

**THE INFLUENCE OF BUZZ GROUP TECHNIQUE TOWARDS THE
STUDENTS' WRITING ABILITY OF ANALYTICAL EXPOSITION TEXT AT
THE SECOND SEMESTER OF THE ELEVENTH GRADE STUDENTS OF
SMAN 7 BANDAR LAMPUNG ACADEMIC YEAR 2022 / 2023**

**An Undergraduate Thesis
Submitted as a Partial Fulfillment of
The Requirements for S-1 Degree**



**By :
SELVIA MARETHA
1711040148**

**Studi Progra :English Education
Advisor :Yulan Puspita ini, S.S., MA
Co-Advisor :Irawansyah, M.Pd**

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2023
ABSTRACT**

Writing is one of the most useful English abilities that EFL students in Indonesia should learn for written communication and academic writing objectives, such as letters, papers, essays, articles, project reports, journals, theses, and so on. The objective of this research is to find out the influence of buzz group technique towards the writing ability of analytical exposition text at the eleventh grade students of SMA Negeri 7 Bandar Lampung.

In the attempt of answering the research question of the research, this quantitative research applied the experimental design. Further, one groups pretest-posttest design was applied. In this research, pretest was conducted as the initial activity of the research to get the data of the students' writing ability of analytical exposition text. After the pretest, the treatment was conducted. In this research, the treatment applied was the use of buzz group technique. The last activity then was the posttest.

The result revealed that buzz group technique had a considerable impact on the pupils' speaking abilities, according to the data analysis results. It is evident from the pre-test and post-test results, which were taken before and after the treatment, respectively. The results of the t-test, which was used to determine the significance of the differences between the pre- and post-tests, further revealed that this strategy had a substantial impact on the students' writing ability in analytical exposition text both before and after the treatment. Thus, it can finally be concluded that buzz group technique give significant influence towards the the writing ability of analytical exposition text at the eleventh grade students of SMAN 7 Bandar Lampung.

Key words: analytical exposition text, buzz group technique, writing,

DECLARATION

I hereby declared that this thesis entitled "THE INFLUENCE OF BUZZ GROUP TECHNIQUE TOWARDS THE WRITING ABILITY OF ANALYTICAL EXPOSITION TEXT AT THE ELEVENTH GRADE STUDENTS OF SMAN 7 BANDAR LAMPUNG" is entirely my own work and based on research. I also declare that all materials and source consulted in the preparation of this thesis, such as from books, journals, articles and other types of documents related to this research, which are properly recognized in footnotes and bibliographies.

Bandar Lampung, June 2023

Declared by



SELVIA MARETHA
1711040148



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Let. kol. H. Endro Suratnin Sukarame Bandar Lampung Telp. (0721)703260

ADMISSION LETTER

This thesis entitled "THE INFLUENCE OF BUZZ GROUP TECHNIQUE TOWARDS THE STUDENTS' WRITING ABILITY OF ANALYTICAL EXPOSITION TEXT AT THE SECOND SEMESTER OF THE ELEVENTH GRADE STUDENTS' OF SMAN 7 BANDAR LAMPUNG ACADEMIC YEAR 2022/2023", Written By : Selvia Maretha, NPM: 711040148, Study Program: English Education, has been successfully defended at the Thesis Defense of the Faculty of Tarbiyah and Teacher Training, Raden Intan State Islamic University, Lampung. The thesis defense was held on Tuesday, June 27th, 2023.

Board of Examiners:

The Chairperson	: Dr. Oki Dermawan, M.Pd	(.....)
The Secretary	: Sri Sucl Suryawati, M.Pd	(.....)
Primary Examiner	: Dewi Kurniawati, M.Pd	(.....)
The First Co- Examiner	: Yulan Puspita Rini, S.S., MA	(.....)
The Second Co- Examiner	: Irawansyah, M.Pd	(.....)

The Dean of
Tarbiyah and Teacher Training Faculty



Prof. Dr. H. Nur Dhuha, M.Pd.

081988032002



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UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Let. Kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

APPROVAL LETTER

Title : "THE INFLUENCE OF BUZZ GROUP TECHNIQUE TOWARDS
THE STUDENTS' WRITING ABILITY OF ANALYTICAL
EXPOSITION TEXT AT THE SECOND SEMESTER OF THE
ELEVENTH GRADE STUDENTS' OF SMAN 7 BANDAR
LAMPUNG ACADEMIC YEAR 2022/2023"

Name : Selvia Maretha

Student's Number : 1711040148

Study Program : English Education

Faculty : Tarbiyah and Teacher Training

has been APPROVED

To be defended at the Thesis Defense of the Faculty of Tarbiyah and Teacher Training,
Raden Intan State Islamic University of Lampung

Advisor,

Yulan Puspita Rini, S.S., MA
NIP.198607112015032003

Co-Advisor,

Irawansyah, M.Pd
NIP.-

The Dean of
English Education Study Program

Dr. Moh. Muhassin, M.Hum
NIP. 197708182008011012

MO T T O

وَقَالُوا أَحْسَبُنَا اللَّهُ وَنِعْمَ الْوَكِيلُ

Allah is sufficient to be our helper and Allah is the best of Protectors.

(Q.S Ali Imran: 173)¹

¹ Tafsir Al- Quran and Hadist, <https://tafsir.learn-quran.co/id/surat-2-ali-Imron/ayat-173>

DEDICATION

In the name of Allah SWT, since this thesis can only be finished with Allah's grace, I dedicate this thesis to the following people and things out of an immense sense of gratitude for:

1. The greatest support in my life, my beloved parents, Mr. Bakrie and Mrs. Jadiro
2. My beloved brothers and sisters
3. My beloved almamater UIN Raden Intan Lampung.

CURICULUMVITAE

On March 17th, 1999, the author, selvia maretha, a female, was born in Purajaya, Kebun Tebu region, West Lampung, as the youngest of six in the family to Mr. Bakrie and Mrs. Jadiro, who were living at Jl. Raya Bungin, Tugu Soekarno, Cipta Agung, RT 001/005 Desa Purajaya, Kec. Kebun Tebu, Kab. Lampung Barat.

The author's educational background began in kindergarten, specifically TK Dharma Wanita, and ended in 2005. The author then went on to finish 2011 by enrolling at Elementary School SDN 1 Purajaya. Additionally, the author continued his research to earn SMPN 1 Kebun Tebu, which she earned in 2014, and SMAN 1 Kebun Tebu, which he completed in 2017. After receiving the diplomas,. The author continued to take classes and was accepted by a state institution at the Raden Intan State Islamic University, Lampung, Faculty of Tarbiyah and Teacher Training, Department of Islamic Education (English Education) class D of 2017.

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Finally, it has to be admitted that nobody is perfect and researcher is fully aware that there are still many weakness in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the reader generally, especially for those who are involved in English teaching profession.

Bandar Lampung, June 2023
The Researcher,



Selvia Maretha
NPM.1711040148

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CHAPTER I

INTRODUCTION

A. Title Confirmation

To begin with, it is necessary to define the terms associated with the proposal's title as a first step in gaining an understanding in order to make the process of writing this undergraduate thesis proposal entitled “The Influence of Buzz Group Technique Towards the Writing Ability of Analytical Exposition Text at the Eleventh Grade Students of SMAN 7 Bandar Lampung” easier. The definitions are as follows:

1. The Influence

The ability or power of people or objects to exert pressure on or cause effects on other people's actions, behavior, opinions, and so on is known as an influence. In other terms, it is the ability to influence or transform someone or something without explicitly pushing them to change.

2. Buzz Group Technique

A teaching technique involves group discussion that formed spontaneously in short time to discuss the topic given by the teacher. So that, no one student in the class think slowly and they can also generate their ideas.

3. Students' Writing Ability

Writing ability is defined as the creation of original text using the individual and linguistic resources, rather than copying someone else's text, using prepared list of words to create sentences or stories, filling in the blank or practicing handwriting.

4. Analytical Exposition Text

Analytical exposition text is a text which tells the readers about something should be done or not. Its purpose is to convince the readers about something by providing some arguments. Analytical exposition paragraph is used to engage the students to discuss reasons for writing. The readers are expected to agree towards the writer's arguments.

B. Background of Problem

Writing is one of the most useful English abilities that EFL students in Indonesia should learn for written communication and academic writing objectives, such as letters, papers, essays, articles, project reports, journals, theses, and so on. Fareed, Ashraf and Bilal stated that writing is an important part of language creation that is utilized for global knowledge mediation.²The objective of writing is to convey one's ideas to the world. The process, before those ideas can reach the goals, however, is long and considered complicated. Fareed, Ashraf and Bilal further claimed that writing is the skill that can be considered challenging, particularly for the students of EFL.³It is a common image that writing is one of the most complicated tasks to do. Writing requires many steps, from getting the idea, organizing the ideas into sentences, revising the sentences and reshaping it into a good piece of work. This process, for most students is considered difficult, not to mention the other aspects of writing like cohesion, coherent and grammar as the backbone of a good writing.

