in your essay to help your reader understand the relationship between your ideas. Add more transition words and phrases for a higher score. Some examples of transitions that you can use are as follows: *along the same lines, because of this, as an example, as an illustration, take the case of, to illustrate, as a matter of fact, there is no question that, without a doubt.* Your score for this feature = 20/100 | Opening: I noticed that you started your essay with a short anecdote or narrative to spark interest in your topic. That's good. Your score for this feature = 100/100 | Thesis: The last sentence uses provocative words that will make an impact on your reader. That's good. Remember that a good thesis statement should express a debatable claim that you can support with evidence and reasons. Your score for this feature = 60/100 |
| **Post Test** | Cohesion: You have transition words and cohesion devices in your essay to help your reader understand the relationship between your ideas. Add more transition words and phrases for a higher score. Some examples of transitions that you can use are as follows: *along the same lines, because of this, as an example, as an illustration, take the case of, to illustrate, as a matter of fact, there is no question that, without a doubt.* Your score for this feature = 60/100 | Opening: I noticed that you started your essay with a short anecdote or narrative to spark interest in your topic. That's good. Your score for this feature = 100/100 | Thesis: The last sentence uses provocative words that will make an impact on your reader. That's good. Remember that a good thesis statement should express a debatable claim that you can support with evidence and reasons. Your score for this feature = 60/100 |

**Student 3**

| Test | Writing Quality | Structure and Content | |
|---|---|---|---|
| | Cohesion | Opening | Thesis |
| **Pre-Test** |  |  |  |
| **Post Test** |  |  |  |

**Student 4**

| Test | Writing Quality | Structure and Content | |
|---|---|---|---|
| | Cohesion | Opening | Thesis |
| **Pre-Test** |  |  |  |
| **Post Test** |  |  |  |

**Student 5**

| Test | Writing Quality | Structure and Content | |
|---|---|---|---|
| | Cohesion | Opening | Thesis |
| **Pre-Test** | Cohesion: You have transition words and cohesion devices in your essay to help your reader understand the relationship between your ideas. Add more transition words and phrases for a higher score. Some examples of transitions that you can use are as follows: *along the same lines, because of this, as an example, as an illustration, take the case of, to illustrate, as a matter of fact, there is no question that, without a doubt.* Your score for this feature = 100/100 | Opening: I was expecting to find a question, a quote, a statistic, or an anecdote in your first sentence of your introduction. There wasn't one. Remember to use either a question, a quote, or a statistic to engage your readers attention at the beginning of your essay. Your score for this feature = 0/100 | Thesis: The last sentence of your introduction will have an impact on your reader. That's good. Remember that a good thesis statement should express a debatable claim that you can support with evidence and reasons. You can improve your score for this feature of your essay by strengthening your claim. Here is an example of a debatable thesis statement that makes a strong claim: *We desperately need an added-sugar tax in this country because taxing sugar will cut sales of unhealthy food and because the tax money we collect can pay to treat the diseases caused by added sugar.* Your score for this feature = 60/100 |
| **Post Test** | Cohesion: You have transition words and cohesion devices in your essay to help your reader understand the relationship between your ideas. Add more transition words and phrases for a higher score. Some examples of transitions that you can use are as follows: *along the same lines, because of this, as an example, as an illustration, take the case of, to illustrate, as a matter of fact, there is no question that, without a doubt.* Your score for this feature = 100/100 | Opening: I was expecting to find a question, a quote, a statistic, or an anecdote in your first sentence of your introduction. There wasn't one. Remember to use either a question, a quote, or a statistic to engage your readers attention at the beginning of your essay. Your score for this feature = 0/100 | Thesis: The last sentence uses provocative words that will make an impact on your reader. That's good. Remember that a good thesis statement should express a debatable claim that you can support with evidence and reasons. Your score for this feature = 100/100 |

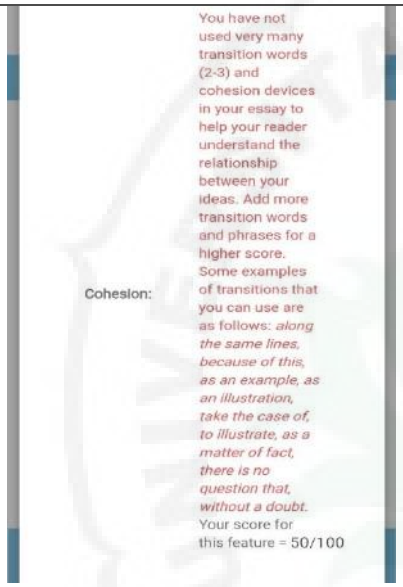
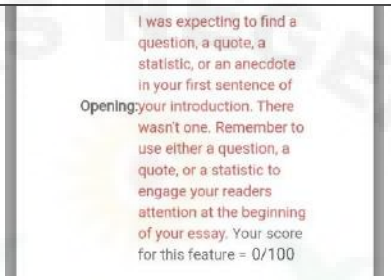
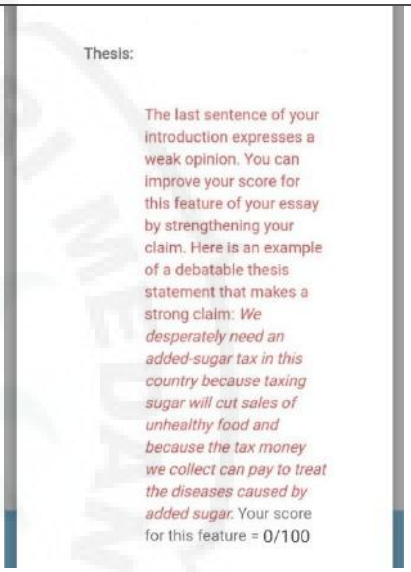
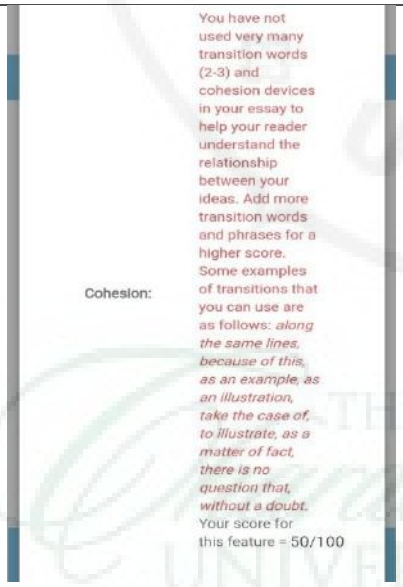
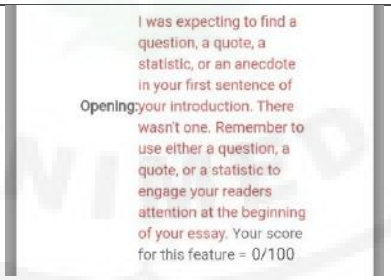
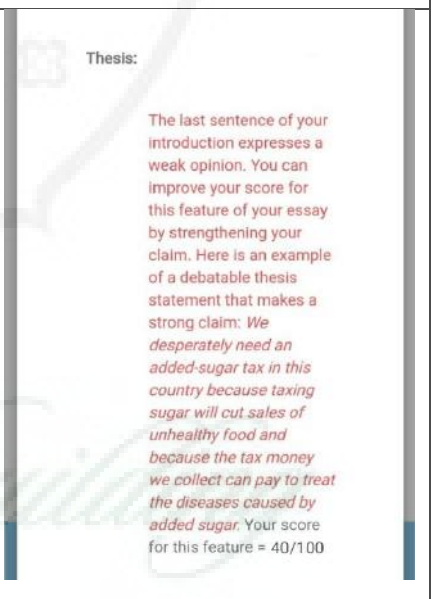
**Student 6**

