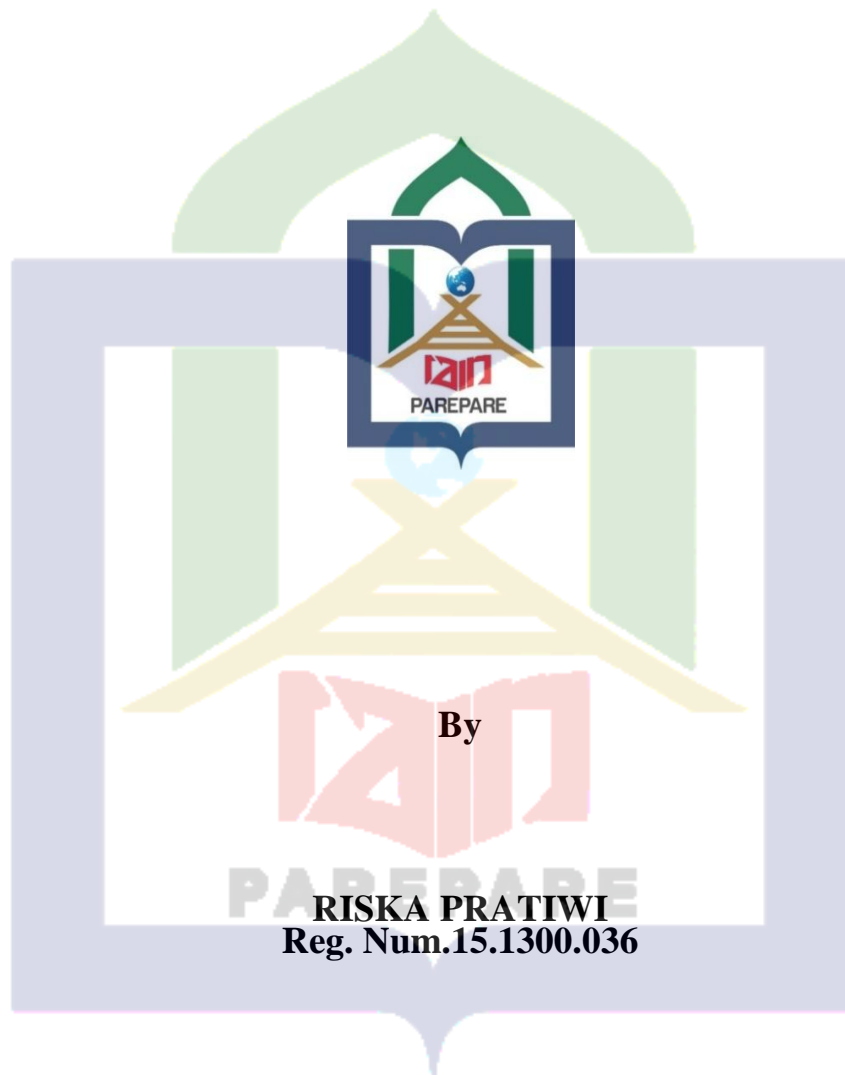**SKRIPSI**

**INCREASING STUDENTS' WRITING ON ANALYTICALEXPOSITION
TEXT THROUGH COLLABORATIVE LEARINING STRATEGY
AT SMA NEGERI 7 PINRANG**

By

**RISKA PRATIWI
Reg. Num.15.1300.036**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

SKRIPSI

INCREASING STUDENTS' WRITING ON ANALYTICAL EXPOSITION TEXT THROUGH COLLABORATIVE LEARINING STRATEGY AT SMA NEGERI 7 PINRANG
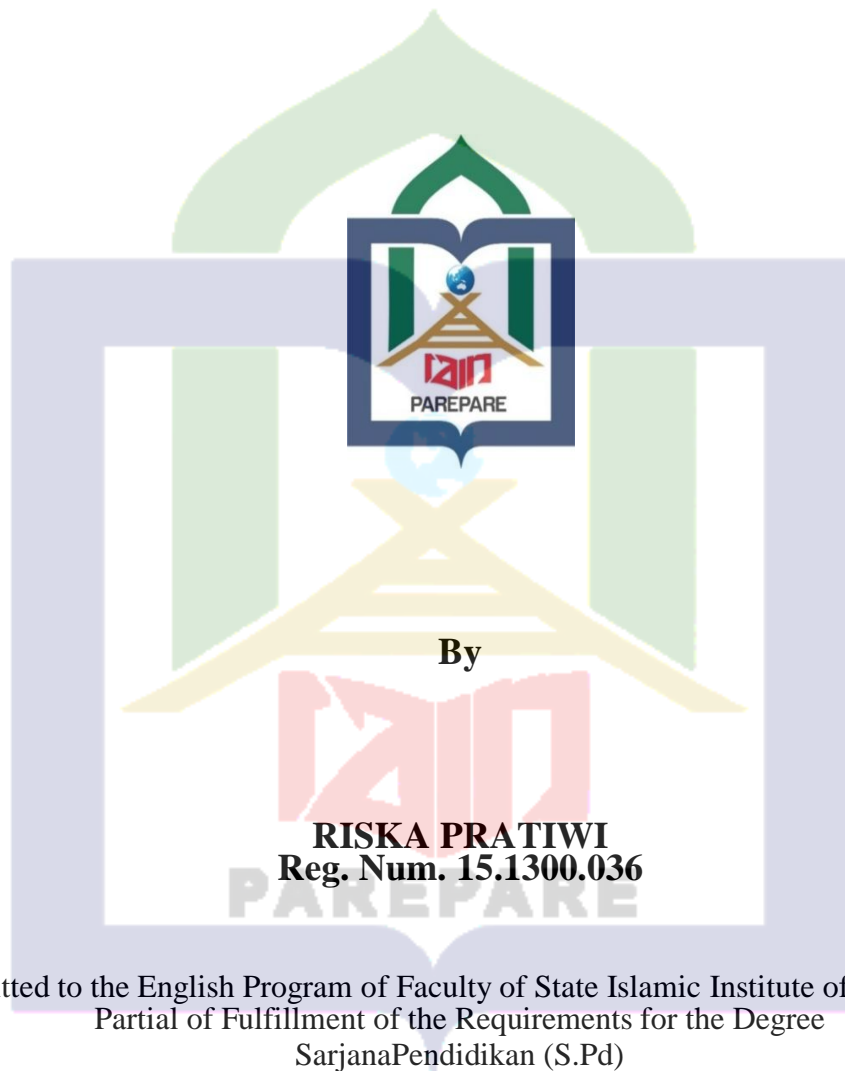
By

RISKA PRATIWI
Reg. Num. 15.1300.036

Submitted to the English Program of Faculty of State Islamic Institute of Parepare in Partial of Fulfillment of the Requirements for the Degree SarjanaPendidikan (S.Pd)

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2020

ii

INCREASING STUDENTS' WRITING ON ANALYTICAL EXPOSITION TEXT THROUGH COLLABORATIVE LEARINING STRATEGY AT SMA NEGERI 7 PINRANG

Skripsi

As Partial Fulfillment of the Requirements for the Degree of SarjanaPendidikan (S.Pd)

English Education Program

Submitted by

RISKA PRATIWI
Reg. Num. 15.1300.036

to

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2020

ENDORSEMENT OF CONSULTANT COMISSIONS

Name of Student : Riska Pratiwi

The Tittle of Skripsi : Increasing Students' Writing on Analytical Exposition Text through Collaborative Learning Strategy at SMA Negeri 7 Pinrang

Student Reg. Number : 15.1300.036

Faculty : Tarbiyah

Study Program : English Education

By Virtue of Consultant Degree : SK. The Dean of Tarbiyah Faculty Num B.399/In. 39/FT/4/2019

Has been legalized by

Consultant : Hj. Nurhamdah, S.Ag., M.Pd. (......................)
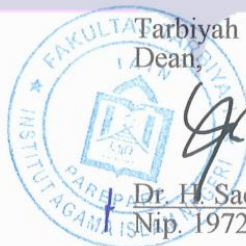
Nip. : 19731116 199803 2 007

Co- Consultant : Drs. Amzah, M.Pd. (......................)

Nip. : 19671231 200312 1 011

Approved by:

Tarbiyah Faculty
Dean,

Dr. H. Saepudin, S.Ag., M. Pd.
Nip. 19721216 199903 1 001

SKRIPSI

INCREASING STUDENTS' WRITING ON ANALYTICAL EXPOSITION TEXT THROUGH COLLABORATIVE LEARINING STRATEGY AT SMA NEGERI 7 PINRANG

Submitted by

RISKA PRATIWI
Reg. Num. 15.1300.036

Had been examined of February, 12th, 2019 and had been declared
That it fulfilled the requirements

Approved by

Consultant Commissions

Consultant   : Hj. Nurhamdah, S.Ag., M.Pd.   (.........................)
Nip   : 19731116 199803 2 007

Co- Consultant : Drs. Amzah, M.Pd.   (.........................)
Nip   : 19671231 200312 1 011

State Islamic Institute Parepare
Rector,

Tarbiyah Faculty
Dean,

Dr. Ahmad Sultra Rustan, M.Si.
Nip. 19640427 198703 1 002

Dr. H. Saepudin, S.Ag., M.Pd.
Nip. 19721216 199903 1 001

ENDORESMENT OF EXAMINER COMISSIONS

The Tittle of Skripsi : Increasing Students' Writing on Analytical Exposition Text through Collaborative Learning Strategy at SMA Negeri 7 Pinrang

Name of the Student : Riska Pratiwi

Student Reg. Number : 15.1300.036

Faculty : Tarbiyah

Study Program : English Education

By Virtue of Consultant Degree : SK. The Dean of Tarbiyah Faculty Num. B.399/In.39/FT/4/2019

Date of Graduation : February 19th, 2020

Approved Examiner Commissions

Hj. Nurhamdah., S.Ag., M.Pd. (Chairman) (.........................)

Drs. Amzah, M.Pd. (Secretary) (.........................)

Dr. Ahdar, M.Pd.I. (Member) (.........................)

Drs. Abd. Rauf Ibrahim, M.Si. (Member) (.........................)

Cognizant of:

State Islamic Institute of Parepare
Rector,

Dr. Ahmad Sultra Rustan, M.Si.
Nip 19640427 198703 1 002

ACKNOWLEDGEMENTS

بِسْمِ اللهِ الرَّحْمنِ الرَّحِيْمِ

In the name of Allah, The Beneficent and The Merciful

Alhamdulillahirabbilalamin, the writer would like to express her gratitude to the God Allah swt. to be the one transcendent creator, lord and master of all that it, who has given the writer good health, blessing, mercy and finish the skripsi. Salawat and salam to the prophet Muhammad saw. Peace be upon him. Who has guided us from uneducated person to be educated person.

The writer wants to thank a lot to all people who have supported and helped her. He realizes that without their support and help, she could not be able to finish this "Skripsi". So In this opportunity, the writer would like to express especially thanks to his beloved parents and family who have given endless love, advice, support and pray to God for writer's success.

In this opportunity, the researcher would like to express her gratitude to Hj. Nurhamdah, S.Ag,. M.Pd. as the first consultant and Drs. Amzah, M.Pd as the second consultant who have patiently guided and given their construction suggestion, motivated and corrected to the writer for finishing this skripsi.

Besides, the writer would also deliver special thanks to :

1. Dr. Ahmad SultraRustan, M.Si. as the Rector of IAIN Parepare who has worked hard to manage education at IAIN Parepare

2. Dr. H. Saepudin, S.Ag.,M.Pd. as Dean of Tarbiyah Faculty IAIN Parepare, who has arranged a positive education for the students in the Faculty of Tarbiyah.

3. Mujahidah, M.Pd. as the Chairman of English Program for the fabulous serving to the students.

4. All lecturers of English Program who have already taught the writer during his study in IAIN Parepare.

5. H. Mustafa,S.Pd.,M.Pd As the Headmaster of SMA Negeri 7 Pinrang who has allowed the writer to conduct and observe the research at the school.

6. Muh. Ali Anwar, S.Pd. as the English Teacher of SMA Negeri 7 Pinrang who has given the writer advices and change in teaching and doing the research.

7. The writer wants to give her sincerest gratitude to her beloved parents, Nurdin and Khadija Arsyad for their supporting and always pray for him until the Degree of Strata-I (S1), and his beloved brother who have given him strengths and motivation to pass this study.

8. Her Special best friend: Ratri who accompanied him start from the first semester until now and guided in analysis data and always give their support and courage as well as their helping for finishing this research until finish.

9. My friends of KPM IAIN Parepare: Ahmad Muhlis, AndisKurniawan, Sri Nengsih, Rasni, Rukmanayanti, Hartina, Nuralam who always accompanied me always give their support and courage as well as their helping for finishing this research.

10. Her friends in English Department Tarbiyah Faculty 2015. Thanks for giving support and sharing their time and being good friends.

11. All people who have given their help in writing this "Skripsi" that the writer could not mention it one by one.

Finally, the writer realize that this skripsi cannot be considered perfect without critiques and suggestion. Therefore, it is such a pleasure for him to get critiques and suggestion to make this skripsi better. Hopefully, this skripsi will be

Finally, the writer realize that this skripsi cannot be considered perfect without critiques and suggestion. Therefore, it is such a pleasure for him to get critiques and suggestion to make this skripsi better. Hopefully, this skripsi will be useful for all of us and for the development of English teaching and learning, Aamiin.

Parepare, January12th2020

The writer,

RiskaPratiwi
Reg Num. 15.1300.036
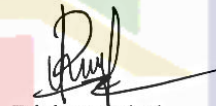
DECLARATION ON THE RESEARCH AUTHENTICITY

The writer who signed the declaration bellow:

Name : RiskaPratiwi

NIM : 15.1300.036

Birthday date and place : Pinrang, 9 January 1998

Study program : English Education

Faculty : Tarbiyah Faculty

Title of skripsi : Increasing Students' Writing on Analytical Exposition Text through Collaborative Learning Strategy at SMA Negeri 7 Pinrang

State that this skripsi is her own writing and If can be proved that it was copied, duplicated or complied by other people, this skripsi and degree that has been gotten would be postponed.

Parepare, February 12th 2020

The writer,

RiskaPratiwi
Reg Num. 15.1300.036

ABSTRACT

RiskaPratiwi.2020.*Increasing Students' Writing on Analytical Exposition Text through Collaborative Learning Strategy At SMA Negeri 7 Pinrang*(supervised by Hj. Nurhamdah and Amzah).

This study was conducted to increase students writing skill at the second grade students of SMA Negeri7 Pinrang through collaborative learning strategy. It aimed whether collaborative learning strategy is able to increase students' skill to write analytical exposition text.

The subject of this research is the class XI. IPS 2 which is consisted of 27 students. The sample was taken by using cluster sampling. The design in this research was pre-experimental with pre-test and post-test design. The students did the pre-test, got the treat and did post-test.

The result this research indicated that there was improvement of the students' writing skill. It was indicated by the students' mean score of post-test (75,92) that was greater than pre-test (56,29). Even, for the level significanted (p) 5% and df=26, and the value of table 1,706 while the value of t_{test} is 13,08. It means that, the t_{test} value is greater than t_{table} ($13,08 \geq 1,706$). Thus, it can be concluded that the student' writing skill in analytical exposition text is significant better after getting the treatment. So, the null hypothesis (Ho) is rejected and the alternative hypothesis (H1) is accepted. Therefore, it proved that collaborative learning strategy can improve students' writing skill in writing analytical exposition text. It can be concluded that teaching with the collaborative learning strategy gave the positive influence toward students' skill in writing analytical exposition text.

Keywords: Writing skill, analytical exposition text, collaborative learning strategy

LIST OF CONTENTS

CHAPTER III METHODOLOGY OF THE RESEARCH

CHAPTER IV FINDING AND DISCUSSION

CHAPTER V CONCLUSION AND SUGGESTION

APPENDICES

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER 1
INTRODUCTION

This chapter includes a general description appropriate with the title which consists of background, problem statement, objective of the research, significant of the research.

1.1 Background

Writing is very important to be taught in school. Only by writing, the students can give a good account of themes clues and it can be applied in their essay when they want to look for a job such as writing application letters as well as instruction reports. One purposes of writing is teaching students to think so they can express their ideas effectively in the written form. Some of students are clever enough to understand something but they are unable to communicate their knowledge and ideas effectively. Among the four skills, writing is the most difficult skill for second or foreign learners to master.[1] It is because writing is considered a complex process of putting ideas down on paper to transform thoughts into words.[2]

Chral said that writing is basically a process of communicating something (content) on paper to audience.[3] Writing is very important ability to learn because it can describe idea, feeling, and experience. But most of students do not master vocabulary punctuation, grammar and how to use

---

[1]Richard and Renada, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambrige: Cambridge University, 2002), p 303.