In the world of writing, particularly in English language writing, it has been widely known that the use of correct grammar is very important. Accurate grammar is important not merely to achieve the better understanding from a piece of writing but also to gain trust and better image of that piece of writing itself. An outstanding grammar skill will set to the professional image of a piece of writing. On the contrary, a poor skill of grammar will lead to the low credibility and image of a piece of writing. In addition, the use of correct grammar not only will accommodate for the better understanding and more effective communication, but also will help to avoid embarrassment.

Accurate grammar is an indicator that the writer possesses the certain level of education and understands well the

² Fareed, Muhammad., Ashraf, Almas., Bilal, Muhammad. "EFL Students Writing Skills: Problems, Factors and Suggestions". *Journal of Education and Social Science*. (2016)

³ *ibid*

mechanism of the target language. Academically, the grammar accuracy has become essentially crucial even more. Djwandono stated that even though grammar might not be the most important issue in academic writing, a draft of proposal that display some amount of grammatical mistakes will likely to be rejected instantly regardless the importance content it might carry⁴.

Nonetheless, producing a piece of writing with the precise grammatical rules and mechanism is evidently not a simple process. Karyuatri stated that writers, especially students, found a great deal of difficulties when it comes to grammar rules and mechanism. Students were simply discouraged and lost their motivation in writing when they encountered grammatical problems⁵. Further, according to Muayad, students' errors in grammatical rules were commonly sourced from the errors of verbs and tenses⁶. In addition, Alakeeli also suggested that writing then becomes difficult task to do since students have got to deal with grammatical rules, which the errors occurred were the result of the poor knowledge of grammar and lexis⁷.

The issue of grammar has been widely known to be experienced by the students when they are writing. Ariyanti and Fitriana stated that the poor quality of students' writing is mainly caused by their grammatical difficulties followed by cohesion and coherence.⁸ In addition, Yulansari stated that over the thirty five students' result of writing, around sixty two percent of them had difficulties in grammatical rules.⁹ Furthermore Fatsah, Ashrafiany

⁴ Djwandono, Patritius Istiarti. *The Importance of Grammar and how to Learn Grammar*. (Malang, 2016)

⁵ Karyuatri, et al. "Grammarly as a Tool to Improve Students' Writing Quality". *Jurnal Science Social and Humaniora*.(2018).

⁶ Muayad, Aws. "Difficulties in Learning Grammar".(2018)

⁷ Alakeeli, Fakhri. *Examining Lexical and Grammatical Difficulties Encountered by Iraqi Students in Learning English as a Foreign Language*. (St. Clement University, 2013)

⁸ Ariyanti, A and Fitriana, Rinda. "EFL Students Difficulties and Needs in Academic writing". *Advances in Social Sciences, Humanities Research*. (2017)

⁹ Yulansari, Retno. "An Analysis of the Third Year Students' Difficulties in Writing Argumentative Essay at English Departement of Bung Hatta University". *Vivid: Journal of Language and Literature*. (2019).

and Basalamah claimed that grammar and vocabularies are among the problems that the college students faced in writing, especially on the stage of pre-drafting stage. Moreover, in the stage of organizing the essay they also faced many problems that were caused by the lack of grammar and vocabulary.¹⁰

The similar condition also emerged to the students of SMAN 7 Bandar Lampung. The preliminary research that was conducted by the writer revealed that writing has become one of the serious issue for the students. Based on the interview with one of the English teacher, Ms. Rima Roy Litha, S.Pd. conducted on June 8th 2022, she revealed that writing has been the difficult skill after speaking, both for students to learn and the teacher to teach due to its complexities of the components. She added that regarding the writing achievement, most of the students were still underachievers, whose score were still belom the minum criteria (KKM). As it has been informed by the teacher that the minimum criteria skor for the students is 75. The following table presents the score of writing of the eleventh grade students of SMAN 7 Bandar Lampung.

Table 1.1
The Students' Writing Score at the Eleventh Grade of SMAN 7 Bandar Lampung First Semester of Academic year 2022/2023

Score	Classes										Tota l	%	
	1	2	3	4	5	6	7	8	9	10			
91 – 100	0	0	0	0	0	0	0	0	0	0	0	0	0%
81 – 90	10	6	6	7	5	7	6	5	4	4	60	17%	
76 – 80	12	10	8	9	9	9	8	8	8	8	89	26%	
71 – 75	6	6	8	8	9	7	7	5	6	5	67	19%	
< 75	7	12	12	11	12	11	13	16	17	17	128	37%	

¹⁰Fatsah, Hasanuddin., Ashrafiyany., Basalama, Nonny. “The Students’ Difficulties in Writing an Essay”. *LINGUA: Jurnal Pendidikan Bahasa*. (2020)

Source: Teacher Score Recapitulation of Writing

From the table it can be seen that the number of students who still got below criteria of the score was 128 students or 37% of all. The teacher also informed that the students had some challenges when creating an analytical exposition piece. The students lacked creative ideas. Additionally, they had no idea how to translate their thoughts into words. Even so, they had no idea what they would write. Additionally, even though they had ideas, it was difficult for them to develop them into paragraph-like structures.

Considering the evidences that are previously described the need of solution for the students' problems when writing has become more important than ever. As a matter of a fact, the issue of writing has found its own solution. There are a variety of approaches to generate ideas (the majority of which include collaboration to make the process more pleasurable and fruitful). The buzz group is one of them. This suggests that this technique can be utilized to teach writing, particularly in terms of generating student ideas. In addition, buzz groups, according to Barkley, are an excellent way to acquire information and ideas in a short amount of time. It is quite beneficial to engage students and foster positive interactions among them. The pupils are not perplexed when it comes to coming up with ideas because they are part of a group that may discuss their ideas with one another.¹¹

The researcher employed the buzz group technique to stimulate students in this case; using the buzz group technique, we can free students to produce their own ideas. Students, according to Harmer, require time to form ideas and plan what they will write. This is especially true for more formal writing tasks such as

¹¹Barkley, Elizabeth F. (2012). Collaborative Learning Techniques. Bandung: Penerbit Nusa Media,

narrative writing, discursive writing, report writing, formal letter writing, and so on.¹²

Based on the background previously explained, this research was conducted to find out whether this technique can also be applied for the eleventh grade students of SMAN 7 Bandar Lampung. It would be valuable for the language learners, especially for those who struggle with the writing when they want to write a piece of writing, that there is an effective technique that can foster them to enhance their writing quality.

C. Identification of the Problem

Based on the previous explanation of the background, the identification of the problems are formulated as follows:

1. The eleventh grade students of SMAN 7 Bandar Lampung students find writing as one of difficult skill
2. The need of technique to teach writing is crucial

D. Formulation of the Problem

In accordance to the identification of the problems, the formulations of the problems of the research is as follows:

1. Is there any significant influence of employing the buzz group technique toward the students' writing ability in analytical exposition text at the second semester of eleventh grade students of SMAN 7 Bandar Lampung.

E. Objective of the Research

Based on the formulation of the problem, the objectives of this research is to find out the significant influence of employing the buzz group technique toward the students' writing ability in analytical exposition text at the eleventh grade students of SMAN 7 Bandar Lampung.

¹² Harmer, Jeremy. (2007). *How to Teach English*. Eddinbrugh: Pearson Education Limited.

F. Significance of the Research

This research was carried out with a number of goals, all of which are intended to contribute to various areas. The followings are the contributions:

1. Theoretical Contribution

This research is expected to offer information, reference and knowledge regarding the employment of buzz group technique toward the students' writing ability in analytical exposition text at the eleventh grade students of SMAN 7 Bandar Lampung.

2. Practical Contribution

This research is intended to add the understanding of the employment of buzz group technique in writing analytical exposition text:

a. For students

The findings of this research would be beneficial to inform the students about the technique that can foster them in writing analytical exposition text and at the same time to provide them the enjoyable technique in learning English, particularly learning about analytical exposition text.

b. For teachers

This research would be beneficial to inform the teachers that there is an alternative technique which can provide the students enjoyable situation for learning that can be applied in teaching writing analytical exposition text.

c. For other researchers

This research would be beneficial to inform another researcher about the use of the buzz group technique in writing analytical exposition text and further to conduct the regarding research with more thorough data.

G. Previous Studies

Several studies have been conducted in order to figure it out the influence of buzz group technique in enhancing the EFL students' academic writing quality. To begin with is the research

conducted by Larasanti and Marlina.¹³ The research was conducted by dividing the students into some small groups to discuss a topic in 15-20 minutes. After that, the group's members will select a leader, a note taker and a time keeper in order to make the group successful. Then those collected ideas will be strengthened in the large discussion. Buzz group technique is very useful to help the students in finding ideas at the beginning of writing activity. It also makes the students actively participate in the learning process and build a positive interaction among the students. Even, the students will be more confident to express their points of view through the discussion. Therefore, buzz group technique can be an alternative technique for the English teachers to teach writing analytical exposition text.