| Test | Writing Quality | Structure and Content | |
|---|---|---|---|
| | Cohesion | Opening | Thesis |
| **Pre-Test** | Cohesion: You have not used very many transition words (2-3) and cohesion devices in your essay to help your reader understand the relationship between your ideas. Add more transition words and phrases for a higher score. Some examples of transitions that you can use are as follows: *along the same lines, because of this, as an example, as an illustration, take the case of, to illustrate, as a matter of fact, there is no question that, without a doubt.* Your score for this feature = 0/100 | Opening: I was expecting to find a question, a quote, a statistic, or an anecdote in your first sentence of your introduction. There wasn't one. Remember to use either a question, a quote, or a statistic to engage your readers attention at the beginning of your essay. Your score for this feature = 0/100 | Thesis: The last sentence of your introduction will have an impact on your reader. That's good. Remember that a good thesis statement should express a debatable claim that you can support with evidence and reasons. You can improve your score for this feature of your essay by strengthening your claim. Here is an example of a debatable thesis statement that makes a strong claim: *We desperately need an added-sugar tax in this country because taxing sugar will cut sales of unhealthy food and because the tax money we collect can pay to treat the diseases caused by added sugar.* Your score for this feature = 60/100 |
| **Post Test** | Cohesion: You have transition words and cohesion devices in your essay to help your reader understand the relationship between your ideas. Add more transition words and phrases for a higher score. Some examples of transitions that you can use are as follows: *along the same lines, because of this, as an example, as an illustration, take the case of, to illustrate, as a matter of fact, there is no question that, without a doubt.* Your score for this feature = 80/100 | Opening: I was expecting to find a question, a quote, a statistic, or an anecdote in your first sentence of your introduction. There wasn't one. Remember to use either a question, a quote, or a statistic to engage your readers attention at the beginning of your essay. Your score for this feature = 0/100 | Thesis: The last sentence uses provocative words that will make an impact on your reader. That's good. Remember that a good thesis statement should express a debatable claim that you can support with evidence and reasons. Your score for this feature = 80/100 |

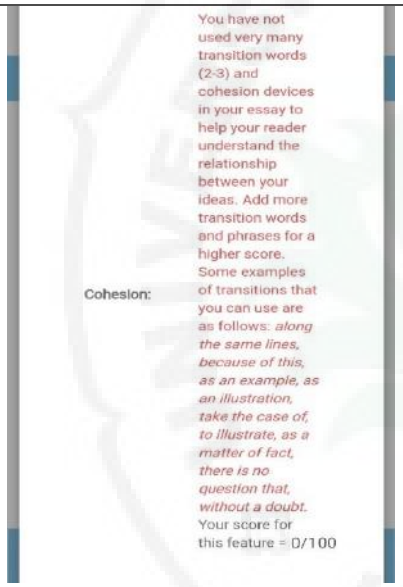
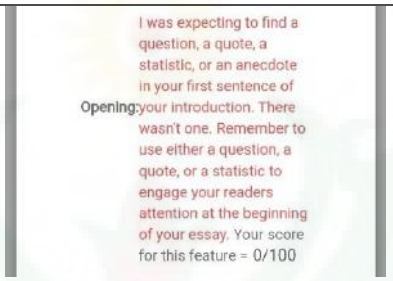
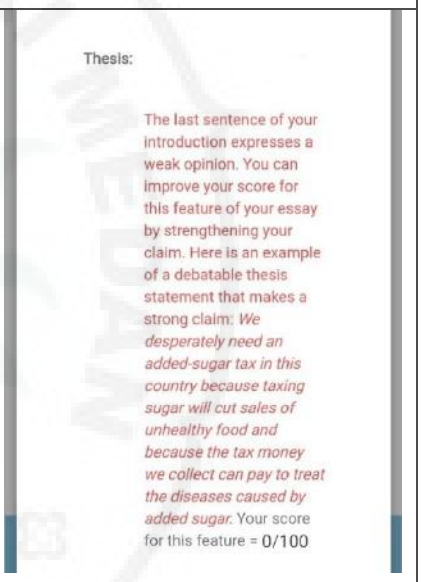
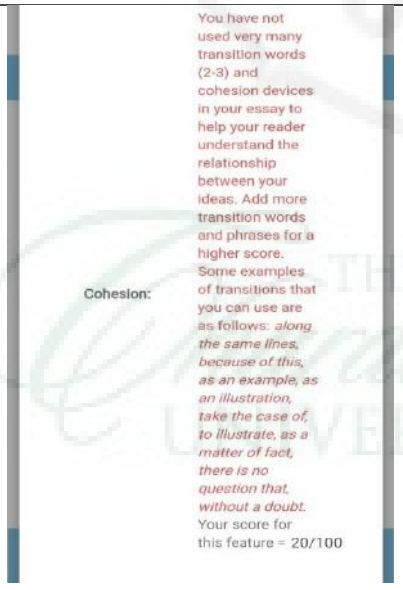
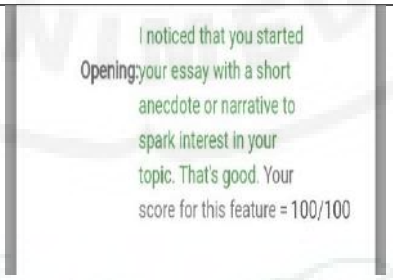
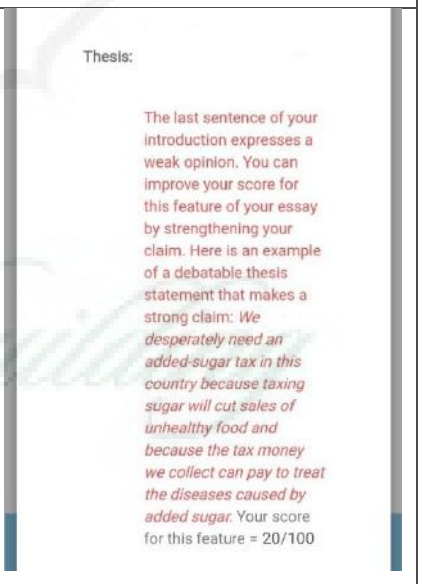
**Student 7**

| Test | Writing Quality | Structure and Content | |
|---|---|---|---|
| | Cohesion | Opening | Thesis |
| **Pre-Test** | Cohesion: You have not used very many transition words (2-3) and cohesion devices in your essay to help your reader understand the relationship between your ideas. Add more transition words and phrases for a higher score. Some examples of transitions that you can use are as follows: *along the same lines, because of this, as an example, as an illustration, take the case of, to illustrate, as a matter of fact, there is no question that, without a doubt.* Your score for this feature = 20/100 | Opening: I was expecting to find a question, a quote, a statistic, or an anecdote in your first sentence of your introduction. There wasn't one. Remember to use either a question, a quote, or a statistic to engage your readers attention at the beginning of your essay. Your score for this feature = 0/100 | Thesis: The last sentence of your introduction expresses a weak opinion. You can improve your score for this feature of your essay by strengthening your claim. Here is an example of a debatable thesis statement that makes a strong claim: *We desperately need an added-sugar tax in this country because taxing sugar will cut sales of unhealthy food and because the tax money we collect can pay to treat the diseases caused by added sugar.* Your score for this feature = 20/100 |
| **Post Test** | Cohesion: You have transition words and cohesion devices in your essay to help your reader understand the relationship between your ideas. Add more transition words and phrases for a higher score. Some examples of transitions that you can use are as follows: *along the same lines, because of this, as an example, as an illustration, take the case of, to illustrate, as a matter of fact, there is no question that, without a doubt.* Your score for this feature = 60/100 | Opening: I was expecting to find a question, a quote, a statistic, or an anecdote in your first sentence of your introduction. There wasn't one. Remember to use either a question, a quote, or a statistic to engage your readers attention at the beginning of your essay. Your score for this feature = 0/100 | Thesis: The last sentence of your introduction will have an impact on your reader. That's good. Remember that a good thesis statement should express a debatable claim that you can support with evidence and reasons. You can improve your score for this feature of your essay by strengthening your claim. Here is an example of a debatable thesis statement that makes a strong claim: *We desperately need an added-sugar tax in this country because taxing sugar will cut sales of unhealthy food and because the tax money we collect can pay to treat the diseases caused by added sugar.* Your score for this feature = 60/100 |