[2]Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* 2nd Edition (New York: Logman, 2001), p 336.

[3]Thomas, Cral, *Creatives Classroom Activities* (United States Information Agency: Washington, D.C, 1993), p 128.

appropriate words. In addition, teachers' techniques do not make students interested to learn. It makes students fell bored. So, the teacher should create comfortable learning situation to overcame the students problems or help and motivate them in order to express students' ideas in written form.

Based on the observation sheet, it was found that the teaching learning process well done. The students were active and curious in writing. In line with the data, it was found that collaborative writing strategy can improve Grade XI students' writing achievement in analytical exposition text at Grade XI Class 2 of state Senior High School (SMAN) 4 Pamatangsiantar in academic year of 2014/2015[4]

Some useful ways are necessary to learn writing in class with the knowledge of the students in writing. The technique is assumed that it can encourage the students to develop their ability in writing especially in Analytical Exposition text writing. Wilkins state that the students' learning depends on the effectiveness of the teachers' technique.[5] Therefore the use of various techniques is necessary for motivating the students to learn English, as well as for adjusting the material and avoiding the students' boredom. By mastering a good technique, the teacher will be able to perform well in teaching learning process and simultaneously will be able to perform well in the teaching learning process and simultaneously will be able to achieve the target.

---

[4]Sri Lestari Sidauruk, *"Improving Grade XI Students' Writing Achievement in Analytical Exposition Through Collaborative Writing Strategy"*, Journal article: Transform Journal of English Language Teaching and Learning, 2014, p.2.

[5]Wilkins, Second Language Learning And Teaching (London: Edward Arnold Publisher, 1983), p. 14.

According to Anderson and Anderson, analytical exposition text is a type that is intended to persuade readers that something should be in the case[6]. An analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case. From that theory it can be said that analytical exposition text has function to influence readers' thinking. It also collaborate that writer's idea about the phenomenon surrounding. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case.

In the research, the writer proposes collaborative writing strategy to be one of the techniques that can be used to increase the second year students' text writing ability. The writer chooses collaborative writing to develop text because it gives the chance to the students to develop their own idea free which can persuade reader or listener that something is the case by collaborating with group. The writer believes that working together in writing can help the students' writing better than alone.

Collaborative strategy as two or more people working together to produce one written document in a situation in which a group takes responsibility for having produced the document. Higgins state that collaborative writing is a way to foster reflective thinking especially if the learners are engaged in the act of explaining and defending their ideas to their peers.[7]

---

[6]Anderson, Text Types In English (Shout Yarra : Macmillan Education Australia PTY Ltd, 1997), p.2-3

[7]Nining Setio Wati, Collaborative Writing Method Writing Skill Creativity from http://jurnal.pasca.uns.ac.id 2012, p. 41.

In SMA NEGERI 7 PINRANG, there are many students who have difficulty to write analytical exposition text because students are lack of ideas when they are writing. It was showed some of students of SMA NEGERI 7 PINRANG get score in under 70 (minimum achievement criteria). It was proved by the students' score. In teaching writing, English teacher should take some considerations to use any other strategy can be well placed to achieve good. In relation with the problem, the researcher tried to give solution in increasing writing for the eleventh grade students through collaborative writing strategy.

1.2 Problem Statement

By viewing of the background above: the researcher formulates the research question as follow:

1. Is using collaborative writing strategy able to increase students' skill to write analytical exposition text at SMA NEGERI 7 PINRANG?

2. What aspects of writing are improved the most after being taught by using collaborative writing strategy in teaching writing at SMA NEGERI 1 PINRANG?

1.3 Objective of the Research

Related to the research question above, the objectives of the research are:

1. To find out whether any significant difference of students' analytical exposition text writing ability after being taught by using collaborative writing strategy.

2. To know aspect of writing improved the most after being taught by using collaborative writing strategy.

1.4 Significances of the Research

The result of this study can provide useful information for:

1. For the teacher, the result of this research is useful for English teacher at senior high school to get information about teaching analytical exposition text.

2. For students, the result of this research give an input to student's to increase their skill.

3. For the next researcher, the result is expected to be a piece of useful references toward learning and teaching process in increasing the students writing skill.

CHAPTER II
REVIEW AND RELATED LITERATURE

This part presents some pertinent ideas, previous related research findings, conceptual framework, and hypothesis.

1.1 Some Pertinent Ideas

In this part, some pertinent ideas that explain the concept of variable of the research.

1.1.1 The Concept of Writing

There are some part will be explained here, they are definition of writing, the importance of writing, the component of writing, writing process, and genre in writing.

1.1.1.1 Definition of Writing

Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. In its most advanced form, written expression can be as vivid as a work of art. As children learn the steps of writing, and as they build new skills upon old, writing evolves from the first simple sentence to elaborate stories and essays. Spelling, vocabulary, grammar, and organization come together and grow together to help the students demonstrate more advanced skills each year.

Oshima and Ann defined Writing as an expression of ideas that need some process such as thinking writing, reading, correcting, and revising. The

people have to realize that what they write are satisfied that your writing express exactly what you want to say.[8]

Writing is a process of synthesis. As you write, you used words and information to submit your viewpoint in a coherent whole, an essay. But writing draws on impulse as well as reasoning, on emotion as well as fast and memory.[9] This statement indicates that writing is one of language skill which is used to communication indirectly, it is means that we do not face to face with other to communicate but we communicate with media like as pen or pencil. So, writing can be called as a productive ability besides speaking.

According to Heaton there are five abilities necessary for writing. They are:[10]

1. Language use: the ability to write corresponding sentences. Mechanical abilities: the ability to properly use convection is typically written language.

2. Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information;

3. Stylistic abilities: the ability to manipulate sentences and paragraph, and use language effectively.

4. Judgment abilities: the ability in writing appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

Writing is could be interpreted as the act of forming a character on paper or other suitable material with a pen or pencil. Hornby said that writing

---

[8]Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, (New York: Pearson Lonman, 2007), p.15.

[9]H. Ramsley Fowler, *The Little Hand Book*, (Boston: Little, Brown and Company, 2001), p.3.

[10]J. B. Heaton, *Writing Language Test*, (New York: Longman Group, 1988), p.135.

is the activity occupation of writing e.g. books, stories, or articles; written works, e.g. stories or essay; the general activity or ability of writing.[11]

Based on the pertinent ideas above, the researcher concluded that writing is one way to deliver information to audience in writing form and writing abilities is ability to produce writen message. There are many rules and aspects that should be considered by learners in order to readers comprehend about the text.

2.1.1.2 The Component of Writing

Jacobs in Salman point out five significant components of writing namely:content, organization, vocabulary language use and mechanics.

1. Content

There are four things that can be measured in connecting with content. The composition should contain one central purpose only, should be unity, should have coherence and continuity and should be adequately developed.

2. Organization

The purpose of organization material in writing involves coherence, order of importance general to specific, specific to general, chronological order, and spatial order of pattern.

3. Vocabulary

Vocabulary is one language aspect dealing with the process of writing study. In the process of writing, the writer always putting word into sentences and putting sentences into paragraph until they can create a piece of writing.

---

[11]A,S Hornby, *Oxford Learner's Dictionary* (NewYork: Oxford University Press), p. 1383.

4. Language use

Language is writing description and other form of writing involves connect language and point of grammar. The learners should be able to do anything more than letter separate items of language for separate function. The grammar can help the students improve the use of formal language.

5. Mechanics

Mechanics in writing deals with capitalization, spelling and punctuation. Capital letters have principal uses in English writing. This may be used distinguish between particular and general classes of person, thing and places.

Based on the explanation above of the component of writing, the researcher concludes that those components are very important before to put our ideas inside our writing so the reader can catch the points or the information about our writing.

2.1.1.3 Writing Process

Teaching writing focused not only on a product of writing itself but also on the process of writing. Writing process is a process which writer begins to write down their ideas on the paper which is valuable to the whole learning process. To create a good writing, the students have to aware of the grammatical rules and choose an appropriate vocabulary as well as they should aware the coherent and cohesion. It is because of writing is one way that students act in which they take any ideas and transform them into self-initiated topics. So, it becomes a basis of students to formulate the goals first then plan it for creating and organizing the composition into writing.

In writing process, there are pre-writing activities that help the students get ready to write composition. Oshima and Ann said in their book that the process of writing consists of four steps, those are pre-writing, organizing, writing, a draft, and

the last step are polishing the draft by editing and revising.[12] Activities that help the students get ready to write then try to write their ideas into paragraph after that guidance in revising their writing finally, activities for editing and proofreading their writing.

Besides that, according to Jeremy Harmer, there are four principles in writing process:[13]

1. Planning

It seems with pre-writing. Students should have plan first what they are going to write, the most creative step and most of the students develop a preferred way to organize their thoughts. And in planning students have to consider the purpose of their writing, think of that their writing will be able to appropriate the readers than they should consider the content structure. Planning or pre-writing also can be defined as a way to warming up the brain before writing.

2. Drafting

The first part in writing is called draft. The writer should open their idea in their mind that have been planned as a guide to writing. This principle needs an editing for correcting the text.

3. Editing

Impossible to write a success writing in a first change. The first chance can be called as a first draft. Perhaps that any ideas or some information is not clear or the discourse marker is wrong. The way to avoid that is revising the draft, called editing.

---

[12]Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, (New York: Pearson Longman, 2007), p.15.

[13] Jeremy Harmer, *How to Teach Writing* (England: Pearson Education Limited, 2001), p. 4

4. Final Version

Once writers have edited their draft then they make a change they considered to be necessary, they produce the final version. That's all some explanation about the writing process.

Based on the explanation above at least four steps writing process, the researcher concludes that writing process is a series of action the writers take in the course of producing text and also satisfied purposes and the expectation of the readers.

2.1.1.4 Genre in Writing

In this part, genre in writing is a part of genre in language use. Simply that genre in writing is a kind or type of writing in which has a typical style, particular target of readers and specific purpose.[14] It could be said that genre writing covers about three main aspects is called writing style, readers, and goal oriented. Writing is not only express the idea, information, or massages in grammatical sentences but the all need to order in a text that is conventionally agreed by the language use.

Concern above the statement, genre in writing can be defined as a text type that has function as a frame of reference so that writing text can be effectively. Based on the Communicative purpose, text are divided into several types of writes:

1. Narrative: To amuse/entertain the readers and to tell a story.

---

[7]I Wy. Dirgeyasa, "*English and Literature Department, Faculty of languages and Arts, Universitas Negeri Medan, Indonesia: Genre-Based Approach: What and How to Teach and to Learn Writing*" (Canadian Center of Science and Education 9, no. 9, 2016), p.46.

2. Procedure: to describe how something is accomplished through a sequence of actions or step.

3. Spoof: to tell an event with a humorous twist and entertain the readers

4. Descriptive: to describe a particular person, place or thing in detail.

5. Exposition: To explain the processes involved in the formation or working of natural or socio-cultural phenomena.

6. Report: to present information about something

7. Recount: to retell something that happened in the past and to tell a series of past event

Based on explanation above, the researcher could conclude that there were many types of writing. The form of writing used to tell or relate is called narration, that use to describe is called description, that used to explain is called exposition, that use to argue is called argumentation.

2.1.2   The Concept of Analytical Exposition Text

2.1.2.1 Definition of Analytical Exposition Text

According to Anderson and Anderson, analytical exposition text is a type that is intended to persuade readers that something should be in the case.[15] An analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case. From that theory it can be said that analytical exposition text has function to influence readers' thinking. It also collaborate that writer's idea about the phenomenon surrounding. To make the persuasion stronger, the speaker or

---

[15]Anderson, *Text Types In English* (Shout Yarra: Macmillan Education Australia PTY Ltd, 1997), p. 2-3.

writer gives some arguments as the fundamental reasons why something is the case.[16]

2.1.2.2 Constructing an analytical exposition

In constructing an analytical exposition text, there are three basic steps,

1. The first step is called as an introductory statement that gives the author's point of view and previews the arguments that will follow-in some texts, the opening statements may be attention grabbing.

2. The second step is constructing a series of arguments that aim to convince the audience, pictures might also be used to help persuade the audience.

3. The last one is constructing a conclusion that sums up the arguments and reinforces the author's point of view.

2.1.2.3 Language features of an analytical exposition text

The language features of analytical exposition are:

1. The use of words that shows the author's attitude, or we usually call it as modality.

2. One is the use of words to express felling or we usually call it as emotive words.

3. The last one is the use of words to link cause and effect.

2.1.2.4 Generic structure of analytical exposition

The generic structure of analytical exposition consists of three main parts: thesis, arguments and reiteration.

---

[16]Anderson, *Text Types In English*, p. 124.

1. Thesis is used for introducing topic and indicates the writer's position. Besides, thesis is also used as the outline of the main argument, to be presented.

2. Arguments is used to restate main argument outlined in preview. It consists of the elaboration, development, and support to each point of argument.

3. Reiteration it is usually used for restating the writer's position and to conclude the whole argument.

In conclusion, based on the explanation above, the researcher concludes that analytical exposition text is a kind of text that is used to persuade someone to think about something to be a case. Analytical exposition text also can increase students writing ability and it can train the student to introduce and analyze examination test in the school. There are three characteristics in analytical exposition text. They are social function/ purpose, language features, and generic structure/ text organization.

2.1.3 Collaborative Writing

In this sub chapter, the researcher will explain the definition of collaborative writing strategy according to some different experts. In the last part, there will be a conclusion of definition of collaborative writing strategy from the writer.

Harmer states that collaborative writing is one way to encouraging students in drafting, reflecting, and revising. A pair or group students working together on piece of writing can respond to each other' s idea (both in term of language and content), making suggestion for changes, and so contributing to the success of the finished product. [17] Besides, Barkley et al

---

[17]Harmer, J, *How to Teach Writing* (Pearson Education: England, 2004) p.12.

define that in collaborative writing, students' pairs or triads write a formal paper together. Each student contributes at each stage of the writing process: brainstorming ideas, gathering and organizing information, drafting, revising, and editing the writing. It means that in pairs or triads, students will produce better work than when they work alone. Collaborative writing will improve document quality by pooling the strengths of group members.[18]

After Harmer and Barkley et al, according to De Silva, collaborative writing is the process in which multiple authors work together to produce one document. It is not just the soliciting of ideas about the document but, the actual contribution of the various sections which are then collected together to form the final document. He means that the students work together in order to produce one piece of writing by helping each other and gathering ideas to make one document at the end of the process.[19]

Based on the explanation above, the researcher concludes that collaborative writing is defined as people working together to achieve goals. It means that the concept of collaborative writing strategy is students' pairs or groups working to write format paper together in order to produce the text together than alone. Each students' contributes at each stages of the writing process to brainstorming ideas, gathering organizing information, drafting, revising, and editing the writing.

---

[18]Barkley, Elizabeth F at all, *Collaborative Learning Technique* (Jossey-Bass: San Fransisco, 2005) p.256.

[19]De Silva, *A Narrative-Based Collaborative Writing Tool for Constructing Coherent Technical Documents* (2007). Diss. University of Southampton. Available online at http://eprints.soton.ac.uk/264313/1.Hascoverheet Version/PhD_thesis_Nishadi_De-Silva.Accesed-on-April5th.2006at1.04.pm.

According to Sharples there are three types of team working in collaborative writing which can be described as follow;[20]

1. Sequential writing,

Where one person writes at a given time; each writer completes his or her task and then passes it on to the next person, who becomes the next single writer.

2. Parallel writing

When a team divides collaborative writing work into discrete units and works in parallel. This strategy is also referred to as a separate writer strategy or a partitioned writing strategy. Parallel writing conveys work in parallel by multiple writers, and such work does not necessarily have to be partitioned into separate sections

3. Reciprocal writing

When each team member works on a separate part of the document and maintains control of his or her portion throughout the writing process.

At last, after reviewing some definitions of collaborative writing strategy above, the researcher concluded that collaborative writing strategy is one of strategy in teaching writing which can empower students to produce a text by working collaboratively in group. The type of team working which is applied in this study is reciprocal working. Reciprocal writing can be most exciting and productive of all type of team working. It can give a strong feeling of working together as a team to build a shared product.

2.1.4 Procedure of Collaborative Writing Strategy in Teaching Writing

[20]M. Sharples, *How We write: Writing as Creative Design* (London: British Library, 1999), p. 170-175

In the implementation of collaborative writing strategy in teaching writing, some steps have to be followed. The researcher will explain the procedure of collaborative writing strategy in teaching reading based on Mulligan and Garofalo.