The second is the research conducted by Ihsan.¹⁴ The aims of this research was to know to what extent using Buzz Group Technique can improve students' vocabulary mastery, to explain factors that influenced students' vocabulary mastery through buzz group technique. Research findings shown that the use of buzz group technique could improve the students' vocabulary mastery. After implementing the action, the class situation became more active and enthusiastic. The students focused on the material which was used through topic given and the activities in the classroom tend to give students with the kind of realcommunication situation. Moreover, there were some factors influenced the change of students' vocabulary mastery by sharing their exploring idea while the buzz group taking place as follows: (a) during buzz situation in class activity, students could be more relaxed in exchanging their knowledge (b) buzz group make them easier to do peer correction about spelling a new word. They were enthusiastic to perform the

¹³ Larasanti, Selvie and Marlina, Leni. (2019). Using Buzz Group Technique in Teaching Writing Analytical Exposition Text for EFL Students at Senior High Schools. *Journal of English Language Teaching*.

¹⁴ Ihsan, Rodiyal. (2019). The Implementation of Buzz Group Technique to Improve Students' vocabulary Mastery. *Jurnal Penelitian dan Kajian Ilmiah Menara Ilmu Vol 13 No 7*.

result of discussion in front of class (c) buzz group help them to explore words based on the topic given. The result of the research implies that English teachers necessary to choose the appropriate technique in teaching vocabulary. The appropriate technique to teaching vocabulary is buzz group technique.

All researches described previously similarly stated that buzz group technique brings positive effect to the students writing, not only in the process but also to the result. The employment of buzz group technique is believed can foster the students in solving their writing problem and simultaneously, positively affected their writing quality. This research, similarly, also applied the buzz group technique in writing. However, the material selected was the analytical exposition text based on the syllabus of SMA, to find out if this technique also can be applied to the eleventh grade students of SMAN 7 Bandar Lampung.

H. The Systematic of Discussion

This research displayed the discussion in several chapters. The chapters explained and described particular topics. The systematic discussions are as follows:

1. Chapter I presented the introduction, which consisted of title confirmation, background of the research, identification of the problem, formulation of the problem, the objectives of research, significant of research, previous related studies and systematic discussion.
2. Chapter II contained a literature review of several theories and references that form the basis for supporting studies and also the hypothesis. In this research, chapter II presented the theories of writing, and buzz group technique. Further, the proposed hypothesis is also presented in this chapter.
3. Chapter III presented the research methodology. This chapter presented the time and place of the research, the design of the research, population and data collecting technique, the definition of operational variables, the instrument of the

research, the validity and reliability of the research and the hypothesis testing.

4. Chapter IV presented research data and research findings. This chapter presented all the data obtained along with the result of the discussion of the data analysis with the interpretation of the data.
5. Chapter V presented the conclusion and suggestion of the research. This chapter presented what can be concluded from the result of the research and provides suggestion related to the conclusion.

CHAPTER II

LITERATURE REVIEW & HYPOTHESIS

A. Literature Review

1. Definition of Writing

There are so many definition of writing according to experts. Writing is a process to expressed an opinion, the idea, understanding, and knowledge. Writing, according to Harmer, is described as an action that includes the process of writing. In the 'real world,' this usually entails preparing what we will write, composing it, evaluating and revising it, and then creating a final (and satisfying) edition.¹⁵ Hyland, on the other hand stated that writing is a cohesive arrangement of words, phrases, and sentences, structured according to a system of rules, as marks on a paper or on a screen. This method of thinking about L2 writing emphasizes writing as a product and supports an emphasis on formal text units or grammatical characteristics of texts.¹⁶

Hyland elaborated further that writing incorporates linguistic knowledge as well as the word choices, syntactic patterns, and cohesive techniques that make up the fundamental components of texts. Writing is essentially viewed as a product created by a writer's mastery of grammatical and lexical knowledge. Writing is viewed as an extension of grammar, serving as a way of reinforcing language patterns through habit development and assessing learners' capacity to construct well-formed sentences. Others see writing as a complex structure that can only be acquired via the development of lexis and grammatical skills. Writing is a method of communicating personal meanings, and writing classes stress the individual's ability to form his or her own opinions on a subject. Writing is

¹⁵Harmer, Jeremy. *How to Teach English*. (England: Pearson Education Limited, 2007)

¹⁶Hyland, Ken. *Second Language Writing*. (London: Cambridge University Press, 2003)

a deliberate and conversational action in which the writer reacts to other people and texts.

Writing, on the other hand, is a process, not a result, according to Clark. This focus in writing as a process led to the creation of a variety of process-oriented approaches and techniques, including staged writing, conferencing, innovation tactics, and revision, all of which are today regarded fundamental components of writing.¹⁷ The phases of writing are occasionally referred to as "planning, drafting, and editing," although they are more commonly referred to as "prewriting, writing, and rewriting" nowadays.

According to Kellogg, the linguistic system is not the only thing that goes into writing an extended text at an advanced level. It also provides considerable hurdles to our cognitive systems in terms of memory and reasoning. Indeed, authors may apply almost everything they've learned and stored in long-term memory to good use. However, they can only do so if their knowledge is readily available, either through rapid retrieval from long-term memory or active maintenance in short-term working memory.¹⁸

Writing, according to Oshima and Hogue, is a process that involves creating, organizing, writing, and polishing. In other words, the authors generate ideas in the first phase. After that, they arrange the concepts and write a preliminary text. The authors refine your rough manuscript in the last phase by editing and making changes. Writing is a combination of the cerebral activity of coming up with ideas to help the reader understand the writing and the physical process of committing thoughts to a particular medium. Writing is sometimes referred

¹⁷ Clark, Irene L. *Concept in Composition: Theory and Practice in the Teaching of Writing*. (New York: Routledge, 2011)

¹⁸R.T.Kellogg, "Training writing skills: A Cognitive Developmental Perspective". *Journal of Writing Research* Vol.1 No.1 (2008): 1-26. <https://www.jowr.org/index.php/jowr/article/view/759>

to as the creating, planning, writing, and polishing processes. Someone can communicate thoughts and feelings through writing. The readers can also get information from it.

As the summing up from the previous definitions, writing can be referred to as the process of integrating the knowledge of grammatical and lexical and as well as the word choices, syntactic patterns and cohesive technique for the objective of communicating personal meanings, opinions that going through the processes of planning, drafting and editing.

2. Component of Writing

In writing related to the assessment, there are several aspects that should be considered to produce a good piece of writing. Nunan proposed three aspects that writers must take into account for their writing; content, organization and grammar.

a) Content

According to Nunan, content in writing regards to the development of ideas while organization regards to the structure of the writing.

b) Organization

It is how the writers organize the introduction, body and conclusion in their writing. It also regards to transitions employed between paragraphs that will make the writing meaningful.

c) Grammar

Grammar in a piece of writing regards to accurate sentence patterns that will lead to understanding.

In general, students should concentrate on particular areas of writing since mastering the talent may be accomplished by following certain features. Content, organization, vocabulary, grammar, and mechanics are the five aspects. According to Jacobs in Yuliana et al, there are five

aspects to writing:¹⁹

a) Content

The experience of the core concept (unity), i.e., groupings of connected assertions that a researcher presents as a unit in developing a subject, is referred to as content. Instead of fulfilling the unique functions of transition, restatement, and emphasis, content paragraphs conduct the task of expressing ideas.

b) Organization

It refers to the content's logical organization (coherence). It is no more than a disorganized attempt to stitch together a mixture of facts and thoughts. Even in early versions, it may still be looking for order, attempting to discern patterns in its content and attempting to align the specifics of his topic with a still-developing sense of purpose.

c) Vocabulary

When it comes to teaching a language, vocabulary is crucial. The choosing of words that are appropriate for the subject is referred to as vocabulary. It starts with the notion that the researcher wishes to explain his or her thoughts as plainly and directly as possible. As a general rule, his/her primary goal should be clarity.

d) Grammar

The grammar of a language is a description of how it functions. Without understanding of grammar, a researcher's language will be incomprehensible to a wide range of readers in many situations.

e) Mechanic

Mechanic refers to the usage of traditional language graphics, such as the procedure of organizing letters, words, and paragraphs utilizing structural knowledge and other related concepts. We must pay close attention to the usage

¹⁹DianYuliana et.al., "English Writing Skill Analysis of First Year Indonesian Tertiary Student". *Jurnal Pendidikan Bahasa dan Sastra* Vol.16 No.1 (2016): 43-57. https://ejournal.upi.edu/index.php/BS_JPBSP/article/view/3061/2090

of punctuation and the placement of words in sentences.

From the previous explanation of component of writing, it can be said that a good piece of writing should consider those five components; it should be united in content, coherence in organization, using the appropriate vocabulary based on the topic, use the correct grammar and pay a close attention to punctuation.