**Student 8**

| Test | Writing Quality | Structure and Content | |
|---|---|---|---|
| | Cohesion | Opening | Thesis |
| **Pre-Test** |  |  |  |
| **Post Test** |  |  |  |

**Student 9**

| Test | Writing Quality | Structure and Content | |
|---|---|---|---|
| | Cohesion | Opening | Thesis |
| **Pre-Test** |  |  |  |
| **Post Test** |  |  |  |

**Student 10**

| Test | Writing Quality | Structure and Content | |
|---|---|---|---|
| | Cohesion | Opening | Thesis |
| **Pre-Test** | Cohesion: You have not used very many transition words (2-3) and cohesion devices in your essay to help your reader understand the relationship between your ideas. Add more transition words and phrases for a higher score. Some examples of transitions that you can use are as follows: *along the same lines, because of this, as an example, as an illustration, take the case of, to illustrate, as a matter of fact, there is no question that, without a doubt.* Your score for this feature = 40/100 | Opening: I noticed that you started your essay with a short anecdote or narrative to spark interest in your topic. That's good. Your score for this feature = 100/100 | Thesis: The last sentence of your introduction expresses a weak opinion. You can improve your score for this feature of your essay by strengthening your claim. Here is an example of a debatable thesis statement that makes a strong claim: *We desperately need an added-sugar tax in this country because taxing sugar will cut sales of unhealthy food and because the tax money we collect can pay to treat the diseases caused by added sugar.* Your score for this feature = 40/100 |
| **Post Test** | Cohesion: You have not used very many transition words (2-3) and cohesion devices in your essay to help your reader understand the relationship between your ideas. Add more transition words and phrases for a higher score. Some examples of transitions that you can use are as follows: *along the same lines, because of this, as an example, as an illustration, take the case of, to illustrate, as a matter of fact, there is no question that, without a doubt.* Your score for this feature = 40/100 | Opening: I noticed that you started your essay with a short anecdote or narrative to spark interest in your topic. That's good. Your score for this feature = 100/100 | Thesis: The last sentence uses provocative words that will make an impact on your reader. That's good. Remember that a good thesis statement should express a debatable claim that you can support with evidence and reasons. Your score for this feature = 100/100 |

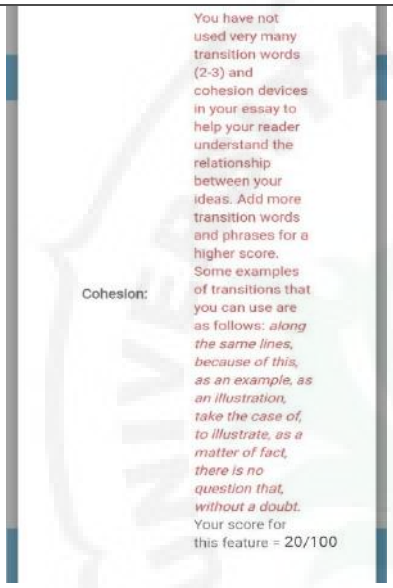
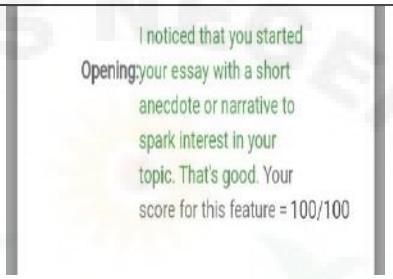
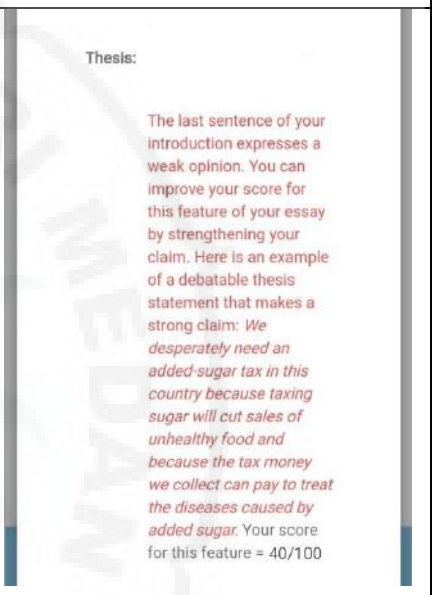
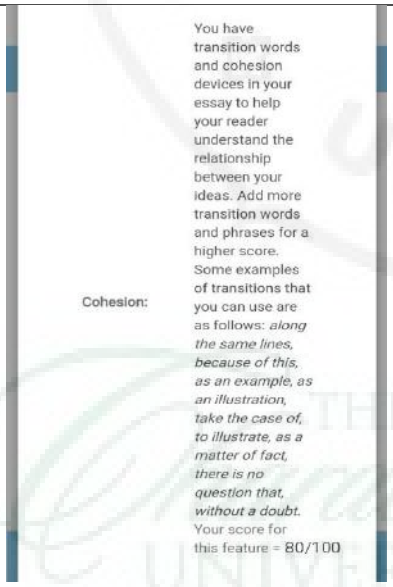
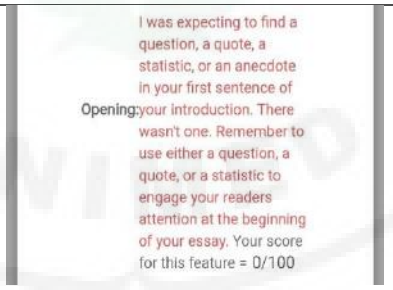
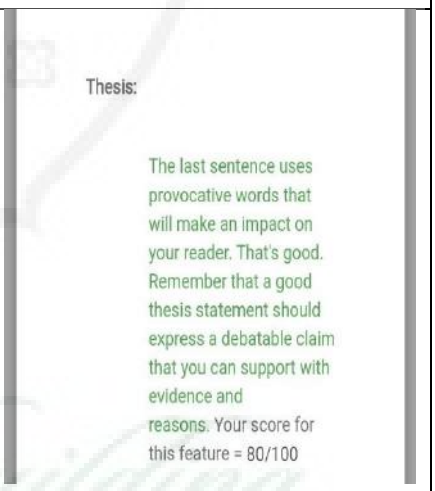
**Student 11**

| Test | Writing Quality | Structure and Content | |
|---|---|---|---|
| | Cohesion | Opening | Thesis |
| **Pre-Test** | Cohesion: You have transition words and cohesion devices in your essay to help your reader understand the relationship between your ideas. Add more transition words and phrases for a higher score. Some examples of transitions that you can use are as follows: *along the same lines, because of this, as an example, as an illustration, take the case of, to illustrate, as a matter of fact, there is no question that, without a doubt.* Your score for this feature = 80/100 | Opening: I noticed that you started your essay with a short anecdote or narrative to spark interest in your topic. That's good. Your score for this feature = 100/100 | Thesis: The last sentence uses provocative words that will make an impact on your reader. That's good. Remember that a good thesis statement should express a debatable claim that you can support with evidence and reasons. Your score for this feature = 100/100 |
| **Post Test** | Cohesion: You have transition words and cohesion devices in your essay to help your reader understand the relationship between your ideas. Add more transition words and phrases for a higher score. Some examples of transitions that you can use are as follows: *along the same lines, because of this, as an example, as an illustration, take the case of, to illustrate, as a matter of fact, there is no question that, without a doubt.* Your score for this feature = 100/100 | Opening: I noticed that you started your essay with a short anecdote or narrative to spark interest in your topic. That's good. Your score for this feature = 100/100 | Thesis: The last sentence uses provocative words that will make an impact on your reader. That's good. Remember that a good thesis statement should express a debatable claim that you can support with evidence and reasons. Your score for this feature = 100/100 |