According to Mulligan and Garofalo, there are some steps of applying collaborative writing as follows:[21]

1. The teacher asks students to make a group of four people by themselves.

2. The teacher asks the students to brainstorm ideas about the target topic and organize the information with their group partners.

3. The teacher asks the students to do outlining, planning, and drafting of the first draft. The students are required to hand in a detailed outline before submitting the first draft.

4. The teacher asks the students' instructor to hand back the outlines with pertinent comments.

5. Work on the first draft commenced. Student A typed the first draft and completed a detailed checklist provided by the instructor.

6. The instructor checked the drafts, pointing out structural and organization errors, and providing comments and suggestions.

7. Work on the second draft commenced. Student A and B switched roles for this part. That is, this time Student B had to type the revision and Student A had to edit it. The second draft was then submitted

8. Students received a single grade based on their overall effort and the quality of their essay.

---

[21]Muligan and Garofalo, *A Collaborative Writing Approach Methodology And Student Assessment*, (2007). The Language Teacher: 35.3. available online at www.jalt-publication.org/files/pdf-article/art1_13.pdf.Accesed on march 30th. 2016 at 7.18 pm.

9. For the next writing assignment, if a student had been assigned the role of A, they then assumed the role of B and vice versa, to ensure fairness.

According to Barkley states that there are seven guidelines for teacher in collaborative writing process. The following guidelines for teachers to keep in mind:[22]

1. Students form pairs or triads at your direction or by choosing partners and then generate ideas by brainstorming together or conducting preliminary research.

2. Together, students organize their ideas and create an outline.

3. Students divide up the outline, selecting or assigning section for each student to write initial drafts individually.

4. Teams read first drafts and discuss and resolve any significant disparities in voice, content and style.

5. Teams combine individual sections into a single document.

6. Team revise and edit their work, checking for content and clarity as well as grammar, spelling, and punctuation.

7. After the final edit, team submit their papers to the professor for assessment and evaluation.

From the theories above, it can be concluded that Collaborative Writing is a social process to work together in pairs to produce written document. In the process, the writers will share about their ideas in making decision in which include composing the complete text, contributing the component, modifying by editing or reviewing, and drafting the document.

2.1.5 Advantages and Disadvantages of Collaborative Writing Strategy

---

[22]Barkley, Elizabeth F, et al, *Collaborative Learning Technique* (San Fransisco: Jossey-Bass, 2005), p. 256.

In the implementation of collaborative writing strategy, there are some advantages and disadvantages. The researcher will explain the advantages and disadvantages of collaborative writing strategy based on Mulligan and Garofalo which can be described as follows;

1. As for social skills development, students develop a greater sense of responsibility through the collaborative effort and that it helps them to get along with others and give them an opportunity to get to know their classmates better.

2. In terms of stress reduction and time-saving benefits, the pair-work approach give the students less pressure to do a good job, ease their burden as they can share the work load, and allows them to save time because of the shared effort.

3. The motivational benefits includes the fact that because the students are being given a single grade, it makes them try harder, thus reflecting the role social responsibility plays in their output.

4. Concerning actual improvements in the content of their writing, it is clear that the collaborative approach enables some of the students to create a richer body of content.

5. Finally, it is clear gains which is made in structural and grammatical proficiency.

Besides advantages, collaborative writing strategy also has some disadvantages which can be described as follows;

1. The students may not fell at ease when work with group, members of group has different ideas and each one think that his own is the best.

2. There are some students do not care and make noise that disturb others,

3. It may waste time in discussing other topics rather than the main one.

From those explanations above, in the implementation of collaborative writing strategy, collaborative writing strategy has some advantages. However, collaborative writing strategy also has disadvantages that will face in the implementation of this strategy.

2.2 Previous Research Findings

Some researchers had conducted a few studies that relate to the researcher's research are as follows:

1. The research has done by Rina Septiana, in here research the improvement in students' writing ability of analytical exposition text and what aspect improves the most after being taught through collaborative writing. This research is basically quantitative research which uses one group pretest-posttest design. The population of this research was the second grade students of SMA DCC Global Bandar Lampung in the academic year 2016/2017. There was only one class of XI in the school which consisted of 14 students. This research was conducted from August 2nd to 11th 2016. The result of the research shows that there is improvement in the students' analytical exposition text writing ability after being taught using collaborative writing. It can be seen from the increase of the result of the pretest and posttest, 15.37 point, from 63.00 to 78.37. The data are analyzed by using t-test value in which the significance was determined by $p<0.05$. The aspect improves the most is content, since collaborative writing provides the students multiple input by sharing and developing the ideas collaboratively.[23]

---

[23]Rina Septiana, "The Improvement In Students' Writing Ability of Analytical Exposition Text Through Collaborative Writing Strategy in Second Year of SMA DCC Global Bandar Lampung" (Unpublished Script; English Education Department University of Bandar Lampung, 2015) p, ii

2. Mokhammad Faisal Vicky Student Registered The Effectiveness of Collaborative Writing Method towards Students' Writing Ability of Eight Grade at SMPN 3 Kedungwaru in the Academic Year 2016/2017. English Department. Faculty of Tarbiyah and Teacher Training. State Islamic Institute (IAIN) of Tulungagung. The result showed, the significance value 0.02 which lower than the significance level 0.05. In the pretest of control group, the average score is 62.71, and the average score in posttest is 69.87 While the pretest of experimental group is 59.43 and the average score of posttest is 75.37. The mean score of both groups shows difference value, the result shows that the posttest of experimental group was higher than that of control group. It means that there is significance different between students' writing skill who are taught through collaborative writing method and students who are taught without collaborative writing method. Therefore, the Null Hypothesis (H0) is rejected and alternative hypothesis (H1) is accepted.[24]

Based on those related research Faisal Vicky research, he conclude that collaborative writing strategy is effective towards students writing ability. Furthermore, I want to implement the collaborative strategy to increase students writing ability especially on writing analytical exposition text at SMA Negeri 7 Pinrang.

---

[24]Mokhammad Faisal Vicky, " The Effectiveness of Collaborative Writing Method towards Students' Writing Ability of Eight Grade at SMPN 3 Kedungwaru" (Unpublished Scripts; English Department Tulungagung, 2016) p. 1

2.3 Conceptual Framework

Input

Process

Output

| Writing Material | → | Collaborative writing | → | Increasing the students on writing |

⬇

Implementing Collaborative Learning Strategy

- Students make a group by themselves
- Brainstorm ideas about the target topic and organize the information
- To do outlining, planning, and drafting of the first draft
- Students' instructor to hand back the outlines with pertinent comment
- Typed the first draft and complete detailed
- Checked out structural and

⬇

The students' accuracy in increasing writing skill to write analytical exposition text

2.4 Hypotheses

The research formulates the hypothesis as follows:

2.4.1 Ho (Null hypothesis): The use collaborative writing strategy cannot increase the students' writing in write exposition text at SMA Negeri 7 Pinrang.

2.4.2 H1 (Alternative hypothesis): The use collaborative writing strategy can increase the students' writing in write exposition text at SMA Negeri 7 Pinrang.

2.5 Variable and Operational of Definition of Variable

2.5.1 Variable

This research used two variables, those were:

2.5.1.1 Independent variable is the use of Collaborative Writing Strategy at SMA Negeri 7 Pinrang.

2.5.1.2 Dependent variable is students writing used Analytical Exposition Text

2.5.2 Operational Definition Of Variable

2.5.2.1 Collaborative writing strategy that can be used teacher to increase the students' writing with group students' to working together.

2.5.2.2 Analytical Exposition test is a text that elaborates the writer's idea about the phenomenon surrounding. It's social function is to persuade the reader that the idea is important matter, and to analyze the topic that the thesis/opinion is correct it.

CHAPTER III
METHODOLOGY OF THE RESEARCH

This chapter clarifies research design, location and duration of the research, population and sample, instrument of the research, procedure data and technique of data analysis.

3.1 Research Design

This researcher used pre-experimental design with pre-test and post-test design. The students were given pre-test, treatment and post-test. It aimed to know whether the collaborative writing strategy can increase the students' writing ability in write exposition text. The design is present as follows:

$$O_1 \qquad X$$

Where: $O_{1:}$ Pre-Test

X : Treatment

O_2: Post-Test[25]

3.2 Location and Duration of the Reseach

The research was done at the SMA Negeri 7 Pinrang which is located in Kecamatan Mattirobulu, Kabupaten Pinrang. The researcher used quantitative research that has several times to collect and analyze data. The researcher used more than one month for collecting the data.

3.3 Population and Sample

[25]Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R & D)*, (Bandung: Alfabeta, 2014),p. 110-111

3.3.1 Population

The population of the research was the second year students of SMA Negeri 7 Pinrang in academic year 2019/2020. The population of the research the number of the class is 230 students at second grade of class XI. All the population is illustrated on the table below.

Table 3.1 The Total the of the second year students of SMA Negeri 7 Pinrang

o	Class	Number of student
	XI MIPA 1	35
	XI MIPA 2	30
	XI MIPA 3	30
	XI MIPA 4	30
	XI MIPA 5	30
	XI IPS 1	25
	XI IPS 2	27
	XI IPS 3	23
The total students		230 students

Data Source: Documentation of SMAN 7 PINRANG

3.3.2 Sample

The research used cluster random sampling technique in which researcher took class XI IPS 2 for experimental class which consist of 27 students.

3.4 The Instrument and Process of Collecting Data

3.4.1 The Instrument

In collecting data, the researcher gave a writing test. This test was applied in pre-test and post-test.

3.4.2 Procedure of Collecting Data

3.4.2.1 Pre-test

Before giving treatment, the researcher gave pre-test to the student. The aim of the pre-test is to forming a group and finding the ideas about the topic to write analytical exposition text.

3.4.2.2 Treatment

The treatment is given sixth meeting, each meeting run for 60 minutes. The researcher gave the students the materials based on the syllabus. The treatments were procedures for every activity in every meeting as follow:

3.4.2.1.1 The first meeting

1. The researcher gave greeting to the students to open the class.
2. The researcher gave motivation to the students.
3. The researcher explained of the importance of the material to be studied along with competencies than students must master.
4. The researcher made a group of four people by themselves.
5. The researcher gave topic about mobile phone
6. The researcher asked the students brainstorming ideas about the target topic and organize the information with group partners

7. The researcher asked students to do outlining is about the topic together and organize their idea, planning is discuss and resolve any significant disparities in content, and style, and drafting is arrange the text of the first draft with their group partners.

8. The researcher asked the students' instructor to hand back the outlines with pertinent comments

9. The researcher asked the students write the second draft and completed a detail

10. The researcher checked out structural and organization errors

11. The researcher asked students revise and edit their work.

12. Provide guidance and feedback to students in creating good analytical exposition text

3.4.2.1.2 The second meeting

1. The researcher gave greeting to the students to open the class.

2. The researcher gave some motivation to the students.

3. The researchers reviewed the first meeting material.

4. The researcher gave a topic about the phenomenon surrounding especially "Maintaining School Environment" to every group to make analytical exposition text.

5. The researchers gave greeting to the students to close the class.

3.4.2.1.3 The third meeting

1. The researcher gave greeting to open the class.

2. The researcher reviewed the materials were given at the previous meeting.

3. The researcher explained how to make analytical exposition text.

4. The researcher asked the student to make analytical exposition text about the topic especially the important of education with their groups.

5. The researchers gave greeting to the students to close the class.

3.4.2.1.5 The fourth meeting

1. The researcher gave greeting to open the class.

2. The researcher gave motivation to the students.

3. The research asked every group to explain the materials were given at the previous meeting.

4. The researcher repeated and explain of the materials about analytical exposition text.

5. The researcher asked the students write a analytical exposition text with determine own their topic and write analytical exposition text

6. The researcher gave greeting to the students to close the class.

3.4.2.1.5 The fifth meeting

1. The researcher gave greeting to open the class.

2. The researcher gave motivation to the students.

3. The research asked every group to explain the materials were given at the previous meeting.

4. The researcher asked the students write a analytical exposition text with determine own their topic about the important of library and write analytical exposition text

5. The researchers gave greeting to the students to close the class.

3.4.2.1.6 The sixth meeting

1. The researcher gave greeting to open the class.

2. The researcher gave motivation to the students.

3. The researcher gave a topic about accident of the road every group and write analytical exposition text

4. After the students have finished their final drafts, the teacher starts to assess the students' drafts.

5. The researcher asked the students' difficulties in understanding the materials.

6. The researcher gave conclusion about the materials that have been learned.

7. The researchers gave greeting to the students to close the class.

3.4.3 Post-test

After giving the treatment, the researcher gave the students post-test to find out the students increase in write analytical exposition text. In this post-test, the researcher will not give treatment again.

3.5 Technique of Data Analysis

The data were collected through the tests that have been analyzed by using quantitative analysis employed calculation to test the hypothesis. The steps are as follow:

3.5.1 Classifying the students' scores in writing into the following criteria.

Table 3.2: the classification of students' score[26]

---

[26]Dzaky Mubarak Fasya, "Improving the Grade VIII Students Writing Ability of Narrative Text Through Dictogloss at SMPN 1 Mungkid, MAgelang" (Published Thesis; English Education Department: Yogyakarta, 2015), p.132.

o.	Aspects	Criteria	cores
.	Content	• Relevant to topic. • Mostly relevant to topic but lacks detail. • Inadequate development of topic. • Not relevant to topic.	4 3 2 1
.	Organization	• Ideas clearly stated and supported, well organized (generic structure), cohesive. • Loosely organized but main ideas stand out, not well organized (generic structure). • Ideas confused or even no main ideas, bad organization (generic structure). • Does not communicate, no organization (generic structure).	4 3 2 1
.	Vocabulary	• Effective word / idiom choice and usage.	4 3

		• Occasional errors of word / idiom form, choice and usage.	2
		• Frequent errors of word / idiom form, choice and usage.	1
		• Little knowledge of English vocabulary, idioms and word form.	
.	Lang uage Use	• Few errors of agreement, tense, number, word order, articles, pronouns or prepositions.	4
			3
			2
		• Several errors of agreement, tense, number, word order, articles, pronouns or prepositions.	1
		• Frequent errors of agreement, tense, number, word order, articles, pronouns or preposition.	
		• Dominated by errors.	

	Mec hanics	• Few errors of spelling, punctuation, capitalization and paragraphing.	4
		• Occasional errors of spelling, punctuation, capitalization, and paragraphing.	3
.			2
		• Frequent errors of spelling, punctuation, capitalization and paragraphing.	1
		• Dominated by errors.	

Adapted from Jacob et al.'s (1981)

3.5.2 Scoring the students' writing of pre-test and post-test.

$$\text{Score} \; = \; \frac{\text{Students' correct}}{\text{The total item}} \; x \; 100$$

3.5.3 Finding out the mean score by using the following formula:

$$X = \frac{\sum x}{N}$$

Where:

X = Mean score

∑ = Total Score

N = The total number of students

3.5.4 Calculating the rate percentage of the students' score by using the following formula:

$$X = \frac{F}{N} \times 100\ \%$$

Where:

P = percentage

F = frequency

N = total of number of sample

3.5.5 Calculating the Students' Score

$$Score\ =\ \frac{Maximal\ Score}{Total\ Score\ of\ Students}\ x\ 100$$

Table 3.3: classification students' score

No.	Classification	Score
1.	Very Good	80 – 100
2.	Good	66 – 79
3.	Fair	56 – 65
4.	Poor	40 – 55
5.	Very poor	≤ 39[27]

[27]Suharsimin Arikunto, *Dasar-dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2009), p. 254.

Based on Suharsimi Arikunto's statements that the student who got $80 - 100$ scores, they were in very good position, the students who got $66 - 79$ scores, they were in good position, the students who got $56 - 65$ scores, they were in fair position, while the students who got $40 - 55$ scores, they were in poor position and the student were in very poor position if they got ≤ 39 scores.

3.5.6 Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where:

T = test of significance

D = the mean score of difference (X1-X2)

$\sum$D = the sum of the total score

$\sum$D2 = the square of the sum score of difference

N = the total sample.

The way collaborative strategy to increase students skill to write analytical exposition text will be analyzed using appropriate with procedure of collecting data are pre-test, treatment and post-test.

CHAPTER IV
FINDING AND DISCUSSION

This chapter consists of two section, namely the findings of research and the discussion of the research. The finding of the research covers the description of the result of data collected through test that can be discussed in the section below.