3. Aspects of Writing

Writing teaching needs to include all aspects of writing; learning to write involves more than just composing and editing. English as a Second Language/English as a Foreign Language students need to have five types of writing aspects, according to Hyland: process, system, content, genre, and context knowledge.

a) Process

Process (meta-cognitive) knowledge is crucial for triggering students' meta-cognition, which becomes the main focus of writing assignments. It is also regarded as a crucial element of self-controlled writing. The students' understanding of process writing enables them to plan and finish a writing assignment. The students' metacognitive knowledge aids in thinking about the topic and text type, the planning and writing process, and the approaches taken to finish the assignment while they are writing. Diverse activities and writing quality are reflected in distinct metacognitive knowledge degrees. In fact, the low writing score was influenced by a lack of metacognitive understanding. Additionally, it was discovered that students' writing scores may be predicted by their knowledge of the in-depth writing process.

b) System

This information relates to the standards for language, grammar, and writing mechanics when producing academic texts. In grading compositions, these three elements are

regarded as essential. Both holistic and analytical scoring methods are used to evaluate writing, and both of these methods are incorporated in each scoring rubric for writing. Writing had the biggest impact on vocabulary knowledge, and there is a strong positive association between vocabulary knowledge and language skills. Since ideas or messages cannot be expressed in a single word but rather in grammatical sentences that show relationships between constituent clauses containing those single words, the level of grammar knowledge also affects the quality of writing. Writing quality is positively correlated with students' syntactic knowledge, specific grammatical structures in terms of tenses, error correction and language analytic ability, Grammar Judgment Tests (GJTs), and interpretation of ungrammatical phrases. Additionally, both explicit and implicit grammatical skills are strongly related to the caliber of writing. In addition, the syntactic errors made by L2 learners are strongly correlated with their exposure to writing and year level. The investigations showed that system knowledge significantly influences the caliber of writing.

c) Content

Content is the third component of writing knowledge. It alludes to subjects or ideas that teachers want their students to write about. It is crucial for turning a paragraph into a whole thought. Students plan before writing when they have a solid understanding of the subject. The organization and translation of thoughts into text, as well as the caliber of the writing, are influenced by how well the students comprehend the subject or issue of the writing assignment. He continues by saying that students' awareness of revision during the writing process is influenced by how familiar they are with the issue. A favorable relationship between the subject matter or theme and writing caliber. If the students are aware of the problem, they may be more aware

of the need to edit the text.

d) Genre and e) context

Genre and context, the latter two aspects, are interconnected. According to their communicative intent, or context, texts are categorized by genre. In this instance, the genre creates the situation's background so that students can choose their position (persona), target audience, and goals prior to writing the assignment. In addition, genre creates the cultural framework by referencing the rhetorical structure of thought. The impact of genre knowledge on writing quality has been the subject of numerous research on L2 writing. The research has demonstrated that writing quality can be predicted by genre expertise. Students' writing quality was positively impacted by their understanding of the peculiarities of specific genres. The quality of students' writing across genres was favorably connected with their grammatical expertise.

4. Teaching Writing

In the process of teaching writing, there are three approaches that should be considered. Badger and White in Atikah mentioned that the product, process and genre are the approach that should be considered in teaching writing. Product approach places an emphasis on the finished piece of writing that uses correct grammar and lexical items, and teachers work with pupils to help them concentrate on language. Through planning, drafting, editing, and rewriting in a recursive manner, the process approach focuses the students on going through the steps of the writing process to develop their final product. The goal of the genre method is to enable students to become familiar with many types of literature and model its structure before beginning their own work.

In regards to instructional strategies, Farr in Atikah provides some advice and recommendations that might be used in writing classes.

a) Modelling Method

Thinking aloud can be done frequently in this method so that the students notice what the teachers are thinking when writing in the modeling writing approach, in which the teachers construct, write, and think aloud the material being studied at that particular time. The teachers are also able to describe the writing strategy they employ in this manner. Additionally, teachers can introduce the children to the language used in the text by using expressive language.

b) Shared Writing

This technique involves collaboration between the teacher and the students to produce a piece of writing, but the teacher will record it. Although they work together in this situation, the professors are not supposed to exert too much control on the students. Although sharing ideas is beneficial, students should also be given the chance to come up with their own. The professors must also demonstrate to the students how to transform their thoughts into written language.

c) Interactive Writing

With the help of the students and the teacher, the method makes it possible to jointly plan and compose the paragraphs. Farr advises teachers to engage children in two-way dialogue while crafting sentences and paragraphs, to encourage more writing, and to model writing in a way that allows for easy reading and comprehension by all students.

d) Guided Writing

Under the strict supervision and direction of the teachers, the pupils produce their own writing. In this method, it is advised that teachers use collaborative writing with a small group of students, actively evaluate the students' writing to help them develop their skills, and find out what they think about their experiences. Last but not least is the autonomous writing approach, in which the teacher will keep tabs on the

pupils' development while they create and write on their own. In this situation, the lecturers should step in as needed and be accessible, especially throughout the revision and editing processes.

5. Analytical Exposition Text

According to Knapp and Watkins a work that elaborates the author's theory on the surrounding reality is known as an analytical exposition. Examples include things, locations, or occurrences. Its social purpose is to persuade the reader that the concept is crucial. Because pure narrative merely contains the author's opinion, the text does not attempt to persuade the readers to change their beliefs. 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. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case. This type of text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc. Analytical expositions are popular among science, academic community and educated people.

There are three parts of analytical exposition text; thesis, arguments and conclusion. The explanation is as the followings:

a) Thesis

The beginning of writing an analytical exposition is with the thesis section. This section is the main topic. Thesis always starts in the first paragraph and without a clear thesis, an opinion will not be read as strong

b) Arguments

The argumentation section is where an author is free to share their thoughts on the subjects covered. An analytical exposition typically contains multiple arguments or points of view. This seeks to persuade the reader even more that the subject under discussion is crucial and merits more research. Make sure the argument is related to the earlier sentences or the thesis statement. Avoid expressing

viewpoints that are too general and will cause debates to stray from the subject at hand.

c) Conclusion

The analytical explanation ends with a summary or reiteration.

The author's perspective and viewpoint on the major subject are restated in this paragraph. Additionally, the conclusions drawn from the previously stated arguments can be included in this final paragraph. This may also seek to make it simpler for readers to comprehend the substance of the stated ideas.

Generic Features of Analytical Exposition text

- a) An analytical exposition focuses on generic human and non human participants.
 - b) It uses mental processes. It is used to state what the writer or speaker thinks or feels about something. For example: realize, feel etc.
 - c) It uses emotive and evaluative words
 - d) It often needs material processes. It is used to state what happens, e.g.has polluted... etc.
 - e) It usually uses Simple Present Tense and Present Perfect Tense.
 - f) Enumeration is sometimes necessary to show the list of given arguments: Firstly, secondly ..., Finally, etc.
6. Buzz Group Technique

In an active learning classroom, students must think, create and solve problems rather than passively listen to lecture. Active learning technique can be used to develop teaching and learning process. One of the techniques that can be applied in classroom especially writing is buzz group technique. There are the definitions of buzz group technique based an expert. According to Barkley buzz group are teams of four to six students that are formed quickly and extemporaneously to respond to course-related question. It means that buzz group is group discussion that formed spontaneously in short time to

discuss the topic given by the teacher.²⁰ So that, no one student in the class think slowly and they can also generate their ideas. Besides that Brewer said that buzz group is group discussion formed by dividing large groups into small discussion groups of 2 to 15 people who meet simultaneously for a specified time to discuss a specific question, problem or issue. It means that the group discussions consists 2 to 15 people to discuss specific question, problem or issue in specific time given by the teacher.²¹

It is very useful to make the students active in the class room. Harmer stated that buzz group is the most common collaborative model where student generate ideas, reactions, cues, or opinions quickly and informally.²² Its mean that buzz group is one of the collaborative learning technique this technique can be categorized as discussion activity that helps students in finding ideas at the beginning of writing activity. It also makes student actively participate in the learning process and build a positive interaction among the students. Further Brown says that buzz group is a simple and effective technique of involving students. The lecture sets a problem or a discussion topic and invites the students to form groups of three or four who discuss or solve the problem set. It means that the group consists three or four to give their arguments related to a topic or problem given by teacher. The technique can help students to generate their critical thinking.²³

Based on the definition of buzz group mention above, the researcher concluded that buzz group is collaborative technique consists three or four members each group and it is

²⁰Barkley, F. Elizabeth. Collaborative Learning Techniques. Bandung: Penerbit Nusa Media, 2012.

²¹Brewer, Ernest W. 13 Proven Ways To Get Your Message Across The Essential Reference For Teacher. Trainers. Presenter. And Speakers. London: Crowin press, 1997.

²² Harmer, Jeremy. How to Teach Writing. New York: Pearson Education Limited, 2004.