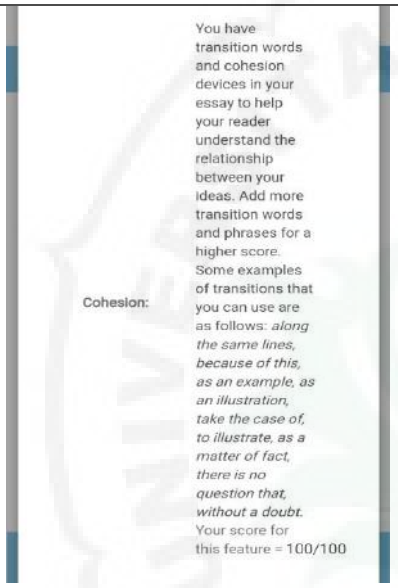
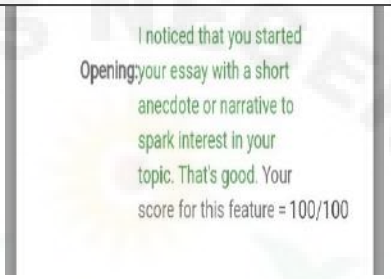
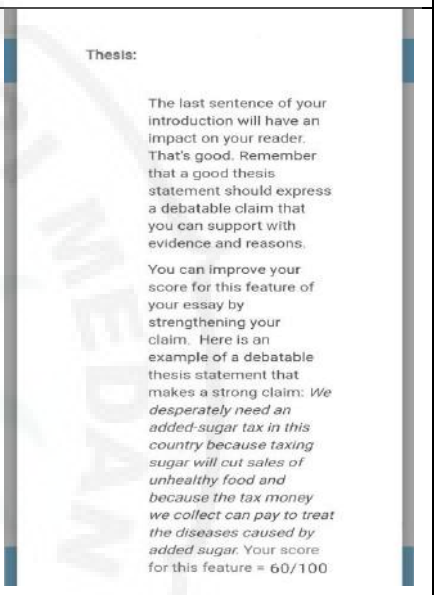
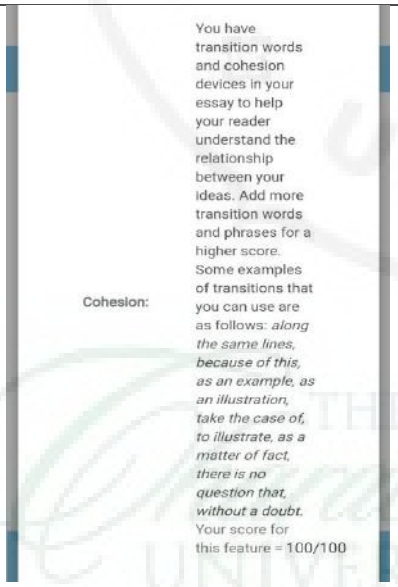
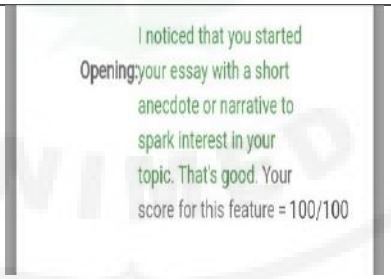
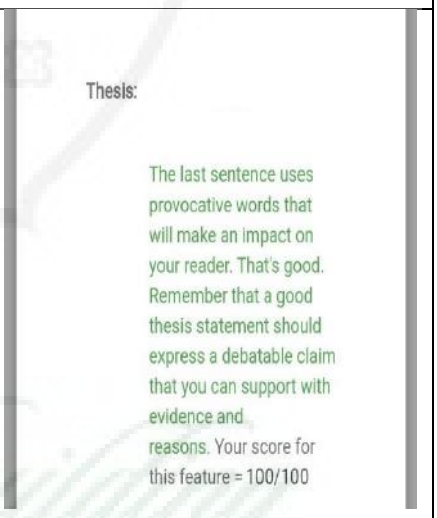
**Student 12**

| Test | Writing Quality | Structure and Content | |
|---|---|---|---|
| | Cohesion | Opening | Thesis |
| **Pre-Test** | Cohesion: You have not used very many transition words (2-3) and cohesion devices in your essay to help your reader understand the relationship between your ideas. Add more transition words and phrases for a higher score. Some examples of transitions that you can use are as follows: *along the same lines, because of this, as an example, as an illustration, take the case of, to illustrate, as a matter of fact, there is no question that, without a doubt.* Your score for this feature = 50/100 | Opening: I noticed that you started your essay with a short anecdote or narrative to spark interest in your topic. That's good. Your score for this feature = 100/100 | Thesis: The last sentence of your introduction expresses a weak opinion. You can improve your score for this feature of your essay by strengthening your claim. Here is an example of a debatable thesis statement that makes a strong claim: *We desperately need an added-sugar tax in this country because taxing sugar will cut sales of unhealthy food and because the tax money we collect can pay to treat the diseases caused by added sugar.* Your score for this feature = 20/100 |
| **Post Test** | Cohesion: You have transition words and cohesion devices in your essay to help your reader understand the relationship between your ideas. Add more transition words and phrases for a higher score. Some examples of transitions that you can use are as follows: *along the same lines, because of this, as an example, as an illustration, take the case of, to illustrate, as a matter of fact, there is no question that, without a doubt.* Your score for this feature = 60/100 | Opening: I was expecting to find a question, a quote, a statistic, or an anecdote in your first sentence of your introduction. There wasn't one. Remember to use either a question, a quote, or a statistic to engage your readers attention at the beginning of your essay. Your score for this feature = 0/100 | Thesis: The last sentence uses provocative words that will make an impact on your reader. That's good. Remember that a good thesis statement should express a debatable claim that you can support with evidence and reasons. Your score for this feature = 80/100 |