4.1 Findings

The finding of this research deals with the classification of the students' pre-test and post-test. To find out the justification of the question in the previous chapter, the researcher supervised a test that was given twice. A pre-test was given before treatment to know the students' writing ability in analytical exposition text before doing the treatment, while post-test was given after treatment that is knowing the students' writing ability after doing treatment and the result of the post-test of this research can answer the question of this research that aims to find out through collaborative strategy can be able to increase the students' writing ability in analytical exposition text at SMA Negeri 7 Pinrang.

4.1.1 Students' writing ability in analytical exposition text of SMA Negeri 7 Pinrang.

This part presents the result of data analysis about students' writing ability in analytical exposition text of SMA NEGERI 7 PINRANG:

4.1.1.1 The students' score in pre-test

The pre-test had done before giving the treatment. It was conducted on Thursday, October 23, 2019. The students were given a pre-test, the researcher found out the result of students' writing skills in pre-test based on the aspects of writing before giving collaborative writing which were content, organization, vocabulary,

language use, as well as mechanics, which were analyzed and resulted in the information as shown in the following table:

Table 4.1 The Students' Score in Pre-test

No	Students	Aspects					Total	Score (X_1)	X^2
		C	O	V	L	M			
1.	Agus	2	3	3	2	3	13	65	4225
2.	Alfira Ramadhani	3	2	2	2	2	11	55	3025
3.	Amalia Fitria	3	3	4	3	3	16	80	6400
4.	Andi Farhan	3	2	3	2	2	12	65	4225
5.	Asriani	3	2	3	2	2	12	65	4225
6.	Baharia	2	1	2	2	1	8	40	1600
7.	Darmawansyah	3	1	3	2	3	12	60	3600
8.	Firman Aditya	3	2	2	2	2	11	55	3025
9.	Guswandi	3	2	3	2	3	13	65	4225
10.	Hilda Haerani	2	2	2	2	2	10	50	2500
11.	Muh. Al Gifari	2	1	2	2	3	10	50	2500
12.	Muh. Riswan	3	2	2	2	2	11	55	3025
13.	Muhammad Ali	2	1	2	2	3	10	50	2500
14.	Muh. Fadel	2	1	2	2	3	10	50	2500
15.	Muh. Sofyan	3	1	3	2	3	12	60	3600
16	Mutiara Ariani	3	3	4	3	3	16	80	6400
17	Nadila	2	1	2	2	3	10	50	2500
18	Nur Afni	2	1	2	2	3	10	50	2500
19	Nuralyah Alim	3	1	3	2	3	12	65	4225
20	Nur Astira	3	2	2	2	2	11	55	3025
21	Nurhasiibah	2	1	2	2	3	10	50	2500
22	Nurul Amisna	3	2	3	2	2	12	60	3600
23	St Nur Atisa	3	2	2	2	2	11	55	3025
24	Yulfiani	2	1	2	2	1	8	40	1600
25	Zarah Indriyani	2	1	2	3	2	10	50	2500
26	Aan Setiawan	2	1	2	2	1	8	40	1600
27	Ahmad Maulana	3	1	3	2	3	12	60	4225
								$\sum X_1 = 1.520$	

The table above shows that the result of students' writing score before applying the collaborative strategy. There were sixteen students got poor score, nine students got fair score, and two students got very good score. The total score in pre-test is 1520. It has shown that, the students' skills in pre-test was low, because most of students still got poor score. The following are the process of calculation to find out the mean score and the standard deviation based on the calculation of students' score in pre-test of the table 4.2.

Thus, the mean score (X_1) of pre-test is 56.29

Based on the result of standard deviation, it can see that, the standard deviation of the pre-test is 11.27.

4.1.1.2 The students' score in post-test

Meanwhile, the students' score in post-test would be presented in the following table:

Table 4.2 The Students' Score in Post-test.

No	Students	Aspects					Total	Score (X_2)	X^2
		C	O	V	L	M			
1.	Agus	4	3	3	3	3	15	75	5625
2.	Alfira Ramadhani	3	3	4	3	3	16	80	6400
3.	Amalia Fitria	4	4	4	3	2	17	85	7225
4.	Andi Muh Farhan	4	4	4	3	2	17	85	7225
5.	Asriani	4	3	4	4	2	17	85	7225
6.	Baharia	4	2	3	3	2	14	70	4900
7.	Darmawansyah	3	3	3	3	3	15	75	5625
8.	Firman Aditya	3	3	3	3	3	15	75	5625
9.	Guswandi	4	3	4	3	2	16	80	6400
10.	Hilda Haerani	4	3	3	3	3	16	80	6400
11.	Muh. Al Gifari	3	3	3	3	3	15	75	5625
12.	Muh. Riswan	4	2	4	3	2	15	75	5625
13.	Muhammad Ali	3	2	3	2	3	13	65	4225
14	Muh. Fadel	3	3	3	3	2	14	70	4900
15	Muh. Sofyan	3	3	3	3	3	15	75	5625

No	Students	Aspect					Total	Score (X_2)	X^2
		C	O	V	L	M			
16	Mutiara Ariani	4	4	4	3	2	17	85	7225
17	Nadila	4	3	3	3	3	16	80	6400
18	Nur Afni	3	3	3	2	3	14	70	4900
19	Nuralyah Alim	3	2	3	3	3	14	70	4900
20	Nur Astira	3	3	4	3	3	14	65	4225
21	Nurhasiibah	4	3	3	3	2	15	75	5625
22	Nurul Amisna	4	3	4	3	2	16	80	6400
23	St Nur Atisa	4	2	4	3	2	15	75	5625
24	Yulfiani	4	3	3	2	2	14	70	4900
25	Zarah Indriyani	4	2	4	3	2	15	75	5625
26	Aan Setiawan	3	3	3	3	2	14	70	4900
27	Ahmad Maulana	4	3	4	3	3	17	85	7225
								$\sum X_1 =$ 2.050	

The table above shows that there were a changed of students' score after did the treatment. There were ten students got very good score, fifteen students got good score, and there were two students got fair score. The total score in post-test is 2.050. It proved that there were increasing of students' score in post-test.

In this, the researcher analyzed the data of students' score in post-test to know whether there is or there is no a significant difference of students' achievement before and after learning process in using the collaborative strategy. Thus, the mean score (X_2) of post-test is 75.92

Based on the result of standard deviation, it can see that, the standard deviation of the post-test is 6.50.

4.1.1.3 The result of the pre-test and post-test were presented in the following:

The result of the pre-test and post-test showing in the following table.

Table 4.3 The Mean Score and Standard Deviation of the Pre-test and Post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	56.29	11.27
Post-test	75.92	6.50

The data in table 4.5 shows that the mean score of the pre-test was 56.29 (X_1)

while the mean score of the post-test increased 75.48 (X_2). The standard deviation of

pre-test was 11.27 (SD) while the standard deviation of the post-test was 6.50 (SD).

4.1.1.4 The rate percentage of the frequency of the pre-test and post-test

The following table shows the percentage of the frequency in pre-test and

post-test.

Table 4.4 The Rate Percentage of the Frequency of the Pre-test and Post-test

No.	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1.	Very Good	80 – 100	2	10	7.40 %	37.7%
2.	Good	66 – 79	0	15	0	55.5%
3.	Fair	56 – 65	9	2	33.33%	7.40%
4.	Poor	40 – 55	16	0	59.25%	0
5.	Very Poor	≤ 39	0	0	0	0
	Total		27	27	100 %	100 %

The data of the table above indicated that the rate percentage of the pre-test

two (7.40%) out 27 students got very good score, nine (33.33%) out 27 students got

fair score, sixteen (59.25%) out 27 students got poor score. The rate percentage of

the post-test, ten (37.7%) out 27 students got very good score, fifteen (55.5%) out 27

students got good score and two (7.40%) out 27 students got fair score. The

percentage in post-test that students got very good score was higher than percentage

in pre-test. It shows that students were able to improve their writing ability in writing analytical exposition text after did the treatment that using collaborative writing strategy.

4.1.1.5 t-test value

The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.5 The Worksheet of the Calculation of The Score on Pre-test and Post-test on The Students' Writing Ability in Writing Paragraph.

No	X_1	X_2	$(X_1)^2$	$(X_2)^2$	D	D^2
1	65	75	4225	5625	10	100
2	55	80	3025	6400	25	625
3	80	85	6400	7225	5	25
4	65	85	4225	7225	20	400
5	65	85	4225	7225	20	400
6	40	70	1600	4900	30	900
7	60	75	3600	5625	15	225
8	55	75	3025	5625	20	400
9	65	80	4225	6400	15	25
10	50	80	2500	6400	30	900
11	50	75	2500	5625	25	625
12	55	75	3025	5625	20	400
13	50	65	2500	4225	15	225
14	50	70	2500	4900	20	400
15	60	75	3600	5625	15	225
16	80	85	6400	7225	5	25
17	50	80	2500	6400	30	900
18	50	70	2500	4900	20	400
19	65	70	4225	4900	5	225
20	55	65	3025	4225	10	100
21	50	75	2500	5625	25	625
22	60	80	3600	6400	20	400
No	X_1	X_2	$(X_1)^2$	$(X_2)^2$	D	D^2
23	55	75	3025	5625	20	400
24	40	70	1600	4900	30	900

25	50	75	2500	5625	25	625
26	40	70	1600	4900	30	900
27	60	85	3600	7225	25	625
Total	1.520	2050	88.875	156.600	530	12.000

In the other to see the students' score, the following is t-test was statistically applied:

Find out D

$$D = \frac{\sum D}{N} = \frac{530}{27} = 19.63$$

Based on the result above, it can be concluded that the t-test value is 13.08

4.1.1.6 Hypothesis Testing

To find out degree of freedom (df) the researcher used the following formula:
Df   = *N-1*

       = 27-1

       = 26

For the level, significant (p) 5% and Df = 26, and the value of the table is 1,706, while the value of t-test is 13.08.

Table 4.6 The Test of Significance

Variable	T-test	T-table value
Pre-test – post-test	13.08	1.706

The data above showed that t-test is higher than t-table ($13.08 \geq 1.706$). Thus, it can be concluded that the students' writing ability in writing paragraph through collaborative writing strategy in significant 5% is better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Before getting the data above, the researcher implementing collaborative strategy for the treatment. For six meeting students are taught to write analytical exposition text

by using collaborative writing strategy, which is started by determining the topic, then make the list of ideas that related to the topic, before developing that ideas into a text.

4.1.2 The Aspect of Writing Improved the Most After Being Taught by Using Collaborative Writing Strategy in Teaching Writing

There are five the aspects of writing that improved the most after being though collaborative strategy in the class as follow:

1. Content

In this aspect, the researcher gave a topic about "Mobile Phone" then the students requested to make outline that contained related to the topic about mobile phone. Based on the outline that they have made, the researcher asked the students to develop their outlines to make a good paragraph. Based on the treatment that given by the researcher, the treatment was able to increase students' writing by looking for the content aspect. The researcher can improve students' writing contents through collaborative writing strategy because after the implementation of collaborative writing strategy, students have been able to develop their ideas through the collaborative strategy by putting their ideas with their group. Every student who had been made an outline should develop their ideas into the paragraph, for example the first students in the group contribute their ideas about the sentences like "mobile phone can bring everywhere and every anytime" and the second student gave ideas like "Mobile phone are helpful sometimes" the third student gave ideas like " Mobile phone give many feature" from the sentences students their made out of all sentences student develop to the paragraph, for out of all the paragraph, the students combine the paragraph to develop and can be easier to write the analytical exposition text. So

the students can improve the content aspect in the writing through collaborative strategy.

2. Organization

In this aspect, the researcher made a group consisting four till five students, then the students asked to do brainstorming about their ideas become a good paragraph. So every students in the group should give their ideas related the topics about mobile phone. From all the ideas that given by the students, the students asked the group to combine all ideas in making analytical exposition text. Based on the outlines that has been given by the researcher to the students. It showed that the students were able to improve their ideas by combining word to word into long paragraph and the researcher was able to notice the improvement of the students which they already able to give comment in their own writing.

3. Vocabulary

In this aspect, the researcher asked every group to know basic words in English. Then, every group should have a dictionary to translate the words that they haven't encountered before. Then, the students were asked to classifying a new word who had found and then, every person in the group mention the difficult words that did not exist before the students. After that, the researcher tells how to read it. After being taught the collaborative strategy by looking vocabulary aspect of students' writing, The researcher provided the some vocabularies to stimulate the students and it showed that the students were already able to recognize some new vocabularies that they used to arrange sentences in their paragraph but in this case, the researcher only focused in the infinitive form vocabulary at simple present tense to make them easily to write their analytical exposition text.

4. Language use

In this language use aspect of writing, after the implementation of collaborative strategy, in this strategy after the students wrote their drafts of writing, they revise it. In revision, the researcher asked the students to consider which idea to add or to delete, change the word or phrase to make the text better. In editing the students will have peer correction with other member of the group. That is why, it can be assume that collaborative writing can improve the students writing skills in writing analytical exposition.

5. Mechanic

In this mechanic aspect of writing, after the implementation of collaborative writing strategy, the researcher asked every group gave feedback. Every group cites any errors in grammar and mechanics (punctuation, capitalization and spelling) in their writing. The group revises their writing based on another group. So that after being tough the implementation of collaborative strategy students can increase the use of punctuation or mechanic in writing analytical exposition text.

Based on the result of the research above, before implementing collaborative strategy, students' writing was still lacked in writing analytical exposition text so that the acquisition of scores in the pre-test was still low. The acquisition of value in pre-test as follow: Content = 70, Organization = 40, Vocabulary = 66, Language use = 56, Mechanic = 65. After implementing collaborative strategy students begin to be able to express their ideas with the implementing of collaborative strategy so that the acquisition of value increased in the post-test. The acquisition of value as follow: Content = 97, Organization = 77, Vocabulary = 90, Language Use = 82, Mechanic = 67. So the most increased in post-test is vocabulary.

It can be concluded that the most improved aspect after being though collaborative strategy is content with 70 scores in the pre-test increased with the acquisition of scores in the post-test with 97 scores.

4.2 Discussion

In teaching writing for high school students, an English teacher should be able to use the appropriate way in order to make the students be more enthusiastic and interested in writing that collaborative strategy is one way to encouraging students in drafting, reflecting, and revising based on Harmer. A pair or group students working together on piece or writing can respond to each other's idea (both in term of language and content), making suggestion for changes, and so contributing to the success of the finished product. By using collaborative strategy students were more easily to write their idea, they can brainstorming the idea with their group and can produce better work than alone. Collaborative strategy can make students interact with their group. When they are interacting, they can improve their production of the word. It will be more effective rather than work alone. As stated by Muligan and Garofalo that one advantages of collaborative writing is to develop social skill which it helps students to get along with others and give them an opportunity to get to know their classmates better[28]

Based on the description of the data through the test, the researcher explained that in the previous sections showed that the students' writing got an improvement after given the treatment. The students' score after treatment was higher than before given treatment. Before giving treatment the students encountered some difficulties in making the words they are:

---

[28] Muligan and Garofalo, *A Collaborative Writing Approach Methodology And Student Assessment*, (2007). The Language Teacher: 35.3. available online at www.jalt-publication.org/files/pdf-article/art1_13.pdf.Accesed on march 30th. 2016 at 7.18 pm.

The first is the students are difficulties to start writing a simple writing related to the topic. This makes them spend a long time just to start writing a simple paragraph. Besides that, they find it difficult to find and organize idea related to the topic.

The second is the students cannot forming the words into the sentence to write correctly because the students are cannot expressed their ideas into paragraph. The students was cannot gave the arguments about the topic to develop an integrated paragraph, so that their writing is difficult to understand.

The third is the students are difficulties to convey the ideas clearly and systematically in the use of good language, so that most of the sentences they write in their writing are not integrated and related to the main ideas.

The last is the students got so much grammatical errors in the text me problems involving capital punctuation and spelling errors, so that, the students are fear of expressing when writing the analytical exposition text.

Therefore, after giving treatment by applying collaborative writing strategy gave an improvement to students of SMA Negeri 7 Pinrang at second grade students of IPS 2, the researcher focused on writing analytical exposition text through collaborative strategy. The researcher not only focus on writing text but the researcher also focus on how to the students make the draft with the each group. It can be seeing that how togetherness each group works together in writing analytical exposition text.

After applying the collaborative strategy, the students were more easily and confidence to write the text. The students showed much improvement in writing analytical exposition text. The students were able to minimize the mistakes in writing

the analytical exposition text. As stated at the last advantages of collaborative writing strategy that it may gain structural and grammatical proficiency.[29]

The collaborative strategy is interpreted as a learning strategy that involves students in the group activities each of which has a level of ability not the same to increase their mastery of learning.