²³Brown, H. Douglas. Principle of Language Learning and Teaching 4th Edition. New York: Addition Wesley Longman, 2000.

flexibility based on the students in the class. The groups form quickly in short time and the teacher give the topic or theme to the students. So that, the students generate their ideas related to the topic given by the teacher. The students easy to collects information before start to write about the topic given the teacher. This technique hoped to solve the problem because usually the students get difficulties to develop their ideas in writing.

a. Preparation of Buzz group Technique

There are some preparations before applying buzz group to teach writing.

- 1) Before coming to the class, teacher has to decide what will be discussed first by the buzz group.
- 2) Make one or more directions tend to be conceptual, not factual, and it will stimulate discussing an unlimited argument.
- 3) Try to respond the questions given by students from the directions by you, to make sure that the questions can dig students" various responses.
- 4) Choose the best way to convey directions questions, such as: using worksheet, transparency screen, or whiteboard.

It means that before coming to the class the teacher should prepare the issues, theme or topic was discussed by buzz group in the class. The direction should be conceptual to stimulate their arguments. Try to respond the direction to make sure that the question can dig students. And the last the teacher should used worksheet, transparency screen, or whiteboard to choose the best technique to convey direction question.

b. Procedures of Buzz Group Technique

When the teachers want to apply buzz group to teaching, they should know the steps or the procedure to conduct it. Harmer explains that a procedure is a sequence which can be described in term such as first you do this, and

then you do that²⁴. Further, he states the procedure of teaching using buzz group technique as follows:

- 1) The leader begins by dividing the overall group into smaller groups.
- 2) These smaller buzz group should have room to sit either facing each other or in circle, which will increase the discussion.
- 3) Once the groups are formed, the teacher will introduce the topic to be discussed. The topic can be the same for all groups, or each group can have a different topic
- 4) Once the topic to be discussed is clarified and understood by each group, the groups should be asked to choose their own leader and recorders, or the teacher can appoint one for each group.
- 5) The group leader makes certain that the members of the group become acquainted with each other, leads the discussion, and tries to get all the members of the group participate.
- 6) The recorder takes notes and prepares a summary to be presented when all the group come together.
- 7) The time allowed in the buzz groups should be specified at the beginning.
- 8) While the groups are meeting, the teacher can move from group to group, listening and, raising the question to stimulate discussion or bring the discussion back on track. The teacher should be careful not to stay too long at any group so that the members will not direct their questions to him or her.
- 9) When the time has ended, the teacher discussion leader reconvenes the group into the large group and calls for the report of the buzz group recorders. After each group

²⁴Jeremy Harmer. *How to Teach English*. (England: Pearson Education Limited, 2007)

has reported, the teacher may want to open the floor to general discussion.

- 10) The group recorders may be asked to get together with members later to summarize their findings into a report on the discussed.

In addition, according to Brown and Atkins, the procedures of teaching using buzz group are as follows:²⁵

- 1) Set a question or problem to be discussed in buzz groups.
- 2) Show a video clip- with instructions on what to look for.
- 3) Demonstrate a task- with instructions on what to look for.
- 4) Set a brief multiple choices questionnaire.
- 5) Ask the students to frame questions in relation to data or to make estimates (e.g. percentages of various crimes, costs of social services range of accuracy of instruments). They can compare their ideas in buzz groups. Then show them the correct figures.
- 6) Solve a problem collectively.
- 7) Ask the students to discuss briefly (in groups of two or three) a research design or set of findings.
- 8) Ask the students to consider briefly likely advantages and disadvantages or strengths and weaknesses, of a procedure of a theory. Then outline the advantages and disadvantages so they can compare their views.

According two procedures above, on the first procedures the teacher invited recorders to report the result of discussion. It is good to report their result of discussion on the whiteboard. Meanwhile, on the first procedures the teacher never asks the students to make an outline based on their findings before the students make summarizes. Therefore, on the second procedure the teacher ask the students make an outline based on the result of discussion.

²⁵Brown, George and Atkins, Madeleine (1989). "Effective Teaching in Higher Education". *British Journal of Educational Studies*. Vol.37 No.1.

To assess students' writing ability it is good to summarize the result of discussions individually, so that the teacher can get specific score for each student.

c. Advantages of Buzz Group Technique

According to journal of English language teaching, the advantages of buzz group as follows:

- 1) The students are able to generate ideas before starting to write.
- 2) The students are energized in expressing their thoughts.
- 3) The students are better to creating a better writing text.
- 4) It creates a good interaction among the students.
- 5) The class is dominated by the students.

It means that by using buzz group technique stimulate ideas to be express and the students will not only be able to understand what they are learning but they are also able to give solution to a problem that faced by them. In addition, buzz group make use of real-life situations that necessitate communication in which the others' opinion are considered. Therefore, by using buzz group, the students can be stimulated to express idea in writing form, so they can solve their problem in writing.

d. Disadvantages of Buzz Group Technique

According to Brewer, disadvantages of Buzz Group technique are as follows:

- 1) Effectiveness of the group may be lowered by the immature behavior of a few.
- 2) It may not be effective for younger groups or groups that know each other too well to take each other's opinion seriously.
- 3) It can be time-consuming when dealing with very large groups.

From the explanation above it can be concluded that buzz group has less effective when it dealing with the large

group and has lower effective by the immature behavior of few. To solve the problems the teacher needs to make the group smaller and give students understanding that they should be discuss seriously. In addition, the group must be well prepared in order to keep the group on topic.

B. Hypotheses

Hypotheses is defined as an advance interpretation that is taken from the narrow indications that can be considered as the beginning of another exploration. In other words, it is the starting point of all research activities . Fraenkel Jack and Wallen stated that making hypothesis means that elaboration of the prognosis of one case.²⁶ It is crucial that in one research to be able to construct the clearly defined hypothesis in order to get clear view of what should be conducted in the research. Therefore, in relation to the objective of this research, the hypotheses are formulated as null hypothesis (Ho) and the alternative hypothesis (Ha). They are as follows:

Ha: Buzz group technique gives influenceinthe writing ability of analytical exposition text at the eleventh grade students of SMAN 7 Bandar Lampung.

Ho: Buzz group technique does not give influenceinthe writing ability of analytical exposition text at the eleventh grade students of SMAN 7 Bandar Lampung.

²⁶ Fraenkel, Jack R and Wallen, Norman E. *How to Design and Evaluate Research in Education*. (New York: McGraw-Hill Companies, 2009)

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APPENDICES

APPENDIX 1
PRELIMINARY RESEARCH INTERVIEW WITH THE
TEACHER

Interview was conducted at SMA Negeri 7 Bandar Lampung on March 24 , 2021. With Ms. Rima Roy Litha, S.Pd.the English teacher.

No	Question	Answer
1	How is the process of learning English so far, especially in writing?	The learning process in writing was going well, students must be given examples at the beginning, and given exercises for each implementation.
2	What are the difficulties experienced by students when learning takes place?	Difficulties often faced by students were in grammar, content and sometimes difficulties in finding the appropriate vocabulary.
3	What factors caused the difficulty to occur?	Difficulties were often caused because students do not master vocabulary and grammar in English.
4	In your opinion, what competencies should students have in the writing material?	Competencies that must be possessed, namely mastery of a lot of vocabulary, and also being able to arrange words into good sentences
5	What is the level of students' writing ability when doing practice based on writing aspects?	The level ranged from middle to low, with a few of good criteria
6	What are the reactions of the students when they	When students cannot understand the material presented, there are

	cannot understand the material that the teacher has delivered?	students who ask questions, some are directly looking for answers in the dictionary or searching the internet
7	What methods do you use when teaching?	The method used is presentation, discussion, question and answer.
8	When the test or writing practice took place, did the students score well?	A few students gained good score, most were middle, and some were low

APPENDIX 2
ENGLISH SYLLABUS OF SMAN 7 BANDAR LAMPUNG

Bahasa Inggris Umum

Satuan Pendidikan : SMA/MA

Kelas : XI (Sebelas)

Kompetensi Inti

KI-1 dan KI-2

- Menghayati dan mengamalkan ajaran agama yang dianutnya.
- Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional