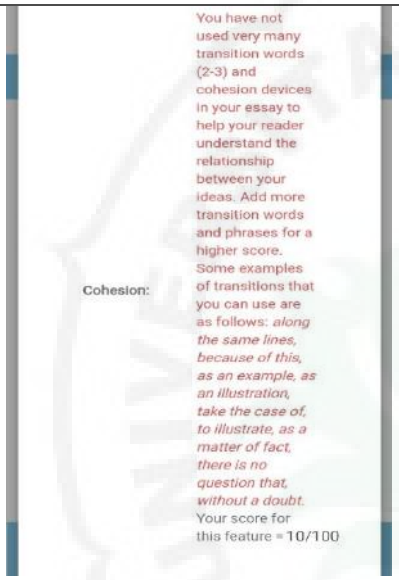
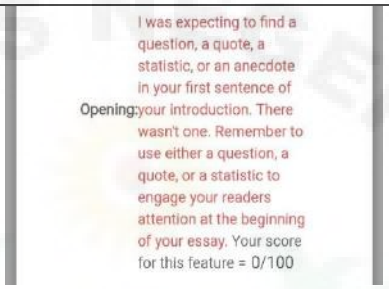
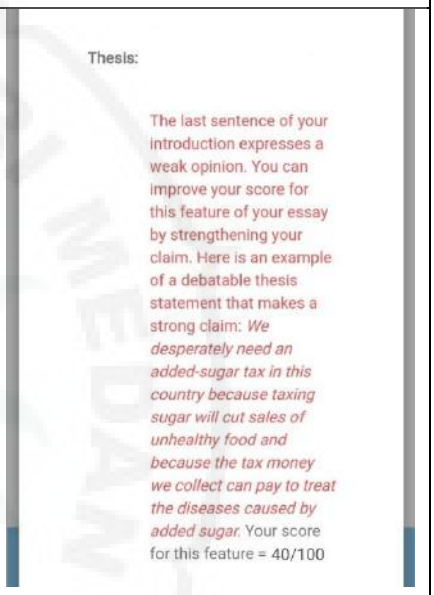
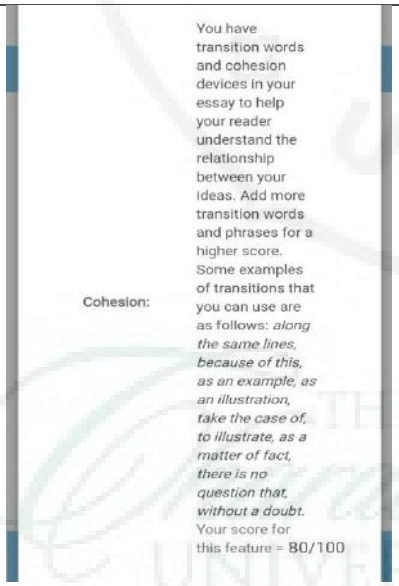
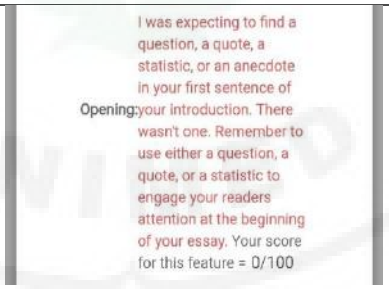
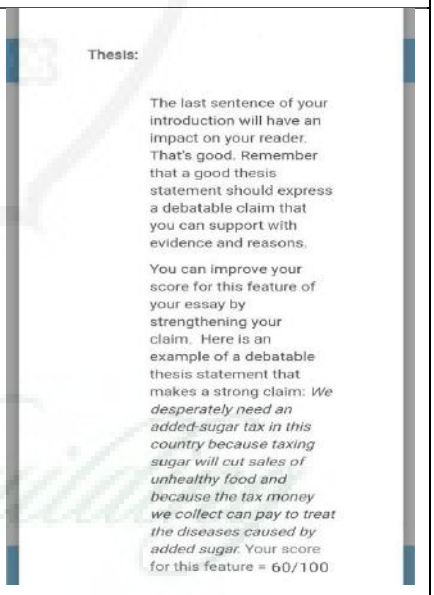
**Students 13**

| Test | Writing Quality | Structure and Content | |
|---|---|---|---|
| | Cohesion | Opening | Thesis |
| **Pre-Test** |  |  |  |
| **Post Test** |  |  |  |

**Students 14**

| Test | Writing Quality | Structure and Content | |
|---|---|---|---|
| | Cohesion | Opening | Thesis |
| **Pre-Test** |  |  |  |
| **Post Test** |  |  |  |

**Student 15**

| Test | Writing Quality | Structure and Content | |
|---|---|---|---|
| | Cohesion | Opening | Thesis |
| **Pre-Test** |  |  |  |
| **Post Test** |  |  |  |

The following is the formula used to determine and indicate the score that has been obtained from using the Virtual Writing Tutor tool.

1. Calculated the means score by apply following formula:

$$\bar{X} = \sum \frac{x}{n}$$

$\bar{X}$ = The mean score

$\sum x$ = The sum of all score

$N$ = The total number of students

(Gay, 1981: 331)

2. Calculated the percentage of enhancing students' skill in writing opinion essay by apply following formula:

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

Notation:

P : Percentage

$X_2$ : Average score of post-test

$X_1$ : Average score of pre-test

(Gay, 1981: 369)

# APPENDIX B

Questionnaire Sheet

## STUDENTS' DIFFICULTIES

| No. | Pernyataan | STS | TS | S | SS |
|---|---|---|---|---|---|
| 1. | Dalam penggunaan Virtual Writing Tutor sebagai media untuk belajar menulis esai, saya dapat memahami elemen-elemen yang digunakan untuk menulis esai opini sehingga tidak sulit untuk menentukan penempatan pembukaan, isi dan kesimpulan. | | | | |
| 2. | Dalam penggunaan Virtual Writing Tutor sebagai media untuk belajar menulis esai, saya mampu memahami masukan dan saran yang diberikan meskipun memerlukan konsentrasi yang lebih guna peningkatan pemahaman dan keterampilan saya dalam menulis. | | | | |
| 3. | Saya merasa tertarik dan tertantang saat menggunakan Virtual Writing Tutor sebagai media untuk belajar menulis esai. | | | | |
| 4. | Saya merasa bersemangat dan termotivasi untuk belajar menggunakan Virtual Writing Tutor sebagai media untuk belajar menulis esai. | | | | |
| 5. | Saya tidak merasa kesulitan saat menggunakan Virtual Writing Tutor sebagai media untuk belajar menulis esai karena terdapat perangkat yang memadai. | | | | |
| 6. | Saya tidak merasa kesulitan saat menggunakan menggunakan Virtual Writing Tutor sebagai media untuk belajar menulis esai meskipun memerlukan kuota internet dalam penggunaannya. | | | | |

# STUDENTS' PERCEPTIONS

**1. Personal Perceptions**

- Apakah pembelajaran bahasa Inggris didalam kelas lebih mudah dengan menggunakan Virtual Writing Tutor yang diakses secara online?

- Apakah penggunaan Virtual Writing Tutor untuk mengembangkan kemampuan menulis esai dapat menambah wawasan anda tentang pengetahuan, pendapat, pemikiran pada suatu fenomena tertentu di lingkungan anda?

- Apakah Virtual Writing Tutor dapat melatih wawasan anda untuk menemukan informasi terkait dengan mengembangkan kemampuan menulis esai anda?

- Apakah Virtual Writing Tutor mempersulit anda dalam berpikir dan berkreatifitas dalam menulis esai?

**2. Situational Perceptions**

- Apakah penggunaan Virtual Writing Tutor lebih menarik dan menyenangkan?

- Apakah Virtual Writing Tutor mempersulit anda dalam belajar Bahasa Inggris khususnya dalam menulis esai karena terkendala handphone, kuota internet dan sinyal yang buruk?

**3. Sosial Perceptions**

- Bagaimana pendapat Anda terkait penggunaan Virtual Writing Tutor sebagai media pembelajaran dalam menulis esai opini di kelas Anda?

# APPENDIX C

Teaching Material

**Essay**

Essay is a prose essay that provides a brief view of an issue from the author's personal perspective. The essay conveys the author's information, ideas, arguments, and emotional expressions about a particular subject.

**Opinion**

Opinion has the meaning of opinion, thought or stance. This opinion can be in the form of approval or rejection of a matter.

Examples:

1. Seeing the condition of the cloudy sky, it looks like it's going to rain. (Melihat kondisi langit mendung sepertinya akan turun hujan)

2. I think using a Honda motorbike is more comfortable and doesn't drain your pocket because it's economical on petrol. (Menurut saya menggunakan motor Honda lebih nyaman dan tidak menguras kantong karena irit bensin)

**Mengungkapkan pendapat (Indicating an Opinion)**

Dibawah ini terdapat ungkapan-ungkapan yang bisa kita gunakan untuk mengawali dan memberikan pendapat, diantaranya:

- In my opinion … (Menurut pendapat saya …)
- In my view … (Menurut pandangan saya …)
- I think … (Saya pikir ….)
- I feel … (Saya rasa ….)
- I believe … (Saya yakin ….)
- I guess ... (Saya kira ….)
- To my mind … (Bagi saya ….)