Through ways of learning such as a collaborative, discussion and exchange ideas, students get more opportunity to be directly involved in the learning process, while learning to assume responsibility for the smoothness of the learning process. This strategy is certainly far difference from in general teaching strategy which tend to focus on theoretical aspect and are dominated by teacher. In this collaborative strategy, students are encouraged to active participated through discussion and provided an assessment or response to the ideas or opinions of others.[30]

Before giving them treatment the score of pre-test was 56.29 and post test 75.92. The mean score between the result of pre-test and post-test had difference and the result of pre-test and post-test in which the result of computation of t-test value (13,08) with the degree of freedom (df) = N-1 = 27-1 = 26 for level of significance 0,05 = 1,706. It show that the students' had improvement from fair classification to good classification in their writing ability.

From explanation above, it can be concluded collaborative strategy is able to improve students' writing ability at second grade of student at SMA Negeri 7 Pinrang. The description of the data by applying collaborative writing strategy in the

---

[29] Muligan and Garofalo, *A Collaborative Writing Approach Methodology And Student Assessment*, (2007). The Language Teacher: 35.3. available online at www.jalt-publication.org/files/pdf-article/art1_13.pdf.Accesed on march 30th. 2016 at 7.18 pm.

[30] Barkley, Elizabeth F, et al, *Collaborative Learning Technique* (San Fransisco: Jossey-Bass, 2005), p. 256.

previous section showed that the student' writing ability before giving the treatment in teaching was fair in the mean score of pre-test = 56 it was caused by the students' writing encountered some difficulties based on the criteria of writing components just for seeing with the accuracy aspect.

After giving the treatment and explaining the implementation of collaborative strategy the students were finally able to making the sentence to good paragraph. They could easily to write and develop their ideas to write the analytical exposition text. This is because in the writing process which includes drafting, revising, and editing students worked it together. It showed that the mean score result of post-test which was higher than mean score of pre-test provided.

Therefore, there was a difference between the students writing ability before and after giving treatment by applying collaborative strategy. It showed this strategy can be a supporting aspect for the teacher during teacher English classroom and learning process activity will be more effective since the students can apply this strategy.

Besides to make students to good writing in English, of course, they need study more and trying to write some text for getting a good a result at their writing. The good writing will make a good grammar in writing. People will easily to understand and read the text or information if we had a good written. So teaching English writing should become the main priority for the teacher to make students mastered on it for getting a good a result on their good writing.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research about the Impact of collaborative strategy in students' writing ability in writing analytical exposition text.

5.1 Conclusions

Based on the result of data analysis and the discussion of the result in previous chapter, the finding of the result showed the positive impact in the students' writing ability and class situation. This study is categorized pre-experiment research design, the objective in this study is to find out whether collaborative strategy was able or not to improve students' writing ability in writing analytical exposition text. Therefore, the researcher concluded that there is a significant difference of the students' writing ability before and after treatment. The following are the description of the conclusion based on the problem statement of this research:

5.1.1   The mean score of pre-test (56.29), standard deviation (11.27), and the mean score of post-test (75.92) and the standard deviation (6,50). Based on the description of the result above, it can be proved by looking at the mean score of the students' writing test in pre-test and post-test. The mean score of pre-test (56.29) is lower than the mean score of post-test (75.92). Then, the t-test (13,08) was greater than t-table (1.706). it means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

5.1.2   The most improved aspect between the five aspects below. Based on the score of the students scores of pre-test Content = 70, Organization = 40, Vocabulary = 66, Language use = 56, Mechanic = 65 increased in the students' scores of post-test are Content = 97, Organization = 77, Vocabulary

= 90, Language Use = 82, Mechanic = 67. So the most increased in post-test is vocabulary.

5.2 Suggestion

Based on the conclusion presented above, the researcher would like to gives some suggestions as follow:

1. In teaching writing ability, the teacher is hoped more creative and has a good feedback in teaching her students in order to maximize teaching learning process and does not make the students to be bored.

2. The teacher should be active in giving the feedback to involve the students in teaching learning process.

3. The students should be more active and no need to afraid of making mistakes during teaching learning process.

4. The students should practice their writing text with develop their ideas to write in English, and always enhance their vocabulary so that they are easy to develop their ideas.

5. Collaborative writing strategy can be applied in English teaching learning process, particularly the attempt of increasing the students' writing skill to write descriptive paragraph.

BILBIOGRAPHY

Anderson. 1997. *Text Types In English*. (Shout Yarra : Macmillan Education Australia PTY Ltd.

Arikunto, Suharsimin. 2009. *Dasar-dasar Evaluasi Pendidikan.* (Jakarta: Bumi Aksara.

A, S Hornby. 1995. *Oxford Learner's Dictionary* (New York: Oxford University Press.

Barkley, Elizabeth F, et al. 2005. *Collaborative Learning Technique* (San Fransisco: Jossey-Bass.

Brown. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy 2nd Edition.* (New York: Logman.

De Silva. 2007. *A Narrative-Based collaborative writing tool for constructing coherent technical document. Diss. University Of Southampton Available Version/Phd_Tesis_Nishadi_Des_Silva Accesed-On April 5^{th}2006at1. 04.pm.*

Fowler, H. Ramsley Fowler. 2001. *The Little Hand Book*. (Boston: Little, Brown and Company.

Harmer, Jeremy. 2001. *How to Teach Writing*. (England: Pearson Education Limited.Thomas, Cral. 1993. *Creatives Classrom activities*. (United States Information Agrncy: Washington, D.C.

Harmer, J. 2004. *How To Teach Writing*. (Pearson Education: England.

I Wy. Dirgeyasa. 2016. "*English and Literature Department, Faculty of languages and Arts, Universitas Negeri Medan, Indonesia: Genre-Based Approach: What and How to Teach and to Learn Writing*" (Canadian Center of Science and Education 9, no. 9.

J. B. Heaton. 1988. *Writing Language Test*. (New York: Longman Group.

Lestari Sidauruk, Sri. 2014. *Improving Grade Xi Students Writing Achievement In Analytical Exposition Through Collaborative Writing Strategy, Journal Alsihle: Transform Journal Of English Language Teaching And Learning.*

Mubarak Fasya, Dzaky. 2015. *Improving The Grade VIII Students Writing Ability Of Narrative Text Through Dictogloss, at SMPN 1 Mungkid Magelang" (Published Thesis; English Education Department. Yogyakarta.*

Mulligan and Garofalo. 2007. A Collaborative writing approach methodology and students assessment. The language teacher, 35.3. Available online at www. Jalt-publication.org/files/pdf-artcle/artl_13.pdf.accesed on March30th.2006. at.7.18.pmOshima, Alice and ann Hogue. 2007. Introduction to academic writing.

Oshima, Alice and Ann Hogue. 2007. *Introduction to Academic Writing*. (New York: Pearson Lonman.

Richard & Renada. 2002. *Methodology in Language Teaching: An Anthology of Current Practic.* (Cambrige: Cambridge University.

sptiana, Rina 2015. "*The Improvement In Students' Writing Ability Of Analytical Exposition Text Through Collaborative Writing Strategy In Second Year of SMA DCC Global Bandar Lampung*" (Unpublished Script; English Education Department University of Bandar Lampung.

Sugiyono. 2014. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R & D).* (Bandung: Alfabeta.

Wilkins. 1983. *Second Language Learning And Teaching*. (London: Edward Arnold Publisher.

Wati, Nining Setio. 2012. *Collaborative Writing Method Writing Skill Creativity* from http://jurnal.pasca.uns.ac.id.

Appendix 1 Students Score of Pre-Test Table

Table 4.1 the students' score in pre-test based on aspects of writing

C= Content, O= Organization, V= Vocabulary, L= Language Use M= Mechanics

No.	Students	Aspects					Total
		C	O	V	L	M	
1.	Agus	3	2	3	2	3	13
2.	Alfira Ramadhani	3	2	2	2	2	11
3.	Amalia Nurul Fitria	3	2	3	2	2	12
4.	Andi Muh. Farhan	3	2	3	2	2	12
5.	Asriani	3	2	3	2	2	12
6.	Baharia	2	1	2	2	1	8
7.	Darmawansyah	3	1	3	2	3	12
8.	Firman Aditya Akib	3	2	2	2	2	11
9.	Guswandi	3	2	3	2	3	13
10.	Hilda Haerani Arsyad	2	1	2	2	3	10
11.	Muh. Ghazi Al Gifari	2	1	2	2	3	10
12.	Muh. Riswan	3	2	2	2	2	11
13.	Muhammad Ali	2	1	2	2	3	10
14.	Muhammad Fadel	2	1	2	2	3	10
15.	Muhammad Sofyan	3	1	3	2	3	12
16	Mutiara Ariani	3	3	4	3	3	16
17	Nadila	2	1	2	2	3	10
18	Nur Afni	2	1	2	2	3	10
19	Nuralyah Alimuddin	3	1	3	2	3	12
20	Nur Astira	3	2	2	2	2	11
21	Nurhasiibah	2	1	2	2	3	10
22	Nurul Amisna	3	2	3	2	2	12
23	St Nur Atisa Tahir	3	2	2	2	2	11
24	Yulfiani	2	1	2	2	1	8
25	Zarah Indriyani	2	1	2	3	2	10
26	Aan Setiawan	2	1	2	2	1	8
27	Ahmad Maulana	3	1	3	2	3	12

Table 4.2 the students' score in pre-test

No.	Students	Pre-test of the students (X_1)			
		Students' Score	Score (X_2)	X^2	Classification
1.	Agus	13	65	4225	Fair
2.	Alfira Ramdhani	11	55	3025	Poor
3.	Amalia Nurul Fitria	12	80	6400	Very Good
4.	Andi Muh. Farhan	12	65	4225	Fair
5.	Asriani	12	65	4225	Fair
6.	Baharia	8	40	1600	Poor
7.	Darmawansyah	12	60	3600	Fair
8.	Firman Aditya Akib	11	55	3025	Poor
9.	Guswandi	13	65	4225	Fair
10.	Hilda Haerany Arsyad	10	50	2500	Poor
11.	Muh. Ghazi Al Ghifari	10	50	2500	Poor
12.	Muh. Riswan	11	55	3025	Poor
13.	Muhammad Ali	10	50	2500	Poor
14.	Muhammad Fadel	10	50	2500	Poor
15.	Muhammad Sofyan	12	60	3600	Fair
16	Mutiara Ariani	16	80	6400	Very Good
17	Nadila	10	50	2500	Poor
18	Nurafni	10	50	2500	Poor
19	Nuralyah Alimuddin	12	65	4225	Fair
20	Nur Astira	11	55	3025	Poor
21	Nurhasiibah	10	50	2500	Poor
22	Nurul Amisna	12	60	3600	Fair
23	St Nur Atisa Tahir	11	55	3025	Poor
24	Yulfiani	8	40	1600	Poor
25	Zarah Indriyani	10	50	2500	Poor
26	Aan Setyawan	8	40	1600	Poor
27	Ahmad Maulan	12	60	4225	Fair
			$\sum X_1 = 1.520$	$\sum X_1^2 = 88.875$	

The table above showed that the result of students' writing score before applying the collaborative strategy. There were sixteen students got poor score, nine students got fair score, and two students got very good score. The total score in pre-test is 1520. It has shown that, the students' skills in pre-test was low, because most of students still got poor score. The following are the process of calculation to find out the mean score and the standard deviation based on the calculation of students' score in pre-test of the table 4.2.

Mean score of the pre-test:

$$X = \frac{\sum x}{N}$$

$$X = \frac{1520}{27}$$

$$X = 56,29$$

Thus, the mean score (X_1) of pre-test is 50,58

The standard deviation of the pre-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{88.875 - \frac{(1.520)^2}{27}}{27-1}}$$

$$SD = \sqrt{\frac{88.875 - \frac{2.310.400}{27}}{26}}$$

$$SD = \sqrt{\frac{88.875 - 85.570,37}{26}}$$

$$SD = \sqrt{\frac{3.304,75}{26}}$$

$$SD = \sqrt{127,10}$$

$$SD = \mathbf{11,27}$$

Thus, the standard deviation of the pre-test is 11,27

Appendix 2 Students' score in post-test based on aspects of writing

C= Content, O= Organization, V= Vocabulary, L= Language Use M= Mechanics

No.	Students	Aspects					Total
		C	O	V	L	M	
1.	Agus	3	3	3	3	3	15
2.	Alfira Ramadhani	3	3	4	3	3	16
3.	Amalia Nurul Fitria	4	4	4	3	2	17
4.	Andi Muh. Farhan	4	4	4	3	2	17
5.	Asriani	4	3	4	4	2	17
6.	Baharia	3	2	4	3	2	14
7.	Darmawansyah	3	3	3	3	3	15
8.	Firman Aditya Akib	3	3	3	3	3	15
9.	Guswandi	4	3	4	3	2	16
10.	Hilda Haerani Arsyad	3	3	4	3	3	16
11.	Muh. Ghazi Al Gifari	3	3	3	3	3	15
12.	Muh. Riswan	4	2	4	3	2	15
13.	Muhammad Ali	3	2	3	2	3	13
14.	Muhammad Fadel	3	3	3	3	2	14
15.	Muhammad Sofyan	3	3	3	3	3	15
16	Mutiara Ariani	4	4	4	3	2	17
17	Nadila	3	3	4	3	3	16
18	Nur Afni	3	3	3	2	3	14
19	Nuralyah Alimuddin	3	2	3	3	3	14
20	Nur Astira	3	2	4	3	3	13
21	Nurhasiibah	4	3	3	3	2	15
22	Nurul Amisna	4	3	4	3	2	16
23	St Nur Atisa Tahir	4	2	4	3	2	15
24	Yulfiani	3	3	4	2	2	14
25	Zarah Indriyani	4	2	4	3	2	15
26	Aan Setiawan	3	3	3	3	2	14
27	Ahmad Maulana	4	3	4	3	3	17

Table 4.3 the students' score in post-test

No.	Students	Post-test of the students (X_1)			
		Students' Score	**Score (X_2)**	**X^2**	**Classification**
1.	Agus	15	75	5625	Good
2.	Alfira Ramdhani	16	80	6400	Very Good
3.	Amalia Nurul Fitria	17	85	7225	Very Good
4.	Andi Muh. Farhan	17	85	7225	Very Good
5.	Asriani	17	85	7225	Very Good
6.	Baharia	14	70	4900	Good
7.	Darmawansyah	15	75	5625	Good
8.	Firman Aditya Akib	15	75	5625	Good
9.	Guswandi	16	80	6400	Very Good
10.	Hilda Haerany Arsyad	16	80	6400	Very Good
11.	Muh. Ghazi Al Ghifari	15	75	5625	Good
12.	Muh. Riswan	15	75	5625	Good
13.	Muhammad Ali	13	65	4225	Fair
14.	Muhammad Fadel	14	70	4900	Good
15.	Muhammad Sofyan	15	75	5625	Good
16	Mutiara Ariani	17	85	7225	Very Good
17	Nadila	16	80	6400	Very Good
18	Nurafni	14	70	4900	Good
19	Nuralyah Alimuddin	14	70	4900	Good
20	Nur Astira	13	65	4225	Fair
21	Nurhasiibah	15	75	5625	Good
22	Nurul Amisna	16	80	6400	Very Good
23	St Nur Atisa Tahir	15	75	5625	Good
24	Yulfiani	14	70	4900	Good
25	Zarah Indriyani	15	75	5625	Good
26	Aan Setyawan	14	70	4900	Good
27	Ahmad Maulan	17	85	7225	Very Good
			$\sum X_1 =$ 2.050	$\sum X_1^2 =$ 156.600	

The table above showed that there were a changed of students' score after did the

treatment. There were ten students got very good score, fifteen students got good

score, and there were two students got fair score. The total score in post-test is 2.050. It proved that there were increasing of students' score in post-test.

In this, the researcher analyzed the data of students' score in post-test to know whether there is or there is no a significant difference of students' achievement before and after learning process in using the collaborative strategy.