KI 3

- Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI4

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

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	IPK	Penilaian	Alokasi Waktu	Sumber Belajar
Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaan.(Perhatikan unsur kebahasaan <i>should</i> , <i>can</i>)	<p>Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</p> <p>Struktur Teks Memulai Menanggapi (diharapkan/di luar dugaan)</p> <p>Unsur Kebahasaan Ungkapan yang menunjukkan saran dan tawaran, dengan modal <i>should</i> dan <i>can</i></p>	<p>Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisikan saran dan tawaran dengan ucapan dan tekanan kata yang benar</p> <p>Menanyakan hal-hal yang tidak diketahui atau yang berbeda</p> <p>Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang</p> <p>Diberikan beberapa situasi, membuat beberapa saran dan tawaran yang sesuai</p>	<ul style="list-style-type: none"> • Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran • Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks • Memahami struktur teks ungkapan memberi dan meminta informasi terkait saran dan tawaran • Memahami unsur kebahasaan dari 	Tes tertulis (uraian), Penugasan (Lembar kerja)	4 x 45'	<ul style="list-style-type: none"> ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2017 ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	IPK	Penilaian	Alokasi Waktu	Sumber Belajar
	Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i> , dsb.	secara tertulis kemudian dibacakan ke kelas Melakukan pengamatan di lingkungan sekolah dan sekitarnya untuk membuat serangkaian saran dan tawaran untuk memperbaikinya Melakukan refleksi tentang proses dan hasil belajarnya	ungkapan memberi dan meminta informasi terkait saran dan tawaran			
Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan Topik Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI		<ul style="list-style-type: none"> Menyusun saran dan tawaran lalu menyampaikannya ke teman kelas Menanggapi saran dan tawaran yang diajukan kepadanya 	Produk, Praktik (Penilaian Praktik)	4 x 45'	
Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi	Fungsi Sosial Menjaga hubungan interpersonal dengan	Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan	<ul style="list-style-type: none"> Mengidentifikasi situasi yang memunculkan pernyataan pendapat 	Tes tertulis (uraian), Penugasan	4 x 45'	

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	IPK	Penilaian	Alokasi Waktu	Sumber Belajar
transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan I think, I suppose, in my opinion)	guru, teman, dan orang lain. Struktur Teks Memulai Menanggapi (diharapkan/di luar dugaan) Unsur Kebahasaan Ungkapan menyatakan pendapat <i>I think, I suppose, in my opinion</i>	pernyataan pendapat dan pikiran Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran dan menyebutkan pernyataan yang dimaksud Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda	dan pikiran • Menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran • Memahami struktur teks dari pernyataan pendapat dan pikiran • Memahami unsur kebahasaan dari pernyataan pendapat dan pikiran	(Lembar kerja)		
Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur	Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i> , dsb. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan Topik Situasi yang	Diberikan beberapa situasi peserta didik menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas Melakukan pengamatan di lingkungan daerahnya dan sekitarnya kemudian menyatakan pendapat dan pikirannya terkait dengan	• Menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas	Produk, Praktik (Penilaian Praktik)	4 x 45'	

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	IPK	Penilaian	Alokasi Waktu	Sumber Belajar
kebahasaan yang benar dan sesuai konteks	memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang dapat menumbuhkan perilaku yang termuat di KI	upaya menjaga, memelihara dan memperbaikinya Melakukan refleksi tentang proses dan hasil belajar				
Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya	Fungsi Sosial Menjaga hubungan interpersonal dalam konteks resmi Struktur Teks Dapat mencakup: Sapaan Isi Penutup Unsur Kebahasaan	Mencermati dan menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar Mencermati beberapa undangan resmi lainnya,	<ul style="list-style-type: none"> ▶ Menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda ▶ Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar ▶ Memahami struktur 	Tes tertulis (uraian), Penugasan (Lembar kerja)	4 x 45'	

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	IPK	Penilaian	Alokasi Waktu	Sumber Belajar
<p>Teks undangan resmi</p> <p>3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja</p> <p>3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial,</p>	<p>Ungkapan dan istilah yang digunakan dalam undangan resmi</p> <p>Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p>Topik</p> <p>Acara formal yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI</p> <p>Multimedia</p>	<p>dan mengidentifikasi bagian-bagiannya serta ungkapan-ungkapan yang digunakan</p> <p>Diberikan beberapa undangan resmi yang tidak lengkap, dan kemudian melengkapinya dengan kata dan ungkapan yang sesuai</p> <p>Diberikan deskripsi tentang acara yang akan dilaksanakan, dan kemudian membuat undangan resminya</p> <p>Menempelkan undangan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</p> <p>Melakukan refleksi tentang proses dan hasil belajarnya</p>	<p>teks undangan resmi</p> <ul style="list-style-type: none"> Memahami unsur kebahasaan dari undangan resmi <ul style="list-style-type: none"> Membuat undangan resmi terkait kegiatan sekolah Menampilkan undangan dengan menempelkan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya 	<p>Produk, Praktik (Penilaian Praktik)</p>	4 x 45'	

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	IPK	Penilaian	Alokasi Waktu	Sumber Belajar
struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	Layout yang membuat tampilan teks lebih menarik.					
Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya	Fungsi Sosial Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis Struktur Teks Dapat mencakup	Membaca dua teks eksposisi analitis tentang isu-isu aktual yang berbeda. Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis satu teks lainnya Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga teks eksposisi yang dicampur aduk secara acak, untuk kemudian bekerja sama	<ul style="list-style-type: none"> • Menganalisis unsur-unsur eksposisi dari sebuah kalimat • Memahami struktur teks eksposisi analitis • Memahami unsur kebahasaan dari teks eksposisi analitis 	Tes tertulis (uraian), Penugasan (Lembar kerja)	4 x 45'	
Teks eksposisi analitis	Pendapat/pandangan Argumentasi secara analitis Kesimpulan Unsur Kebahasaan Ungkapan seperti <i>I believe, I think</i>		<ul style="list-style-type: none"> • Menemukan dan menyusun kembali teks eksposisi analitik dari kalimat yang tersusun secara acak • Membacakan teks-teks eksposisi dengan suara lantang di depan 	Produk, Praktik (Penilaian Praktik)	4 x 45'	
1.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan						

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	IPK	Penilaian	Alokasi Waktu	Sumber Belajar
<p>tulis, terkait isu aktual</p> <p>4.2 Menusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>Adverbia <i>first, second, third ...</i></p> <p>Kata sambung <i>Therefor, consequently, based on the arguments</i></p> <p>Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i></p> <p>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p>Topik</p> <p>Isu-isu aktual yang perlu dibahas yang menumbuhkan perilaku yang termuat di KI</p>	<p>mengelompokkan dan menyusun kembali menjadi tiga teks eksposisi analitis yang koheren, seperti aslinya</p> <p>Membacakan teks-teks eksposisi tsb dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar</p> <p>Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya.</p> <p>Menempatkan teks tsb di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</p> <p>Melakukan refleksi tentang proses dan hasil belajarnya</p>	<p>kelas, dengan ucapan dan tekanan kata yang benar</p> <p>• Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya</p>			
5 Menerapkan fungsi sosial,	Fungsi Sosial	Membaca dan mencermati	• Memahami struktur	Tes tertulis	4 x 45'	

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	IPK	Penilaian	Alokasi Waktu	Sumber Belajar
<p>struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan passive voice)</p> <p>Menyusun teks interaksi transaksional lisan</p>	<p>Mendeskripsikan, memaparkan secara obyektif</p> <p>Struktur Teks Memulai Menanggapi (diharapkan/di luar dugaan) Unsur Kebahasaan Kalimat deklaratif dan interogatif dalam passive voice Preposisi Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan Topik</p>	<p>beberapa deskripsi tentang produk seni budaya dari beberapa negara dengan banyak menggunakan kalimat pasif</p> <p>Membacakan deskripsi setiap produk budaya secara lisan di depan kelas secara bermakna dengan ucapan dan tekanan yang benar</p> <p>Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat berbentuk pasif, dengan grammar dan ejaan yang benar</p> <p>Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna</p>	<p>teks dalam memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah</p> <ul style="list-style-type: none"> Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah Membacakan deskripsi setiap produk budaya secara 	<p>(uraian), Penugasan (Lembar kerja)</p> <p>Produk, Praktik</p>	<p>4 x 45'</p>	

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	IPK	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Benda, binatang, tumbuh-tumbuhan, yang terkait dengan mata pelajaran lain yang menumbuhkan perilaku yang termuat di KI</p>	<p>dengan ucapan dan tekanan yang benar Melakukan refleksi tentang proses dan hasil belajarnya</p>	<p>lisan di depan kelas secara bermakna dengan ucapan dan tekanan yang benar</p> <ul style="list-style-type: none"> • Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat berbentuk pasif, dengan grammar dan ejaan yang benar • Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan yang benar • Menyusun teks interaksi transaksional 	<p>(Penilaian Praktik)</p>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	IPK	Penilaian	Alokasi Waktu	Sumber Belajar
			lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks			
5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai	Fungsi Sosial Menjalin kedekatan hubungan antar pribadi Struktur Teks Dapat mencakup	Menyimak dan menirukan guru membacakan beberapa contoh surat pribadi dengan ucapan, dan tekanan kata yang benar. Membaca dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar	<ul style="list-style-type: none"> • Mengidentifikasi ungkapan keakraban yang lazim digunakan dalam surat pribadi • Memahami struktur teks dari surat pribadi • Memahami unsur kebahasaan surat pribadi 	Tes tertulis (uraian), Penugasan (Lembar kerja)	4 x 45'	