- As far as I concern … (Sejauh yang dapat saya pertimbangkan ….)
- What I have in mind is… (Apa yang saya pikirkan adalah ….)
- I suggest... (Aku menyarankan...)
- I'd like to share my opinion… (Aku ingin berpendapat…)
- Personally, I think... (Secara pribadi, aku pikir...)
- I'd like to point out that… (Aku ingin menegaskan kalau...)
- According to me… (Menurutku...)
- What I mean is… (Maksudku adalah...)
- It seems to me that… (Menurutku...)
- I'm sure that… (Aku yakin bahwa…)
- I have no doubt that… (Aku yakin bahwa…)
- There's no doubt in my mind that… (Tidak ada keraguan dalam pikiran saya bahwa…)
- I strongly believe that… (Aku sangat yakin bahwa…)

- I'm absolutely convinced that… (Aku sungguh yakin bahwa…)
- I bet that… (Aku yakin bahwa…)
- I dare say that… (Aku berani jamin bahwa…)
- I'm truly certain that… (Aku sungguh yakin bahwa…)
- I really think that… (Aku benar-benar yakin bahwa…)
- I really feel that… (Aku sungguh merasa bahwa…)
- In my view… (Dari sudut pandangku…)
- To me… (Menurutku…) - It seems to me that… (Menurutku…)
- I suppose that… (Aku rasa…)
- I tend to think that… (Aku cenderung berpikir bahwa…)
- I would say that… (Menurutku…)
- From my perspective… (Berdasarkan sudut pandangku…)
- From my point of view… (Berdasarkan sudut pandangku…)

**Opinion Essay**

Opinion essay is a paragraph that contains of person's paradigm, idea, thoughts about something that is used to persuade readers to support their opinions. The opinion paragraph can lead the students in writing their thoughts about something.

**The opinion paragraph contains elements.**

- The first is an introduction. There are several in the introduction. Opening will be begun with a question to pique the reader's interest to establish the topic's importance in context. And thesis is at the end of the introduction that makes a strong claim about a controversial issue.

- Second, body paragraph or supporting arguments that consist of topic sentence, arguments (refer to facts, statistics, logic), evidences (using these types of words: according to, to quote from, tells us that, shows us that), and supporting details (give examples to support your claims using words and phrases).

- Third, final paragraph provides conclusion which can use reformulation of the thesis, build cohesion, recommendation and prediction for the conclusion.

**Text 1**

**Technology in Everyday Life**

**INTRO**

Technology has become an integral part of our lives today. The influence of technology on our daily lives is enormous and has changed the way we work, communicate, play and even think. **In my opinion**, one of the biggest impacts we can feel from technology in our daily lives is in terms of communication. The development of the internet and social media has changed the way we interact with other people. Today, we can connect with someone at the end of the world by simply sending a text message, video call, and social media platforms like Facebook and Twitter.

**BODY**

However, **I also strongly agree** that the influence of technology in our daily lives also has its downsides. Our dependence on technology can cause us to become disconnected from the social world. People tend to spend more time in front of screens than interacting with people in person. This can reduce our ability to communicate effectively in real life.

**FINAL**

So, **the conclusion I can convey** is that technology has changed the way we live and work in many significant ways. Its positive influence is ease of communication, access to information, and efficiency in work. However, we also have to be careful of the negative impacts such as social isolation and privacy issues. It is important for us to use technology wisely and responsibly.

**Vocabulary guide**

**Integral part**: Bagian yang tidak terpisahkan sosial

**Influence**: Pengaruh

**Enormous**: Sangat besar

**Impacts**: Berdampak

**Daily lives**: Kehidupan sehari-hari

**In term of**: Dalam hal

**Social isolation**: Isolasi

**Privacy issues**: Masalah privasi

**Wisely**: Secara bijak

**Responsibly**: Secara bertanggung jawab

**Tend**: Cenderung

**Interacting**: Interaksi

**Simply**: Secara sederhana

**Reduce**: Mengurangi

**Platform**: Perangkat

**Convey**: Menyampaikan

**Dependence**: Ketergantungan

**Ease of**: Kemudahan

**Text 2**

**Zoo is good or not?**

**INTRO**

Zoos have been a part of our society for a long time, providing educational and entertainment benefits for visitors. On the one hand, zoos can give visitors the opportunity to observe wildlife up close. On the other hand, there are also those who argue that zoos are an unethical form of animal breeding and should be banned. **From my best knowledge**, animals in this captivity rarely have access to the diversity of foods, climates, and environments they do in their natural habitats. Apart from that, the presence of zoos has also been linked to increased poaching in several regions of the world. Poachers can take advantage of the presence of zoos to target endangered species in their natural habitat, further reducing their numbers.

**BODY**

In the end, we cannot ignore the educational and entertainment benefits of zoos, but we also cannot ignore the incidence of keeping animals in captivity for human observation. For this reason, **I believe** it is necessary to weigh the pros and cons of zoos before drawing conclusions, and zoos should only be permitted if their operations strictly adhere to ethical standards. With proper oversight, perhaps we can create a world that allows wildlife conservation without compromising the welfare of animals in captivity.

**FINAL**

In conclusion, **I believe** we can gain education and entertainment from visiting zoos. Therefore, **I believe** that zoos should only be permitted if they adhere to strict regulations and standards to ensure the welfare of wild animals in captivity.

## Vocabulary guide

**Banned**: Dilarang

**Region**: Wilayah

**Proper oversight**: Pengawasan

**Society**: Masyarakat

**Captivity**: Tahanan

**Endangered**: Terancam bahaya

**Providing**: Menyediakan

**Rarely**: Jarang

**Reducing**: Mengurangi

**Benefits**: Keuntungan

**Divesity**: Keberagaman

**Ignore**: Mengabaikan

**Visitor**: Pengunjung **Climates**: Iklim **Incidence**: Kejadian

**On the one hand**: Disisi lain **Environments**: Lingkungan **Necessary**: Perlu

**Opportunity**: Kesempatan **Natural**: Alami **Weigh**: Menimbang

**Observe**: Mengamati **Presence**: Kehadiran **Pros and cons**: Pro dan kontra

**Wildlife**: Margasatwa **Has also been Link**: Juga dikaitkan **Permitted**: Diizinkan

**Argue**: Membantah **Increase**: Meningkat **Strictly adhere**: Patuhi ketat

**Unhetical form**: Bentuk tidak sehat **Poaching**: Perburuan liar

**Animal breeding**: Pembiakan binatang **Several**: Beberapa **Perhaps**: Kemungkinan

**Text 3**

**Should Marijuana Be Legalized?**

**INTRO**

Marijuana has been a widely debated topic for many years, and the question of whether or not it should be legalized has become a major topic of discussion. Supporters of marijuana legalization claim that it can be used to help people suffering from certain medical conditions, while opponents argue that this could have devastating consequences for society if this were to be done without limitations.

**BODY**

**In my opinion**, marijuana should be legalized for both medical and recreational purposes. Increasing scientific evidence shows the potential health benefits of marijuana, such as managing chronic pain or reducing the side effects of chemotherapy. Additionally, there is a lot of research showing that marijuana can be used as an alternative to more harmful substances such as alcohol or opioids. **I also believe** that marijuana has medicinal value, and therefore it must be legally accessible to those who need it. Prohibiting marijuana only forces users to seek out other sources which can often be more dangerous and unpredictable. Furthermore, criminalization also leads to an increase in marijuana-related arrests. The government should take a more progressive stance on the issue and legalize the substance.

**FINAL**

Overall, **I believe that** legalizing marijuana would be beneficial for society as a whole. Not only would it provide medical relief for those suffering from certain ailments, but it could also free up valuable resources currently used to enforce marijuana laws. Marijuana should be treated no differently than other substances, such as alcohol or tobacco, and its use should not be criminalized any longer. It is time for society to accept the potential benefits of marijuana and legalize it once and for all.