Mean score of the post-test

$$X = \frac{\sum x}{N}$$

$$X = \frac{2.050}{27}$$

$$X = 75,92$$

Thus, the mean score (X_2) of post-test is 83,54

The standard deviation of the post-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{156.600 - \frac{(2.050)^2}{27}}{27 - 1}}$$

$$SD = \sqrt{\frac{156.600 - \frac{4.202.500}{27}}{26}}$$

$$SD = \sqrt{\frac{156.600 - 155.648.148}{26}}$$

$$SD = \sqrt{\frac{951.85}{26}}$$

$$SD = \sqrt{36.609}$$

$$SD = 6.050$$

Appendix 3 The T-test value

No	X_1	X_2	$(X_1)^2$	$(X_2)^2$	$D(X_2 - X_1)$	$D(X_2-X_1)^2$
1	65	75	4224	5625	10	100
2	55	80	3025	6400	25	625
3	80	85	6400	7225	5	25
4	65	85	4224	7225	20	400
5	65	85	4224	7225	20	400
6	40	70	1600	4900	30	900
7	60	75	3600	5625	15	225
8	55	75	3025	5625	20	400
9	65	80	4224	6400	15	25
10	50	80	2500	6400	30	900
11	50	75	2500	5625	25	625
12	55	75	3025	5625	20	400
13	50	65	2500	4225	15	225
14	50	70	2500	4900	20	400
15	60	75	3600	5625	15	225
16	80	85	6400	7225	5	25
17	50	80	2500	6400	30	900
18	50	70	2500	4900	20	400
19	65	70	4224	4900	5	225
20	55	65	3025	4225	10	100
21	50	75	2500	5625	25	625
22	60	80	3600	6400	20	400
23	55	75	3025	5625	20	400
24	40	70	1600	4900	30	900
25	50	75	2500	5625	25	625
26	40	70	1600	4900	30	900
27	60	85	3600	7225	25	625
Total	1.520	2050	88.875	156.600	530	12.000

In the other to see the students' score, the following is t-test was statistically applied:

Find out D

$$D = \frac{\sum D}{N} = \frac{530}{27} = 19,62$$

The calculation the t-test value

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{19,62}{\sqrt{\frac{12.0 - \frac{(530)^2}{27}}{27(27-1)}}}$$

$$t = \frac{19,62}{\sqrt{\frac{12.000 - \frac{280.900}{27}}{27(26)}}}$$

$$t = \frac{19,62}{\sqrt{\frac{12.000 - 10.403,70}{702}}}$$

$$t = \frac{19,62}{\sqrt{\frac{1.596,3}{702}}}$$

$$t = \frac{19,62}{\sqrt{2,27}}$$

$$t = \frac{19,62}{1,50}$$

$$t = \mathbf{13,08}$$

Thus, the t-test value is 13,08

Appendix 4 Instrument of the pre-test and post-test

Name : …………………………………

Class : …………………………………

Read the following text below carefully!

I strongly believe that mobile phones are necessary. My reasons for this belief are that these phones are convenient for business people who travel a lot, and they are handy for emergencies. To begin with, mobile phones are necessary in the case of emergencies.

First, for instance, if you fall down a set of stairs in a building and are badly injured and can't reach a pay phone it is handy to have one to use. Or if you car breaks down in the middle of the night in a strange neighborhood, it would be dangerous to leave it in search of a public phone booth. My other main reason is that mobile phones are convenient for business people. For example, if you are out of the state or even overseas and you have to contact a client to do some important work, it is useful to have to one to use. By using a mobile phone, important information can be received. People can't stay in an office all day waiting for their phone to ring. Some people have to go and do jobs or they will go out of business. You can even send faxes or massage and use the internet with your mobile.

Second, mobile phones can encourage digital literacy development among the students. It is now an essential skill in higher education and in the future workplace. Mobile phone can be used to improve students' engagement in learning. We know that the learning process will be effective when the learners are interested in or at the very least find any relevance about what they learn with their lives

Third, if teachers want students to genuinely learn in the school then they need to connect students with the things they think are important. Involving technology such as mobile phones as an instrument in teaching and learning process will certainly boost the learners' engagement.

In conclusion, I believe that mobile phones have now become a necessary part of everyday life. Instant communication will ensure that information can be passed on with a simple press of button. Whether this is to do with business or personal information or emergencies, it goes to show that they are necessary in the new millennium and also mobile phone can be a useful learning tool if their use at school or in class is properly structured and can help students to access digital resources for educational purposes.
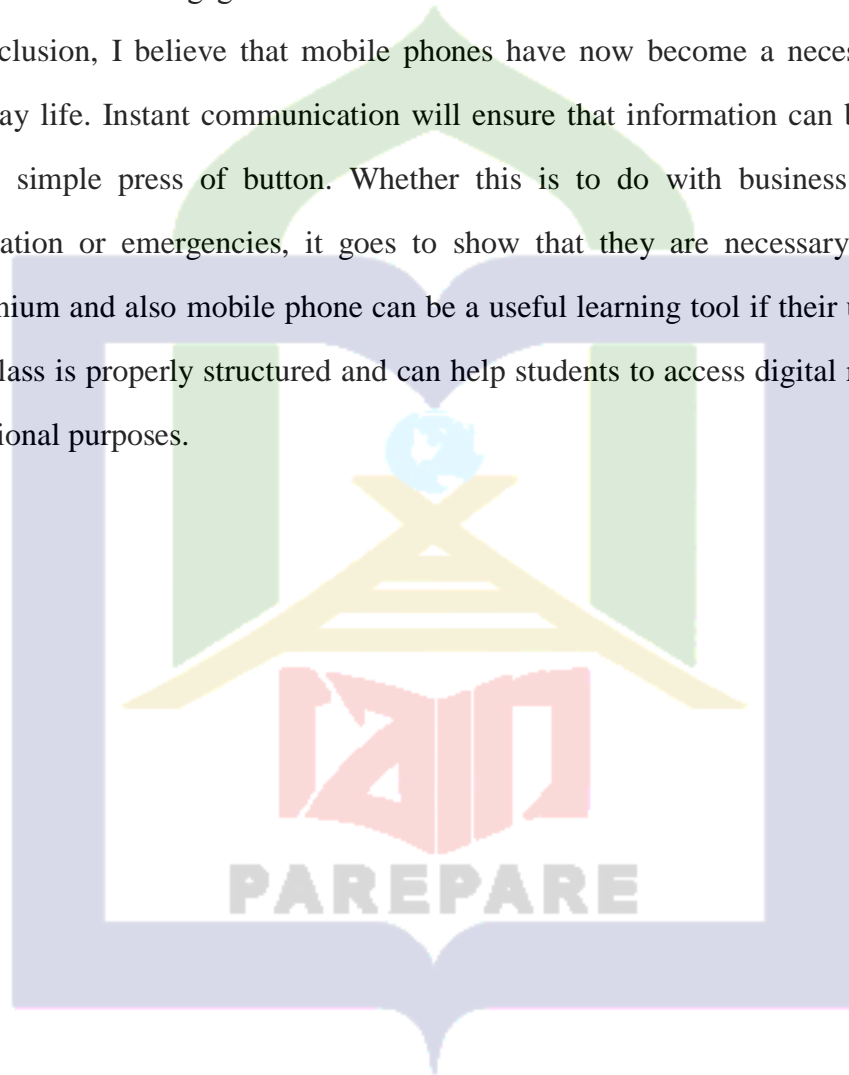
1. Write down the advantages of mobile phones based on the text minimal 300 words!

Appendix 5 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah   : SMA NEGERI 7 PINRANG

Mata Pelajaran   : Bahasa Inggris

Kelas/ Semester   : XI/

Materi Pokok   **: Writing Exposition text**

Alokasi Waktu   **:** 6 pertemuan (2 jam)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

No.	Kompetensi Dasar	Indikator
	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris. 1.1.2 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
	2.1 Menunjukkan perilaku **santun** dan **peduli** dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.1

	3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial analytical exposition text dengan menyatakan dan menanyakan topic tentang sebuah fenomena yang ada di sekitar pendek dan sederhana, sesuai dengan konteks penggunaan nya .	3.1.1 Mengidentifikasi fungsi sosial exposition text. 3.1.2 Mengidentifikasi struktur teks dan unsur kebahasaan dalam exposition text tulis tentang fenomena di sekitar. 3.1.3 Mengidentifikasi makna dalam exposition text, pendek dan sederhana 3.1.4 Mengidentifikasi struktur teks dan unsur kebahasaan dalam exposition text menulis tentang sebuah fenomena yang ada di sekitar. 3.1.5 Mengidentifikasi struktur teks dan unsur kebahasaan dalam exposition text tulisan tentang fenomena yang ada sekitar sesuai dengan konteks penggunaannya.
	4.11 Menangkap makna dalam exposition text tulis, pendek dan sederhana. 4.12 Menyusun exposition text tulisan, pendek dan sederhana, tentang fenomena yang ada di	4.11.1 Membuat exposition dengan menggunakan teknik collaborative sangat pendek dan sederhana 4.12.1 Menyusun teks tulis sangat pendek dan sederhana, tentang fenomena yang ada disekitar memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. 4.12.2 Menyusun exposition text tulis sangat pendek dan sederhana, tentang fenomena yang ada di sekitar dengan memperhatikan fungsi sosial, strukturteks, dan unsur

	sekita, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	kebahasaan, secara benar dan sesuai konteks.

C. Tujuan Pembelajaran

Peserta didik:

1. Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris;
2. Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris;
3. Mengidentifikasi fungsi sosial exposition text.
4. Mengidentifikasi struktur teks dan unsur kebahasaan dalam analytical exposition text tulisan tentang fenomena yang ada di sekitar.
5. Mengidentifikasi makna dalam exposition text tulis, pendek dan sederhana
6. Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks tulis tentang fenomena yang ada di sekitar sesuai dengan konteks penggunaannya.
7. Mengidentifikasi struktur teks dan unsur kebahasaan dalam analytical exposition text tulisan tentang fenomena yang ada di sekitar sesuai dengan konteks penggunaannya.
8. Mendeskripsi tulisan sangat pendek dan sederhana dengan menggunakan teknik collaborative strategy

9. Menyusun text analytical exposition tulis sangat pendek dan sederhana, tentang fenomena yang ada di sekitar dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks.

D. Materi Pembelajaran

Teks exposition pendek dan sederhana tentang fenomena yang ada di sekitar

1) Fungsi Sosial:

Mengenalkan, mengidentifikasi, mengkritik, dsb nya.

2) Struktur Teks (gagasan utama dan informasi rinci)

a. Thesis: Memperkenalkan topic dan menunjukkan sudut pandang penulis tentang suatu kejadian yang ada di sekitar.

b. Argument: Menjelaskan argument untuk mendukung posisi penulis, setiap argument harus didukung oleh bukti-bukti dan penjelasan.

c. Reiteration: Menyatakan kembali sudut pandang penulis / untuk memperkuat topic.

3) Unsur Kebahasaan

1. Menggunakan kosa kata terkait dengan fenomena yang ada di sekitar

2. Menggunakan internal conjunction such as, firstly, secondly next and finally

3. Menggunakan external conjunction such as, after, before, meanwhile, until, because, and.

4. Menggunakan *Simple Present Tense*

5. Menggunakan kata-kata yang mengekspresikan perilaku penulis such as will, frequently, may, must, usually, typically dsb nya.

6. Menggunakan teknik ajakan:

fakta untuk mendukung argument penulis, seperti research, exprert opinionstestimonies or quotes

     7. Tulisan tangan

E. Pendekatan dan Metode Pembelajaran

    1. Pendekatan

Pendekatan Saintifik

    2. Metode

Collaborative Strategy

F. Media, Alat, dan Sumber Pembelajaran

    1. Media

       a. Kertas latihan

       b. White board

       c. Marker

       d. Pulpen

2. SumberBelajar

Bahasa Inggris Kementerian Pendidikan dan Kebudayaan. 2014 Jakarta

http://britishcourse.com/analytical-exposition-text-definition-purposes-generic-structures-language-feature.php

Contoh teks Analytical Exposition sebagai berikut:

Cars (pollution) and accident

Cars (pollution) and accident, as we all know cars create pollution, and cause a lot of road deaths and other accidents.

Firstly, cars, as we all know, contribute to most of the population in the world. Cars emit a deadly gas that causes illnesses such as bronchitis, lung cancer, and 'triggers' of asthma. Some of this illnesses are so bad that people can die from them.

Secondly, pedestrians wander everywhere and cars commonly hit pedestrian in the city, which causes them to die. Cars today are our roads biggest killers.

G. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan Pertama

a. Pendahuluan (10 menit)

- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam,mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- Guru mengajak peserta didik menyanyikan lagu "*Good Morning*" untuk membangkitkan motivasi belajar Bahasa Inggris.
- Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.
- Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

b. Kegiatan Inti (60 Menit)

1) Observing (Mengamati)

- Guru menjelaskan kepada siswa tentang teks analytical eksposisi (fungsi sosialnya dan ciri kebahasaanya, struktur teks).
- Guru memberikan contoh teks analytical eksposisi kepada siswa
- Guru bersama menganalisa kosakata dan grammar yang digunakan dalam membuat teks analytical eksposisi tersebut.
- Guru memperkenalkan teknik collaborative dan menjelaskan langkah-langkah collaborative strategy

2) **Questioning (Menanya)**

- Dengan bimbingan guru peserta didik dapat merumuskan pertanyaan struktur teks dari teks analytical eksposisi yang telah di berikan.

3) **Collecting data(Mengumpulkan Data atau Informasi)**

- Siswa membuat group maksimal 3-4 orang
- Siswa bertukar ide/fikiran (brainstorming) tentang topic target yang telah ditentukan
- Siswa membuat garis besar topic yang telah ditentukan, merencanakan dan menyusun draft pertama dengan kelompok masing-masing.
- Siswa menulis draft pertama analytical exposition text dengan masing-masing kelompok
- Siswa memeriksa kesalahan struktural dan organisasi dan memberikan komentar dan saran

4) **Associating (Mengasosiasi)**

- siswa mengerjakan tugas terkait dengan topic yang telah diberikan berkaitan dengan fenomena yang ada di sekitar, untuk mengetahui apakah memahami pelajaran ini.
- Peserta didik meminta bantuan guru bila memerlukannya.
- Revisi dan mengedit hasil pekerjaannya.

5) Communicating (Mengomunikasikan)

- Setiap siswa mempresentasikan hasil kerjanya.
- Peserta didik menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru.

c. Penutup (10 Menit)

- Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

H. Penilaian

No.	Aspects	Criteria	Scores
1.	Content	• Relevant to topic.	4
		• Mostly relevant to topic but lacks detail.	3
		• Inadequate development of topic.	2
		• Not relevant to topic.	1
2.	Organization	• Ideas clearly stated and supported, well organized (generic structure), cohesive.	4

		• Loosely organized but main ideas stand out, not well organized (generic structure).	3
		• Ideas confused or even no main ideas, bad organization (generic structure).	2
		• Does not communicate, no organization (generic structure).	1
3.	Vocabulary	• Effective word / idiom choice and usage.	4
		• Occasional errors of word / idiom form, choice and usage.	3
		• Frequent errors of word / idiom form, choice and usage.	2
		• Little knowledge of English vocabulary, idioms and word form.	1
4.	Language Use	• Few errors of agreement, tense, number, word order, articles, pronouns or prepositions.	4
		• Several errors of agreement, tense, number, word order, articles, pronouns or prepositions.	3
		• Frequent errors of agreement, tense, number, word order, articles, pronouns or preposition.	2
		• Dominated by errors.	1
5.	Mechanics	• Few errors of spelling, punctuation, capitalization and paragraphing.	4
		• Occasional errors of spelling, punctuation, capitalization, and paragraphing.	3

| | | • Frequent errors of spelling, punctuation, capitalization and paragraphing. | 2 |
| | | • Dominated by errors. | 1 |

I. Kompetensi Pengetahuan

   a. Teknik Penilaian : TesTertulis

J. Keterampilan

   a. TeknikPenilaian : Tes Tertulis dan Praktik

   b. Bentuk Instrumen : keterampilan menulis

2. Pertemuan Kedua

   a. Pendahuluan (10 menit)

   - Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam,mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.

   - Guru mengajak peserta didik menyanyikan lagu "*Good Morning*" untuk membangkitkan motivasi belajar Bahasa Inggris.

   - Guru mengajukan pertanyaan tentang materi yang telah dipelajari sebelumnya (Review materi)

   - Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

   b. Kegiatan Inti (60 menit)

1) **Observing (Mengamati)**

- Guru membagikan draft tulisan siswa

- Siswa diminta untuk merevisi draft yang telah dibuat

- Siswa diminta untuk menyempurnakan hasil tulisannya dengan memperhatikan grammatical dan teknik penulisannya

- Beberapa siswa diminta untuk membacakan hasil tulisanya

2) **Questioning (Menanya)**

- Dengan bimbingan guru peserta didik dapat merumuskan pertanyaan struktur teks dari teks analytical eksposisi yang telah di berikan.