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	IPK	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dengan konteks penggunaannya</p> <p>5 Teks surat pribadi</p> <p>5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya</p> <p>5.2 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur</p>	<p>Tempat dan tanggal</p> <p>Penerima</p> <p>Sapaan</p> <p>Isi surat</p> <p>Penutup</p> <p>Unsur Kebahasaan</p> <p>Ungkapan keakraban yang lazim digunakan dalam surat pribadi</p> <p>Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i></p> <p>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p>Topik</p> <p>Pengalaman, informasi, hal lain yang terkait dengan sekolah, rumah, dan</p>	<p>Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis dua surat pribadi lainnya</p> <p>Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga surat pribadi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga surat pribadi yang koheren, seperti aslinya</p> <p>Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan</p>	<ul style="list-style-type: none"> • Menganalisis unsur-unsur eksposisi surat pribadi • Membaca surat pribadi dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar • Mengelompokkan dan menyusun kembali tiga surat pribadi yang dicampur aduk secara acak menjadi tiga surat pribadi yang koheren, seperti aslinya • Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian 	<p>Produk, Praktik (Penilaian Praktik)</p>	<p>4 x 45'</p>	

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	IPK	Penilaian	Alokasi Waktu	Sumber Belajar
<p>kebahasaan, secara benar dan sesuai konteks</p> <p>Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>because of ...</i>, <i>due to ...</i>, <i>thanks to ...</i>)</p>	<p>masyarakat yang dapat menumbuhkan perilaku yang termuat di KI</p> <p>Fungsi Sosial Menjelaskan, memberikan alasan, mensyukuri, dsb.</p> <p>Struktur Teks Memulai Menanggapi (diharapkan/di luar dugaan) Unsur Kebahasaan Kata yang menyatakan hubungan sebab akibat: <i>because of ...</i>, <i>due to ...</i>, <i>thanks to ...</i></p>	<p>kemudian membalasnya Melakukan refleksi tentang proses dan hasil belajar</p> <p>Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataansebab akibat Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda Diberikan beberapa situasi peserta didik menulis teks</p>	<p>membalasnya</p> <ul style="list-style-type: none"> ▶ Mengidentifikasi situasi yang memunculkan pernyataan sebab akibat ▶ Menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud ▶ Memahami struktur teks dalam memberi dan meminta informasi terkait hubungan sebab 	<p>Tes tertulis (uraian), Penugasan (Lembar kerja)</p>	<p>4 x 45'</p>	

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	IPK	Penilaian	Alokasi Waktu	Sumber Belajar
	Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i> , dsb. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan	pendek yang melibatkan pemuatan sebab akibat dan kemudian dibacakan ke kelas Melakukan pengamatan di lingkungan daerahnya dan sekitarnya dan kemudian membuat beberapa pandangan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya Melakukan refleksi tentang proses dan hasil belajar	akibat <ul style="list-style-type: none"> Memahami unsur kebahasaan dari sebuah teks dalam memberi dan meminta informasi terkait hubungan sebab akibat Menulis teks pendek yang melibatkan sebab akibat dan kemudian dibacakan ke kelas Membuat beberapa pandangan dari hasil pengamatan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya 			
Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	Topik Keadaan, perbuatan, tindakan di sekolah, rumah, dan sekitarnya yang layak dibahas melalui sebab akibat yang dapat menumbuhkan perilaku yang termuat di KI.			Produk, Praktik (Penilaian Praktik)	4 x 45'	
8 Membedakan fungsi sosial,	Fungsi Sosial	Membaca beberapa teks	Mengidentifikasi	Tes tertulis	4 x 45'	

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	IPK	Penilaian	Alokasi Waktu	Sumber Belajar
<p>struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya</p>	<p>Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena</p> <p>Struktur Teks Dapat mencakup:</p> <p>fenomena identitas gejala rangkaian penjelasan</p> <p>Unsur Kebahasaan Adverbia <i>first, then, following, finally</i> Hubungan sebab-akibat (<i>if-then, so, as a consequence, since, due to, because of, thanks to</i>) Kalimat pasif, dalamtenses yang <i>present</i></p>	<p>information report terkait mata pelajaran lain di Kelas IX</p> <p>Menggunakan alat analisis, mengidentifikasi bagian-bagian struktur teks report dan mengamati cara penggunaannya, seperti yang dicontohkan</p> <p>Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda</p> <p>Mengumpulkan informasi dari berbagai sumber untuk membuat teks-teks tentang fenomena alam pendek dan sederhana.</p> <p>Menempelkan teks masing-masing di dinding kelas untuk dibaca temannya</p> <p>Mempresentasikan teksnya kepada teman-teman yang</p>	<p>persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks explanation</p> <ul style="list-style-type: none"> • Mengidentifikasi bagian-bagian struktur teks report • Memahami struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI • Memahami unsur kebahasaan dari teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial 	<p>(uraian), Penugasan (Lembar kerja)</p>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	IPK	Penilaian	Alokasi Waktu	Sumber Belajar
Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI	Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan Topik Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhkan perilaku yang termuat dalam KI	datang membaca Melakukan langkah yang sama dengan topik fenomena sosial Melakukan refleksi tentang proses dan hasil belajarnya	yang tercakup dalam mata pelajaran lain di kelas XI <ul style="list-style-type: none"> Membuat teks-teks tentang fenomena alam pendek dan sederhana Membuat teks-teks tentang fenomena sosial pendek dan sederhana Menampilkan dan mempresentasikan teksnya kepada teman-teman yang datang membaca 	Produk, Praktik (Penilaian Praktik)	4 x 45'	
Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif	Membahas hal-hal yang terkait dengan tema lagu yang liriknya akan segera dibaca Membaca dan mencermati isi lirik lagu terkait dengan	<ul style="list-style-type: none"> Mengidentifikasi fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK Mengidentifikasi 	Tes tertulis (uraian), Penugasan (Lembar kerja)	4 x 45'	

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	IPK	Penilaian	Alokasi Waktu	Sumber Belajar
<p>Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>	<p>Unsur kebahasaan Kosa kata dan tata bahasa dalam lirik lagu</p> <p>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI</p>	<p>pembahasan sebelumnya Menyimak, dan menirukan guru membaca lirik lagu secara bermakna</p> <p>Menyebutkan bagian-bagian yang terkait dengan pesan-pesan tertentu Membahas pemilihan kata tertentu terkait dengan tema lagu Melakukan refleksi tentang proses dan hasil belajarnya</p>	<p>unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p> <ul style="list-style-type: none"> • Menirukan lirik lagu secara lisan • Menyebutkan bagian-bagian yang terkait dengan pesan-pesan tertentu • Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK 	<p>Produk, Praktik (Penilaian Praktik)</p>	<p>4 x 45'</p>	

APPENDIX 3

LESSON PLAN

Nama Sekolah	:	SMA Negeri 7 B. Lampung
Mata Pelajaran	:	Bahasa Inggris
Kelas / Semester	:	XI / GENAP
Materi Pokok	:	Teks eksposisi analitis
Alokasi Waktu	:	6 x 2 JP (3x Pertemuan @90 Menit)

A. KOMPETENSI INTI

- K1 Menghayati dan mengamalkan ajaran agama yang dianutnya.
- K2 Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- K3 Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- K4 Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR & INDIKATOR PENCAPAIAN KOMPETENSI

KOMPETENSI DASAR	INDIKATOR
3.4 Membedakan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks esposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya.	3.4.1 Menganalisis (C4) informasi rinci terkait fungsi social beberapa teks esposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya.
	3.4.2 Menganalisis (C4) informasi rinci terkait unsur kebahasaan beberapa teks esposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya
	3.4.3 Menganalisis (C4) informasi rinci terkait Struktur teks beberapa teks esposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya
	3.4.4 Menganalisis (C4) informasi rinci didalam teks analytical exposition
4.4 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.4.1 Menentukan (P5) Generic structure dari teks analytical exposition tulis secara benar dan sesuai konteks.
	4.4.2 Membuat teks analytical exposition terkait isu aktual

C. TUJUAN PEMBELAJARAN

Melalui kegiatan pembelajaran dengan materi analytical exposition dengan menggunakan *Project Based Learning* dan *Buzz Group Technique* peserta didik diharapkan secara kritis mampu :

1. Menganalisis (C4) informasi rinci terkait fungsi social beberapa teks esposisi analistis lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya.
2. Menganalisis (C4) informasi rinci terkait unsur kebahasaan beberapa teks esposisi analistis lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya
3. Menganalisis (C4) informasi rinci terkait Struktur teks beberapa teks esposisi analistis lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya.
4. Menganalisis (C4) informasi rinci didalam teks analytical exposition
5. Menentukan (C5) Generic structure dari teks analytical exposition tulis secara benar dan sesuai konteks.
6. Membuat teks analytical exposition terkait isu aktual