## Vocabulary guide

**Legalized**: Dilegalkan

**Suffering**: Menderita

**Devastating**: Merusak

**Evidence**: Bukti

**Chronic pain**: Sakit kronis

**Harmful**: Berbahaya

**Prohibiting**: Melarang

**Ailments**: Penyakit

**Resources**: Sumber daya

**Enforce**: Melaksanakan

**Medical Relief**: Pertolongan medis

**Beneficial**: Keuntungan

**Substance**: Zat

Text 4

### Internet

**INTRO**

The internet has revolutionized the way people communicate, access information, and conduct business today. With just a few clicks, you can connect with others around the world or shop from your favorite online store. **I believe** that the internet has made it easier to stay connected with friends and family, and also providing an outlet for creativity and self-expression. Additionally, the internet has opened up a world of possibilities in terms of educational resources and job opportunities. People can access courses, tutorials, and other materials to gain knowledge on any topic imaginable.

**BODY**

Overall, **I think** the internet has drastically improved our quality of life in countless ways. It's allowed us to communicate more effectively, get better access to information, and discover new forms of entertainment and opportunity. Despite potential risks, it's clear that the internet is here to stay and will continue to shape our lives moving forward.

**FINAL**

In conclusion, **I believe** the internet has become a powerful force for good in today's world, giving us convenience, access to information, and opportunities to connect like never before. This is an invaluable tool that we must use responsibly and take full advantage of.

**Vocabulary guide**

**Revolutionized**: Merevolusi

**Conduct**: Mengadakan/menciptakan

**Self-experssion**: Ekspresi diri

**Possibilities**: Kemungkinan

**Opportunities**: Kesempatan

**Gain**: Memperoleh

**Imaginable**: Yang ada

**Drastically**: Secara drastis

**Discover**: Menemukan

**Moving forward**: Melangkah kedepan

**Convenience**: Kenyamanan

Text 5

## Independent Learning

**INTRO**

Independent learning teaches us how to be wise decision makers in our learning. Rather than simply accepting the information given to us, independent learning requires us to ask questions, seek answers, and understand the material more deeply. This is a very useful skill, where we need to constantly update our knowledge. Additionally, **I think** independent learning develops independence. When someone learns independently, they hone their ability to manage their time, organize themselves, and set their own goals.

**BODY**

However, independent learning is not without challenges. This requires strong internal motivation, self-discipline, and the ability to overcome obstacles that may arise. And **I believe** sometimes, independent learning requires seeking support from outside sources such as online communities or mentors. In formal education, teachers still play an important role in guiding and providing guidance to students in the independent learning process. They can help students develop independent learning skills and provide guidance when needed.

**FINAL**

**I can say** in conclusion that independent learning is an important skill in a world that is constantly changing and developing. It gives power to the individual, develops independence, and helps us understand ourselves as learners. However, to be successful, independent learning requires motivation, discipline, and the ability to overcome challenges.

### Vocabulary guide

**Independent learning**: Belajar mandiri

**Require**: Memerlukan

**Deeply**: Secara mendalam

**Develop**: Mengembangkan

**Hone**: Mengasah

**Manage**: Mengelola

**Wise decision maker**: Pembuat keputusan yang bijak

**Guidence**: Bimbingan

**Providing**: Menyediakan

**Guiding**: Membimbing/mengarahkan

**Important**: Penting

**Overcome**: Mengatasi

# APPENDIX D

Lesson Plan

# RENCANA PELAKSANAAN PEMBELAJARAN

# (RPP)

Sekolah : SMA Swasta Bina Bersaudara

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI Ganjil

Materi Pokok : Opinion and Thought

Alokasi Waktu : 180 Menit, 2 x Pertemuan (4JP)

## A. Kompetensi Inti (KI)

KI-1: Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI-2 : 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 untukmemecahkan 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 (KD)

| No. | Kompetensi Dasar | Indikator Pencapaian Pembelajaran |
|---|---|---|
| 1. | 3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan I think, I suppose, in my opinion). | 3.2.1. Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis terkait pendapat dan pikiran.<br>3.2.2. Menganalisis perbedaan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional tulis yang terkait pendapat dan pikiran. |
| 2. | 4.2 Menyusun teks esai opini, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan writing quality dan structure and content yang benar dan sesuai konteks. | 4.2.1. Menyusun esai opini berdasarkan beberapa fenomena yang diberikan dengan memperhatikan writing quality dan structure and content yang benar dan sesuai konteks.<br>4.2.2. Menyajikan esai opini yang telah dibuat. |

## C. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa diharapkan dapat:

1. Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis terkait pendapat dan pikiran dengan benar.

2. Menganalisis perbedaan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional tulis yang terkait pendapat dan pikiran dengan benar.

3. Menyusun esai opini berdasarkan beberapa fenomena yang diberikan dengan memperhatikan writing quality dan structure and content dengan benar.

4. Menyajikan esai opini yang telah dibuat dengan benar.

**D. Materi Pembelajaran**

*1. Fungsi Sosial*

Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.

*2. Struktur Teks*

Memulai dan Menanggapi (diharapkan/di luar dugaan)

*3. Unsur Kebahasaan*

3.1. Ungkapan yang menunjukkan saran dan pendapat,

3.2. Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.

3.3. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

*4. Topik*

Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI.

**E. Metode Pembelajaran**

1. Pendekatan : Saintifik
2. Model : Problem Based Learning
3. Metode : Tanya jawab, diskusi dan penugasan individu.

**F. Media Pembelajaran**

1. LCD projector
2. Laptop/HP
3. Powerpoint
4. Smartphone

**G. Sumber belajar**

1. Buku Mata Pelajaran Bahasa Inggris Kelas XI, Buku Siswa.
2. Printan beberapa kalimat untuk mengungkapkan opinion and thought.
3. Printan beberapa contoh opinion essay.
4. Kamus

**D. Langkah-langkah Kegiatan Pembelajaran**

Pertemuan 1 (2 x 30 menit)

| Tahap Pembelajaran | Deskripsi Kegiatan | Estimasi Waktu |
|---|---|---|
| **Pendahuluan** | 1. Guru mengucapkan salam pembuka dan meminta salah satu siswa untuk memimpin doa.<br>2. Guru mengecek kehadiran siswa.<br>3. Guru menstimulus siswa dengan memberikan pertanyaan yang merujuk pada materi yang akan dipelajari.<br>4. Guru menyampaikan tujuan pembelajaran, penilaian. | **10 Menit** |
| **Kegiatan Inti** | Les Pertama<br>1. Melalui Power point guru memberikan penjelasan mengenai opinion and thought meliputi pengertian, elemen, indicating opinion and contoh opinion and thought.<br>2. Siswa menyimak text esai berisi opinion and thought yang telah disediakan dengan memperhatikan elemen dan ungkapan yang menyatakan pendapat dalam esai.<br>3. Siswa diberikan stimulus untuk melakukan tanya jawab terkait materi pelajaran.<br>4. Guru membimbing siswa untuk menemukan informasi rinci dari materi pembelajaran yaitu opinion and thought.<br>5. Siwa diberikan pengenalan web media Virtual Writing Tutor, cara mengakses aplikasi kepada siswa.<br>6. Guru mengarahkan siswa untuk menuangkan pendapat mereka kedalam sebuah esai dengan memperhatikan elemen-elemen dan penggunaan ungkapan yang tepat. | **45 Menit** |
| | Les Kedua<br>1. Siswa diminta untuk menentukan teman yang akan dibagi menjadi kelompok.<br>2. Siswa membentuk kelompok dan mengakses web media Virtual Writing Tutor.<br>3. Siswa menyimak penjelasan dan saran yang diberikan terkait penilaian esai mereka didalam Virtual Writing Tutor.<br>4. Siswa diberikan stimulus untuk melakukan brainstorming seputar topik pembelajaran.<br>5. Guru menjelaskan dan menggambarkan penguatan terkait materi yang baru saja dipelajari. | |