- Guru memberikan pertanyaan kepada siswa tentang analytical exposition text yang telah dipelajari sebelumnya (feedback)

3) **Collecting data(Mengumpulkan Data atau Informasi)**

- Siswa bertukar ide/fikiran (brainstorming) tentang topic target yang telah ditentukan

- Siswa membuat group yg berbeda dari group sebelumnya

- Siswa membuat garis besar topic yang telah ditentukan, merencanakan dan menyusun draft pertama dengan kelompok masing-masing.

- Siswa menulis draft pertama analytical exposition text dengan masing-masing kelompok

- Siswa memeriksa kesalahan struktural dan organisasi dan memberikan komentar dan saran

4) **Associating (Mengasosiasi)**

- siswa mengerjakan tugas terkait dengan tema about fenomena yang ada di sekitar, untuk mengetahui apakah memahami pelajaran ini.
- Peserta didik meminta bantuan guru bila memerlukannya.
- Revisi dan mengedit hasil pekerjaannya.

5) Communicating (Mengomunikasikan)

- Setiap siswa mempresentasikan hasil kerjanya.
- Peserta didik menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru.

c. Penutup (10 Menit)

- Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

H.   Penilaian

No.	Aspects	Criteria	Scores
1.	Content	• Relevant to topic.	4
		• Mostly relevant to topic but lacks detail.	3
		• Inadequate development of topic.	2
		• Not relevant to topic.	1
2.	Organization	• Ideas clearly stated and supported, well organized (generic structure), cohesive.	4
		• Loosely organized but main ideas stand out, not well	3

		organized (generic structure).	
		• Ideas confused or even no main ideas, bad organization (generic structure).	2
		• Does not communicate, no organization (generic structure).	1
3.	Vocabulary	• Effective word / idiom choice and usage.	4
		• Occasional errors of word / idiom form, choice and usage.	3
		• Frequent errors of word / idiom form, choice and usage.	2
		• Little knowledge of English vocabulary, idioms and word form.	1
4.	Language Use	• Few errors of agreement, tense, number, word order, articles, pronouns or prepositions.	4
		• Several errors of agreement, tense, number, word order, articles, pronouns or prepositions.	3
		• Frequent errors of agreement, tense, number, word order, articles, pronouns or preposition.	2
		• Dominated by errors.	1
5.	Mechanics	• Few errors of spelling, punctuation, capitalization and paragraphing.	4
		• Occasional errors of spelling, punctuation, capitalization, and paragraphing.	3
		• Frequent errors of spelling, punctuation,	2

		capitalization and paragraphing.	
		• Dominated by errors.	1

I. **Kompetensi Pengetahuan**

    a.   Teknik Penilaian :TesTertulis

J. **Keterampilan**

a.   TeknikPenilaian :Tes Tertulis dan Praktik

b.   Bentuk Instrumen : keterampilan menulis

3. Pertemuan ketiga

  a. Pendahuluan (10 menit)

- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam,mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.

- Guru mengajak peserta didik menyanyikan lagu "*Good Morning*" untuk membangkitkan motivasi belajar Bahasa Inggris.

- Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.

- Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

- Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

b. **Kegianatan Inti (60 menit)**

1) **Observing (Mengamati)**

- Guru membagikan draft tulisan siswa

- Siswa diminta untuk merevisi draft yang telah dibuat

- Siswa diminta untuk menyempurnakan hasil tulisannya dengan memperhatikan grammatical dan teknik penulisannya

- Beberapa siswa diminta untuk membacakan hasil tulisanya.

2) **Questioning (Menanya)**

- Dengan bimbingan guru peserta didik dapat merumuskan pertanyaan struktur teks dari teks analytical eksposisi yang telah di berikan.

- Guru memberikan pertanyaan kepada siswa tentang analytical exposition text yang telah dipelajari sebelumnya (feedback)

3) **Collecting data(Mengumpulkan Data atau Informasi)**

- Siswa bertukar ide/fikiran (brainstorming) tentang topic target yang telah ditentukan

- Siswa membuat group yg berbeda dari group sebelumnya

- Siswa membuat garis besar topic yang telah ditentukan, merencanakan dan menyusun draft pertama dengan kelompok masing-masing.

- Siswa menulis draft pertama analytical exposition text dengan masing-masing kelompok

- Siswa memeriksa kesalahan struktural dan organisasi dan memberikan komentar dan saran

4) **Associating (Mengasosiasi)**

- siswa mengerjakan tugas terkait dengan tema about fenomena yang ada di sekitar, untuk mengetahui apakah memahami pelajaran ini.
- Peserta didik meminta bantuan guru bila memerlukannya.
- Revisi dan mengedit hasil pekerjaannya.

5) Communicating (Mengomunikasikan)

- Setiap siswa mempresentasikan hasil kerjanya.
- Peserta didik menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru.

c. Penutup (10 Menit)

- Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

H. Penilaian

No.	Aspects	Criteria	Scores
1.	Content	• Relevant to topic.	4
		• Mostly relevant to topic but lacks detail.	3
		• Inadequate development of topic.	2
		• Not relevant to topic.	1
2.	Organization	• Ideas clearly stated and supported, well organized (generic structure), cohesive.	4
		• Loosely organized but main ideas stand out, not well	3

		organized (generic structure).	
		• Ideas confused or even no main ideas, bad organization (generic structure).	2
		• Does not communicate, no organization (generic structure).	1
3.	Vocabulary	• Effective word / idiom choice and usage.	4
		• Occasional errors of word / idiom form, choice and usage.	3
		• Frequent errors of word / idiom form, choice and usage.	2
		• Little knowledge of English vocabulary, idioms and word form.	1
4.	Language Use	• Few errors of agreement, tense, number, word order, articles, pronouns or prepositions.	4
		• Several errors of agreement, tense, number, word order, articles, pronouns or prepositions.	3
		• Frequent errors of agreement, tense, number, word order, articles, pronouns or preposition.	2
		• Dominated by errors.	1
5.	Mechanics	• Few errors of spelling, punctuation, capitalization and paragraphing.	4
		• Occasional errors of spelling, punctuation, capitalization, and paragraphing.	3
		• Frequent errors of spelling, punctuation,	2

		capitalization and paragraphing.	
		• Dominated by errors.	1

J. Kompetensi Pengetahuan

a. Teknik Penilaian :TesTertulis

K. Keterampilan

a. TeknikPenilaian :Tes Tertulis dan Praktik

b. Bentuk Instrumen : keterampilan menulis

4. Pertemuan keempat

a. Pendahuluan (10 menit)

- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam,mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.

- Guru mengajak peserta didik menyanyikan lagu "*Good Morning*" untuk membangkitkan motivasi belajar Bahasa Inggris.

- Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.

- Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

- Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

b. Kegiatan Inti (60 menit)

1) **Observing (Mengamati)**

- Guru membagikan draft tulisan siswa

- Siswa diminta untuk merevisi draft yang telah dibuat

- Siswa diminta untuk menyempurnakan hasil tulisannya dengan memperhatikan grammatical dan teknik penulisannya

- Beberapa siswa diminta untuk membacakan hasil tulisanya

2) **Questioning (Menanya)**

- Dengan bimbingan guru peserta didik dapat merumuskan pertanyaan struktur teks dari teks analytical eksposisi yang telah di berikan.

- Guru memberikan pertanyaan kepada siswa tentang analytical exposition text yang telah dipelajari sebelumnya (feedback)

3) **Collecting data(Mengumpulkan Data atau Informasi)**

- Siswa bertukar ide/fikiran (brainstorming) tentang topic target yang telah ditentukan

- Siswa membuat group yg berbeda dari group sebelumnya

- Siswa membuat garis besar topic yang telah ditentukan, merencanakan dan menyusun draft pertama dengan kelompok masing-masing.

- Siswa menulis draft pertama analytical exposition text dengan masing-masing kelompok

- Siswa memeriksa kesalahan struktural dan organisasi dan memberikan komentar dan saran

4) **Associating (Mengasosiasi)**

- siswa mengerjakan tugas terkait dengan tema about fenomena yang ada di sekitar, untuk mengetahui apakah memahami pelajaran ini.

- Peserta didik meminta bantuan guru bila memerlukannya.

- Revisi dan mengedit hasil pekerjaannya.

5) Communicating (Mengomunikasikan)

- Setiap siswa mempresentasikan hasil kerjanya.

- Peserta didik menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru.

c. Penutup (10 Menit)

- Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.

- Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.

- Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

H. Penilaian

No.	Aspects	Criteria	Scores
1.	Content	• Relevant to topic.	4
		• Mostly relevant to topic but lacks detail.	3
		• Inadequate development of topic.	2
		• Not relevant to topic.	1
2.	Organization	• Ideas clearly stated and supported, well organized (generic structure), cohesive.	4
		• Loosely organized but main ideas stand out, not well organized (generic structure).	3
		• Ideas confused or even no main ideas, bad	2

		organization (generic structure).	
		• Does not communicate, no organization (generic structure).	1
3.	Vocabulary	• Effective word / idiom choice and usage.	4
		• Occasional errors of word / idiom form, choice and usage.	3
		• Frequent errors of word / idiom form, choice and usage.	2
		• Little knowledge of English vocabulary, idioms and word form.	1
4.	Language Use	• Few errors of agreement, tense, number, word order, articles, pronouns or prepositions.	4
		• Several errors of agreement, tense, number, word order, articles, pronouns or prepositions.	3
		• Frequent errors of agreement, tense, number, word order, articles, pronouns or preposition.	2
		• Dominated by errors.	1
5.	Mechanics	• Few errors of spelling, punctuation, capitalization and paragraphing.	4
		• Occasional errors of spelling, punctuation, capitalization, and paragraphing.	3
		• Frequent errors of spelling, punctuation, capitalization and paragraphing.	2
		• Dominated by errors.	1

I. Kompetensi Pengetahuan

    a. Teknik Penilaian :TesTertulis

J. Keterampilan

    a. TeknikPenilaian :Tes Tertulis dan Praktik

    b. Bentuk Instrumen : keterampilan menulis

5. Pertemuan kelima

  a. Pendahuluan (10 menit)

- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam,mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- Guru mengajak peserta didik menyanyikan lagu "*Good Morning*" untuk membangkitkan motivasi belajar Bahasa Inggris.
- Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.
- Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

  b. Kegiatan Inti (60 menit)

    1) Observing (Mengamati)

- Guru membagikan draft tulisan siswa
- Siswa diminta untuk merevisi draft yang telah dibuat

- Siswa diminta untuk menyempurnakan hasil tulisannya dengan memperhatikan grammatical dan teknik penulisannya

- Beberapa siswa diminta untuk membacakan hasil tulisanya

2) Questioning (Menanya)

- Dengan bimbingan guru peserta didik dapat merumuskan pertanyaan struktur teks dari teks analytical eksposisi yang telah di berikan.

- Guru memberikan pertanyaan kepada siswa tentang analytical exposition text yang telah dipelajari sebelumnya (feedback)

3) Collecting data(Mengumpulkan Data atau Informasi)

- Siswa membuat group yg berbeda dari group sebelumnya

- Siswa bertukar ide/fikiran (brainstorming) tentang topic target yang telah ditentukan

- Siswa membuat dan menentukan topicnya sendiri, merencanakan dan menyusun draft pertama dengan kelompok masing-masing.

- Siswa menulis draft pertama analytical exposition text dengan masing-masing kelompok

- Siswa memeriksa kesalahan struktural dan organisasi dan memberikan komentar dan saran

4) Associating (Mengasosiasi)

- siswa mengerjakan tugas terkait dengan tema about fenomena yang ada di sekitar, untuk mengetahui apakah memahami pelajaran ini.

- Peserta didik meminta bantuan guru bila memerlukannya.

- Revisi dan mengedit hasil pekerjaannya.

5) **Communicating (Mengomunikasikan)**

- Setiap siswa mempresentasikan hasil kerjanya.

- Peserta didik menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru.

c. **Penutup (10 Menit)**

- Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.

- Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.

- Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

H. Penilaian

No.	Aspects	Criteria	Scores
1.	Content	• Relevant to topic.	4
		• Mostly relevant to topic but lacks detail.	3
		• Inadequate development of topic.	2
		• Not relevant to topic.	1
2.	Organization	• Ideas clearly stated and supported, well organized (generic structure), cohesive.	4
		• Loosely organized but main ideas stand out, not well organized (generic structure).	3
		• Ideas confused or even no main ideas, bad organization (generic structure).	2

		• Does not communicate, no organization (generic structure).	1
3.	Vocabulary	• Effective word / idiom choice and usage.	4
		• Occasional errors of word / idiom form, choice and usage.	3
		• Frequent errors of word / idiom form, choice and usage.	2
		• Little knowledge of English vocabulary, idioms and word form.	1
4.	Language Use	• Few errors of agreement, tense, number, word order, articles, pronouns or prepositions.	4
		• Several errors of agreement, tense, number, word order, articles, pronouns or prepositions.	3
		• Frequent errors of agreement, tense, number, word order, articles, pronouns or preposition.	2
		• Dominated by errors.	1
5.	Mechanics	• Few errors of spelling, punctuation, capitalization and paragraphing.	4
		• Occasional errors of spelling, punctuation, capitalization, and paragraphing.	3
		• Frequent errors of spelling, punctuation, capitalization and paragraphing.	2
		• Dominated by errors.	1

J. Kompetensi Pengetahuan

   a. Teknik Penilaian :TesTertulis

K. **Keterampilan**

   a. TeknikPenilaian :Tes Tertulis dan Praktik

   b. Bentuk Instrumen : keterampilan menulis

 6. Pertemuan keenam

   a. Pendahuluan (10 menit)

   - Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam,mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.

   - Guru mengajak peserta didik menyanyikan lagu "*Good Morning*" untuk membangkitkan motivasi belajar Bahasa Inggris.

   - Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.

   - Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai

   - Guru memberika motivasi kemapa siswa.

   - Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

   b. Kegiatan Inti (60 menit)

   1) Observing (Mengamati)

   - Guru membagikan draft tulisan siswa

   - Siswa diminta untuk merevisi draft yang telah dibuat

- Siswa diminta untuk menyempurnakan hasil tulisannya dengan memperhatikan grammatical dan teknik penulisannya
- Beberapa siswa diminta untuk membacakan hasil tulisanya

2) **Questioning (Menanya)**

- Dengan bimbingan guru peserta didik dapat merumuskan pertanyaan struktur teks dari teks analytical eksposisi yang telah di berikan.
- Guru memberikan pertanyaan kepada siswa tentang analytical exposition text yang telah dipelajari sebelumnya (feedback)

3) **Collecting data(Mengumpulkan Data atau Informasi)**

- Siswa bertukar ide/fikiran (brainstorming) tentang topic target yang telah ditentukan
- Siswa membuat group yg berbeda dari group sebelumnya
- Siswa membuat garis besar topic yang telah ditentukan, merencanakan dan menyusun draft pertama dengan kelompok masing-masing.
- Siswa menulis draft pertama analytical exposition text dengan masing-masing kelompok
- Siswa memeriksa kesalahan struktural dan organisasi dan memberikan komentar dan saran

4) **Associating (Mengasosiasi)**

- siswa mengerjakan tugas terkait dengan tema about fenomena yang ada di sekitar, untuk mengetahui apakah memahami pelajaran ini.
- Peserta didik meminta bantuan guru bila memerlukannya.
- Revisi dan mengedit hasil pekerjaannya.

5) **Communicating (Mengomunikasikan)**

- Setiap siswa mempresentasikan hasil kerjanya.

- Peserta didik menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru.

c. **Penutup (10 Menit)**

- Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.

- Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.

- Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

H. Penilaian

No.	Aspects	Criteria	Scores
1.	Content	• Relevant to topic.	4
		• Mostly relevant to topic but lacks detail.	3
		• Inadequate development of topic.	2
		• Not relevant to topic.	1
2.	Organization	• Ideas clearly stated and supported, well organized (generic structure), cohesive.	4
		• Loosely organized but main ideas stand out, not well organized (generic structure).	3
		• Ideas confused or even no main ideas, bad organization (generic structure).	2

		• Does not communicate, no organization (generic structure).	1
3.	Vocabulary	• Effective word / idiom choice and usage.	4
		• Occasional errors of word / idiom form, choice and usage.	3
		• Frequent errors of word / idiom form, choice and usage.	2
		• Little knowledge of English vocabulary, idioms and word form.	1
4.	Language Use	• Few errors of agreement, tense, number, word order, articles, pronouns or prepositions.	4
		• Several errors of agreement, tense, number, word order, articles, pronouns or prepositions.	3
		• Frequent errors of agreement, tense, number, word order, articles, pronouns or preposition.	2
		• Dominated by errors.	1
5.	Mechanics	• Few errors of spelling, punctuation, capitalization and paragraphing.	4
		• Occasional errors of spelling, punctuation, capitalization, and paragraphing.	3
		• Frequent errors of spelling, punctuation, capitalization and paragraphing.	2
		• Dominated by errors.	1

K. Kompetensi Pengetahuan

a. Teknik Penilaian :TesTertulis

L. **Keterampilan**

a. TeknikPenilaian :Tes Tertulis dan Praktik

b. Bentuk Instrumen : keterampilan menulis

Peneliti

Riska Pratiwi
15.1300.036

Appendix 6 Students' Writing in Pre-Test

Hilda Haerany Arsyad

XI. IPS. 2

C	O	V	L	M
2	2	2	2	2

$\frac{10}{20} \times 100 = 50$

1. Write down the advantages of mobile phones based on the text minimal 300 words!

Some people agree that Mobile phone has many benefits. Besaide as a mean of communication, Mobile phones can be (used) when people get bored. They can watch video or listen to music and be active in social media. The good impact for students in school is as a mean of searching information for lesson reference. IF teacher ask students to find materials in the internet, Mobile phones may help to find the material.