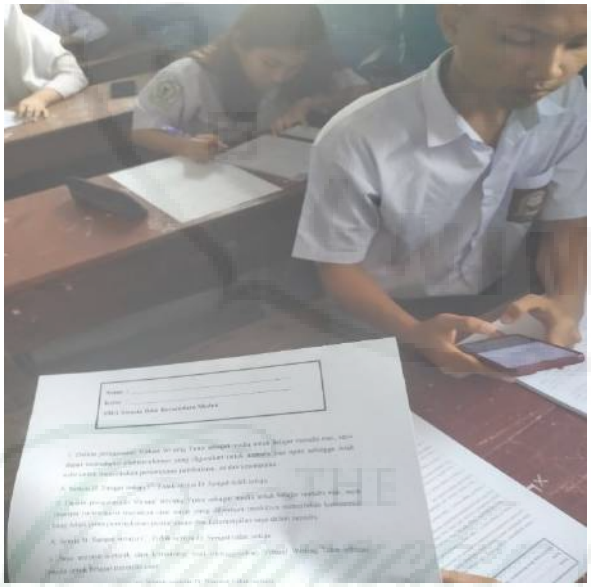
| | | |
|---|---|---|
| **Penutup** | 1. Guru dan siswa berdiskusi, merefleksi, dan menyimpulkan materi.<br>2. Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.<br>3. Pembelajaran ditutup dengan berdoa Bersama. | **5 Menit** |

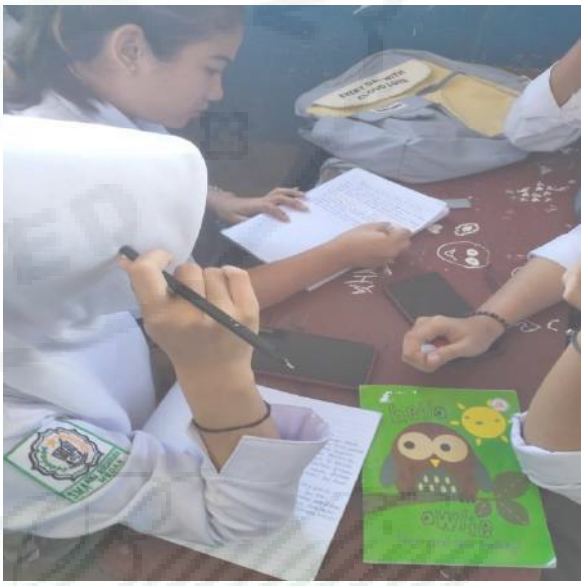
Pertemuan 2 (2 x 30 menit)

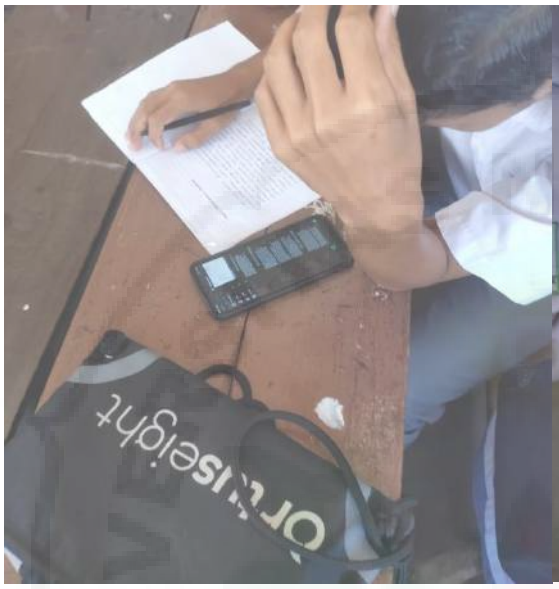
| Tahap Pembelajaran | Deskripsi Kegiatan | Estimasi Waktu |
|---|---|---|
| **Pendahuluan** | 1. Guru mengucapkan salam pembuka dan meminta salah satu siswa untuk memimpin doa.<br>2. Guru mengecek kehadiran siswa.<br>3. Guru menstimulus siswa dengan memberikan pertanyaan yang merujuk pada materi yang akan dipelajari.<br>4. Guru memberikan pertanyaan awal sebagai pengantar pembelajaran atau pertanyaaan materi yang telah dilewati.<br>5. Guru memberikan gambaram tentang materi yang akan dipelajari dan menjelaskan tujuan pembelajaran.<br>6. Guru memberikan motivasi dalam belajar Bahasa Inggris. | **10 Menit** |

| | | |
|---|---|---|
| **Kegiatan Inti** | Les Pertama<br>1. Melalui Power point guru memberikan penjelasan mengenai opinion and thought meliputi pengertian, elemen, indicating opinion and contoh opinion and thought.<br>2. Siswa menyimak text esai berisi opinion and thought yang telah disediakan dengan memperhatikan elemen dan ungkapan yang menyatakan pendapat dalam esai.<br>3. Siswa diberikan stimulus untuk melakukan tanya jawab terkait materi pelajaran.<br>4. Guru membimbing siswa untuk menemukan informasi rinci dari materi pembelajaran yaitu opinion and thought.<br>5. Guru mengenalkan web media Virtual Writing Tutor, cara mengakses aplikasi kepada siswa. | **45 Menit** |
| | 6. Guru mengarahkan siswa untuk menuangkan pendapat mereka kedalam sebuah esai dengan memperhatikan elemen-elemen dan penggunaan ungkapan yang tepat.<br><br>Les Kedua<br>1. Siswa diminta untuk menentukan teman yang akan dibagi menjadi kelompok.<br>2. Siswa membentuk kelompok dan mengakses web media Virtual Writing Tutor.<br>3. Siswa menyimak penjelasan dan saran yang diberikan terkait penilaian esai mereka didalam Virtual Writing Tutor.<br>4. Siswa diberikan stimulus untuk melakukan brainstorming seputar topik pembelajaran.<br>5. Guru menjelaskan dan menggambarkan penguatan terkait materi yang baru saja dipelajari. | |
| **Penutup** | 1. Guru dan peserta didik melakukan refleksi, menyimpulkan materi.<br><br>2. Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.<br><br>3. Pembelajaran ditutup dengan berdoa Bersama. | **5 Menit** |

**DOKUMENTASI**



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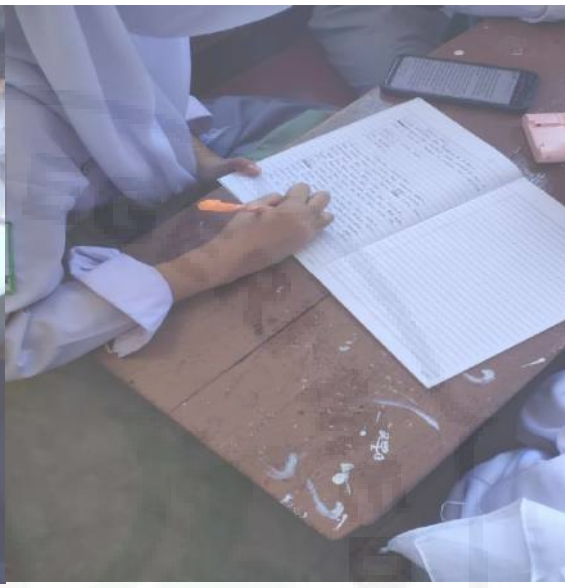

# BIOGRAPHY

The writer, **Dian Person Purba** was born in Sidikalang, 15th November 2000. He is the second son of Mr. Eliator Purba and Mrs. Maurianna br. Sinaga. He has older brother Harry O. Purba, B.Sc, younger sister Ira M.Y Purba and younger brother Wisnu P. Purba. He lives in Jl. Cipta Gg. Batubara, Sidikalang. The formal education had been completed includes elementary school at SD Swasta Santo Yosef Sidikalang, junior high school at SMP Swasta Santo Paulus Sidikalang, high school at SMA Negeri 1 Sidikalang. And finally, in 2023 he graduated as a Bachelor of English Education from English and Literature Department, Universitas Negeri Medan. (2019-2023) Philippians 4:13 “I can handle all things through the One who strengthens me”