Indeed in this day and age where more students use a Mobile phone to find learning materials that to search in books and can also complement the contents of the book. Mobile phone can also be a tool used by humads use to contact distant relatives or relatives

In addition to having a negative impact, mobile phones also have positive effects such as tools used for learning for students, contacting distant relatives and others.

Nur Astra
XI IPS - 2

C	O	V	L	M
3	2	2	2	2

$\frac{11}{20} \times 100 = \boxed{55}$

1. Write down the ~~disadvantages~~ of mobile phones based on the text minimal 300 words!

Mobile is a communication tool that is practical and easy under everywhere, mobile phones have made it easier for users to solve the problem from distance to communicate, search for news and others. mobile phones can also provide entertainment and business media, which can help someone who use it for many things.

Therefore in everday life humans cannot be separated from handphone, handphone technology has always (progressed) from time to time, and some (sorry) cellphones for human life in (their) daily lives, communi(ction) betwen humans distance makes obstacles for some one to communicate, but with cellphones. ditance is no longer a problem, wherever and whenever with cellphones we can communicate comfortably with others. so cell phones are very easy for everyday activities of humons in the likeness of mobile phones are partness for every human being, who uses them.

So the conclusions is make it easier for us to communicate we can communicate with our interlocutors without the need to face to face with our interlucators wherever and to whatever extent our interlucators, we can exchange information easily.

Asvalia Nurol Fitria
XI-IPS-2

C	O	V	L	M
4	3	3	3	3

$\frac{16}{20} \times 100$

(80)

1. Write down the advantages of mobile phones based on the text minimal 300 words!

Thesis · Teknol Technology is playing a major and
important role in our lives. in modern society,
nearly everyone has a mobile device. Being
able to access to mobile technology can be
both a blessing and a curse, Especially for
students.

Argument = First, mobile Phones are not just phones. Most
modern phones nowdays come with many features.
They can provide students with electronic
dictionaries, maps, magazines, reference books,
drawing tools, and scientific and musical
instrument through applications. Besides, the
availability of internet access on their phones
makes students can access the internet as
massive online education resources effortlessly.
Secondly, mobile phones can encourage digital
literacy development among students. it is
now an essential skill in higher education
and the future workplace.
Thirdly, mobile phones can be used to improve
students engagement in learning. We know that
the learning process will be effective when the
leaners are interested in or at the very least
find any relevance about what they learn with
their lives. Involving technology such as
mobile phones as an instrument in teaching
and learning process will certainly boost
the learners eg engagement.

Reteration: in conclusion, I believe that mobile phones can be a
useful learning tool if their use at school or in
class is properly structured. They can help
students to access digital resource for educational
porpuses, develop digital letercy among students,
and also boost student engagement in teaching
and learning process

Appendix 7 Students' Writing in Pos-Test

Hilda Haerany Arsyad

XI ISP 2

$\frac{16}{20} \times 100$ = 80

1. Write down what are the ~~negative~~ *Positive* effects of ~~not~~ maintaining the school environment based on the text minimal 300 words!

Cleanliness of the school environment is an important factor in creating comfort in the teaching and learning process. Creating comfort in the teaching and learning process hygiene is needed to maintain health If the school and classroom environment is clean students is clean students will enjoy learning in school.

Maintaining cleanliness in the school environment needs be. By reforestation, cleaning classrooms and schools, the school environment will be comfortable for residents to live in. Strict sanction need to be given to students who litter. Clean school is hard every month, which is community service of the school to clean up the school so that students have responsibility and a sense of belonging to the school. Benefits of maintaining environmental cleanliness included. Avoid disease cause by an unhealthy environment, the environment becomes cooler, free from air pollution, water become cleaner and safer to drink and more calm in carrying out daily activities. Even in Islam we are taught to always live clean, because cleanliness is part of faith. Therefore environmental cleanliness encourages students' enthusiasm for learning in every aspect and behavior of students it certainly appears from his habits every day and can.

So after seeing the positive things that happen If our school environment is clean, let us building a healty, clean environment by starting from the heart, starting for yourself, and starting from small things because the biggest change comes from the mindset you alone.

Nurastira
XI. IPS 2

1. Write down what are the negative effects of not maintaining the school environment based on the text minimal 300 words!

As a student, we spend most of our time at school from the morning to the afternoon. we do a lot of activities within the school area. I personally belive that maintaining the school environment is very important for us as a student as it will affect anything that we do in it. ~~maintaining the school~~

maintaining the school environment is actually a lot more efficient compare to the loss that might happen if all school residents is ignoring it. Maintaining the school environment doesn't necessarily mean cleaning the school yard all the time. it also mean to secure the area by having several guards patrolling around the school. with this, no one will be able to get out of or get in to the school unnoticed. therefore, we will be able to minimize the possibility of theft or the chance for the students to sneak out. maintaining the school environment is actually a lot more efficient compare to the loss that might happen if all schoo residents is ignoring it maintaining the school environment doesn't necessarily mean cleaning the school yard all the time.

Now that you have seen some advantages of maintaining the school environment. I believe that you start to consider this issue as an important matter. taking this matter seriously is very important to all of us. Whether you are a student, a teacher, a principal, or any other member of the school, as it is the place where you will spend most of your days.

C	O	V	L	M
3	3	4	3	3

$\frac{14}{20} \times 100 = \boxed{70}$

Amelia Nurul Fitria
XI IPS 2

C	D	V	L	M	18	× 100
4	4	4	3	3	20	

(90)

1. Write down what are the ~~negative~~ positive effects of ~~not~~ maintaining the school environment based on the text minimal 300 words!

* Firstly, feels more comfortable if our learning environment is clean, then we will feel comfortable and calm to start do activities at school. The air we breathe will also be clean because it is not polluted by unpleasant odors because it is clean. In addition, we also avoid the interference of animals such as flies and others. Because yes, like flies and the like, in dirty environments.

* Secondly, avoid disease when we are in a clean environment. The possibility of developing the disease will be much smaller. Yes, because in a clean school environment, germs and viruses will be less than in a dirty environment. This also has to do with point number one, which is more comfortable.

* Thirdly, make activities more enthusiastic in a clean school environment, we will be far safer, more comfortable and not easily sluggish. Because the environment is clean air quality and also a clean atmosphere. Remembering that the air is clean and we breathe is very influential on the performance of our brain. The brain becomes fresh, clean air that is rich in oxygen that is indeed needed by our brain and body.

* The more comfortable in the school environment yes, because a clean and neat school environment makes us also more comfortable in the school environment. The benefits of maintaining the cleanliness of the school environment are very important to install early on. With the habit of maintaining cleanliness of the school environment will also be carried wherever we live in the home environment.

If we are used to protecting the school environment, all work on cleanliness becomes lighter and no longer a burden. Always maintaining the cleanliness of the school environment has a pretty good effect on health. We become protected from the threat of various diseases cause by environmental conditions that are dirty.

Appendix 8. Distribution of T-Table

| Df	α (level of significance) (*one-tailed test*)					
	0,25	0,10	0,05	0,025	0,01	0,005
1	1,000	3,078	6.314	12.706	31,821	63.657
2	0,816	1,886	2.920	4.303	6,965	9.925
3	0,765	1,638	2.353	3.182	4,541	5.841
4	0,741	1,533	2.132	2.776	3,747	4.604
5	0,727	1,476	2.015	2.571	3,365	4.032
6	0,718	1,440	1.943	2.447	3,143	3.707
7	0,711	1,415	1.895	2.365	2,998	3.499
8	0,706	1,397	1.860	2.306	2,896	3.355
9	0,703	1,383	1.833	2.262	2,821	3.250
10	0,700	1,372	1.812	2.228	2,764	3.169
11	0,697	1,363	1.796	2.201	2,718	3.106
12	0,695	1,356	1.782	2.179	2,681	3.055
13	0,692	1,350	1.771	2.160	2,650	3.012
14	0,691	1,345	1.761	2.145	2,624	2.977
15	0,690	1,341	1.753	2.131	2,602	2.547
16	0,689	1,337	1.746	2.120	2,583	2.921
17	0,688	1,333	1.740	2.110	2,567	2.989
18	0,688	1,330	1.734	2.101	2,552	2.878
19	0,687	1,328	1.729	2.093	2,539	2.861
20	0,687	1,325	1.725	2.086	2,528	2.845
21	0,686	1,325	1.721	2.080	2,518	2.831
22	0,686	1,321	1.717	2.074	2,508	2.829
23	0,685	1,319	1.714	2.069	2,500	2.807
24	0,685	1,318	1.711	2.064	2,492	2.797
25	0,684	1,316	1.708	2.060	2,485	2.787
26	0,684	1,315	1.706	2.056	2,479	2.7798
27	0,684	1,314	1.703	2.052	2,473	2.771
28	0,683	1,313	1.701	2.048	2,467	2.763
29	0,683	1,311	1.699	2.045	2,462	2.756
30	0,683	1,310	1.697	2.042	2,457	2.750
40	0,681	1,303	1.684	2.021	2,423	2.704
60	0,679	1,296	1.671	2.000	2,390	2.660
120	0,677	1,289	1.658	1.980	2,358	2.617

Appendix 9. Documentation

The Picture of Pre-Test

The Picture of Treatment

The Picture of Post-Test
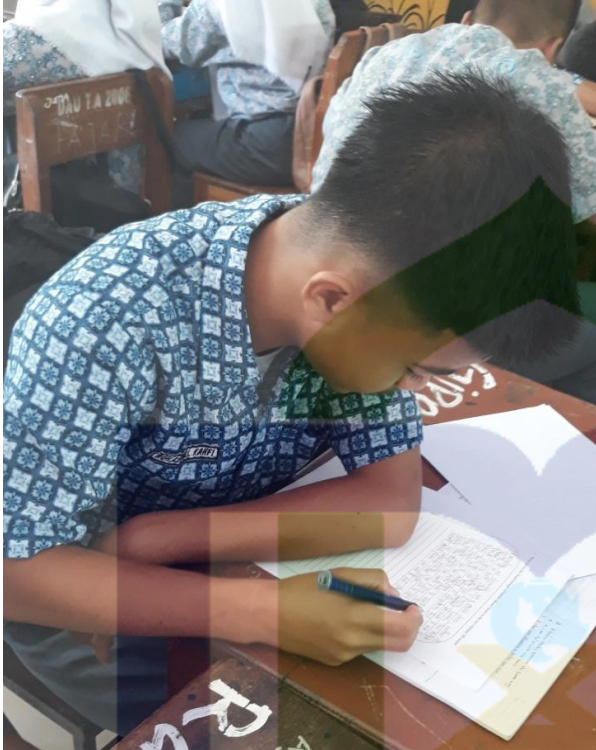
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor   : B.1864 /In.39.5.1/PP.00.9/10/2019
Lampiran   : 1 Bundel Proposal Penelitian
H a l   : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Dinas Pendidikan Provinsi Sulawesi Selatan
C.q. Kepala UPT Dinas Pendidikan Wilayah X
Di,-

    Kabupaten Pinrang

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Riska Pratiwi
Tempat/Tgl. Lahir	: Pinrang, 09 Januari 1998
NIM	: 15.1300.036
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: Sekkang Rubae, Kel. Bentengnge, Kec. Watang Sawitto
	Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah KABUPATEN PINRANG dalam rangka penyusunan skripsi yang berjudul :

"Increasing Students' Writing On Analytical Exposition Text Through Collaborative Strategy At SMA Negeri 7 Pinrang"

Pelaksanaan penelitian ini direncanakan pada bulan Oktober sampai selesai.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

18 Oktober 2019

Wakil Dekan I,

Herdah

Tembusan :

1. Rektor IAIN Parepare

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
CABANG DINAS PENDIDIKAN WILAYAH X
(Kab. Pinrang, Enrekang, Tana Toraja)
Jl. Basuki Rahmat No.32, Watang Sawitto, Pinrang, Kode Pos 91213

SURAT IZIN PENELITIAN
Nomor : 867/ 1.035 -CD.WIL.X/DISDIK
Tangal : 22 Oktober 2019

Berdasarkan Surat Institut Agama Islam Negeri Parepare Fakultas Tarbiyah Nomor : B.1864/In.39.5.1/PP.00.9/10/2019 tanggal 18 Oktober 2019 perihal Permohonan Rekomendasi Izin Penelitian, maka Kepala Cabang Dinas Pendidikan Wilayah X memberikan izin penelitian kepada :

Nama	:	**RISKA PRATIWI**
Nomor Induk Mahasiswa	:	15.1300.036
Jurusan	:	Tarbiyah
Jenjang/Program Studi	:	S.1 / Pendidikan Bahasa Inggris
Lokasi Penelitian	:	UPT SMAN 7 Pinrang
Judul	:	

"Increasing Students' Writing On Analytical Exposition Text Through Collaborative Strategy At SMA Negeri 7 Pinrang"

Dengan Ketentuan   :

1. Mendapat Persetujuan Kepala Sekolah;
2. Tidak mengganggu proses belajar mengajar;
3. Pengambilan data penelitian berlaku maksimal 3 bulan sejak tanggal surat ini diterbitkan.

Demikian surat rekomendasi ini diberikan, untuk dipergunakan sebagaimana mestinya.

Kepala Cabang Dinas Pendidikan Wilayah X,

BAHARUDDIN ISKANDAR, S.Pd. M.Pd
NIP. 19750604 200502 1 004

Tembusan:
1. Kepala Dinas Pendidikan Prov.SulSel (sebagai Laporan)
2. Pertinggal

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
CABANG DINAS PENDIDIKAN WILAYAH X
UPT SMAN 7 PINRANG
Alamat: Jln. Poros Pinrang Pare Km.8, Bua, Kec. Mattirobulu, Kab. Pinrang
Kode Pos: 91271, Email: sman7pinrang@gmail.com/sman7pinrang@yahoo.com

SURAT KETERANGAN PENELITIAN
No: 421.3 / 186 - UPT SMA.7/ PRG/ DISDIK

Yang bertandatangan di bawah ini Kepala UPT SMAN 7 Pinrang menerangkan bahwa :

N A M A	:	**RISKA PRATIWI**
N I M	:	**15.1300.036**
JENIS KELAMIN	:	**PEREMPUAN**
PROGRAM STUDI	:	**PENDIDIKAN BAHASA INGGRIS**

Benar telah melakukan penelitian dengan judul : *"Increasing Students' Writing On Analytical Exposition Text Through Collaborative Strategy At SMA Negeri 7 Pinrang"* yang pelaksanaannya dari tanggal 24 Oktober s/d 27 November 2019.

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

Pinrang, 27 November 2019
Kepala UPT SMAN 7 Pinrang

Drs. IkHWAN MATU, M.Pd.
NIP. 19671231 199602 1 002

CURRICULUM VITAE

T[...] January 9nd, 1998 in Pinrang. She is the third child from f[...] brother. Her father name is Nurdin and her mother name i[...] ucational background began 2004 in SDN 22, Kec Watang S[...] g[...] continued her study at SMPN 1 Pinrang, Kec. Watang S[...] graduated on 2012. She registered in Vocational High School (SMKN 1 Pinrang) Kab. Pinrang and graduated on 2015. She continued her education at English Program Tarbiyah Faculty State Islamic Institute (IAIN) Parepare and took English as her major. Finally, she graduated her study at State Islamic Institute (IAIN) Parepare and has gotten S1 degree in English program Tarbiyah Faculty State Islamic Institute (IAIN) Parepare of on 2020. With the title of her skripsi ''Increasing Students' Writing on Analytical Exposition Text Through Collaborative Writing Strategy At SMA Negeri 7 Pinrang.