D. MATERI PEMBELAJARAN

ANALYTICAL EXPOSITION TEXT	
Definition	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. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case. This type of text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc. Analytical expositions are popular among science, academic community and educated people
Generic Structure	<p><u>Thesis</u> The beginning of writing an analytical exposition is with the thesis section. This section is the main topic. Thesis always starts in the first paragraph and without a clear thesis, an opinion will not be read as strong</p> <p><u>Arguments</u> The argumentation section is where an author is free to share their thoughts on the subjects covered. An analytical exposition typically contains multiple arguments or points of view. This seeks to persuade the reader even more that</p>

	<p>the subject under discussion is crucial and merits more research. Make sure the argument is related to the earlier sentences or the thesis statement. Avoid expressing viewpoints that are too general and will cause debates to stray from the subject at hand.</p> <p><u>Conclusion</u> The analytical explanation ends with a summary or reiteration.</p> <p>The author's perspective and viewpoint on the major subject are restated in this paragraph. Additionally, the conclusions drawn from the previously stated arguments can be included in this final paragraph. This may also seek to make it simpler for readers to comprehend the substance of the stated ideas.</p>
Language Feature	<ul style="list-style-type: none"> • An analytical exposition focuses on generic human and non human participants. • It uses mental processes. It is used to state what the writer or speaker thinks or feels about something. For example: realize, feel etc. • It uses emotive and evaluative words • It often needs material processes. It is used to state what happens, e.g.has polluted... etc. • It usually uses Simple Present Tense and Present Perfect Tense. • Enumeration is sometimes necessary to show the list of given arguments: Firstly, secondly ..., Finally, etc.
Example	
Title	<i>Why We Shouldn't Waste Food?</i>
Thesis	Food waste is a big problem and it needs to be stopped. Food wasting is bad for the Earth and the environment, wastes money, and wastes resources. If we all work together, this problem of food wasting can be changed!
Argument 1	To start with, wasting food is bad, and destructive for the Earth's environment. When food rots with other organics in landfill, it gives off methane gas, which is 25x more powerful than carbon pollution.
Argument 2	Food waste can also cause infestation of rodents, which

Argument 3	<p>can cause disease and sickness to spread to everyone. It is also unjust that we toss out perfectly good, excess food, while people in the world are dying every second.</p> <p>Secondly, wasting food also wastes your money. Instead of throwing perfectly good food away to landfill, we should do something useful with it like giving it away to homeless people that don't have money to buy food.</p>
Conclusion	<p>We need to stop buying food we don't need and then waste. If we buy food, we must make sure we eat it! Wasting food is not sustainable for our earth, wastes our money and wastes many valuable resources.</p>

E. METODE PEMBELAJARAN

- Pendekatan : Student Centred Learning
- Model Pembelajaran : Project Based Learning
- Metode Pembelajaran : Buzz group technique

F. ALAT DAN MEDIA PEMBELAJARAN


- Media : Powerpoint dan LKPD
- Alat : Laptop, Proyektor

G. SUMBER BELAJAR


- Pathway to English for SMA/MA Grade XI : Penerbit Erlangga
-
- Video pembelajaran: <http://youtu.be/vQ3XNgoa8UB>

H. LANGKAH-LANGKAH PEMBELAJARAN

PERTEMUAN 1		
Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru menyapa peserta didik, mempersilahkan peserta didik untuk berdoa dan mengecek kehadiran peserta didik. 2. Guru mengkondisikan suasana belajar yang menyenangkan 	10 Menit

	<p>3. guru meriew materi sebelumnya kepada siswa Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.</p>	
<p>Kegiatan Inti</p>	<p>4. Peserta didik diberikan tayangan video mengenai analytical exposition. Mengenai “Why is a Healthy Breakfast the Most Important Meal of the Day?”</p>  <p>5. Peserta didik diminta memberikan pendapat mengenai video yang telah diputarkan. (Literasi)</p> <p>6. Guru bertanya jawab dengan peserta didik mengenai video. (Critical Thinking)</p> <p>7. Melalui video yang telah ditampilkan oleh guru, guru menyampaikan materi terkait fungsi social dan generic structure of Analytical Exposition Text</p>	<p>70 Menit</p>
<p>Buzz Group Technique</p>	<ol style="list-style-type: none"> 1. Pemimpin memulai dengan membagi kelompok secara keseluruhan menjadi kelompok-kelompok yang lebih kecil. 2. Grup buzz yang lebih kecil ini harus memiliki ruang untuk duduk saling berhadapan atau melingkar, yang akan meningkatkan diskusi. 3. Setelah kelompok terbentuk, guru memperkenalkan topik yang akan dibahas, yaitu Generic Structure of Analytical Exposition text 4. Setelah topik yang akan didiskusikan diperjelas dan dipahami oleh masing-masing kelompok, kelompok diminta untuk memilih pemimpin dan pencatatnya sendiri, atau guru dapat menunjuk satu orang untuk 	

	<p>setiap kelompok.</p> <ol style="list-style-type: none"> 5. Ketua kelompok memastikan anggota kelompok saling mengenal, memimpin diskusi, dan mengusahakan agar semua anggota kelompok berpartisipasi. 6. Pencatat mencatat dan menyiapkan rangkuman untuk dipresentasikan pada saat semua kelompok berkumpul. 7. Waktu yang diizinkan dalam grup buzz harus ditentukan di awal. 8. Saat kelompok sedang bertemu, guru dapat berpindah dari kelompok ke kelompok, mendengarkan dan, mengajukan pertanyaan untuk merangsang diskusi atau mengembalikan diskusi ke jalurnya. Guru harus berhati-hati untuk tidak tinggal terlalu lama di kelompok mana pun sehingga anggota tidak mengarahkan pertanyaan mereka kepadanya. 9. Setelah waktu habis, ketua diskusi guru mengumpulkan kembali kelompok menjadi kelompok besar dan meminta laporan dari pencatat buzz group. Setelah setiap kelompok melaporkan, guru mungkin ingin membuka diskusi umum. 10. Pencatat kelompok dapat diminta untuk berkumpul dengan anggota nanti untuk meringkas temuan mereka menjadi laporan tentang apa yang dibahas. 	
Penutup	<ol style="list-style-type: none"> 1. Guru memberikan umpan balik dan refleksi terhadap pembelajaran yang sudah dilakukan. 2. Peserta didik memberikan pendapat terhadap proses pembelajaran. 3. Guru menyampaikan kegiatan yang akan dilakukan pada pertemuan selanjutnya. 4. Pembelajaran ditutup dengan doa 	10 Menit
PERTEMUAN 2		
Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan	1. Guru menyapa peserta didik,	10

	<p>mempersilahkan peserta didik untuk berdoa dan mengecek kehadiran peserta didik.</p> <ol style="list-style-type: none"> 2. Guru mengkondisikan suasana belajar yang menyenangkan 3. guru meriew materi sebelumnya kepada siswa Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. 	Menit
	<ol style="list-style-type: none"> 4. Peserta didik diberikan tayangan video mengenai analytical exposition. Mengenai "Is Sugar Bad to You?"  <ol style="list-style-type: none"> 5. Peserta didik diminta memberikan pendapat mengenai video yang telah diputarkan. (Literasi) 6. Guru bertanya jawab dengan peserta didik mengenai video. (Critical Thinking) <p>4. Melalui video yang telah ditampilkan oleh guru, guru menyampaikan materi terkait dan unsur kebahasaan dari Analytical Exposition text</p>	70 Menit
Buzz Group Technique	<ol style="list-style-type: none"> 1. Pemimpin memulai dengan membagi kelompok secara keseluruhan menjadi kelompok-kelompok yang lebih kecil. 2. Grup buzz yang lebih kecil ini harus memiliki ruang untuk duduk saling berhadapan atau melingkar, yang akan meningkatkan diskusi. 3. Setelah kelompok terbentuk, guru memperkenalkan topik yang akan dibahas, Language Function of Analytical Exposition text 4. Setelah topik yang akan didiskusikan diperjelas dan dipahami oleh masing- 	

	<p>masing kelompok, kelompok diminta untuk memilih pemimpin dan pencatatnya sendiri, atau guru dapat menunjuk satu orang untuk setiap kelompok.</p> <ol style="list-style-type: none"> 5. Ketua kelompok memastikan anggota kelompok saling mengenal, memimpin diskusi, dan mengusahakan agar semua anggota kelompok berpartisipasi. 6. Pencatat mencatat dan menyiapkan rangkuman untuk dipresentasikan pada saat semua kelompok berkumpul. 7. Waktu yang diizinkan dalam grup buzz harus ditentukan di awal. 8. Saat kelompok sedang bertemu, guru dapat berpindah dari kelompok ke kelompok, mendengarkan dan, mengajukan pertanyaan untuk merangsang diskusi atau mengembalikan diskusi ke jalurnya. Guru harus berhati-hati untuk tidak tinggal terlalu lama di kelompok mana pun sehingga anggota tidak mengarahkan pertanyaan mereka kepadanya. 9. Setelah waktu habis, ketua diskusi guru mengumpulkan kembali kelompok menjadi kelompok besar dan meminta laporan dari pencatat buzz group. Setelah setiap kelompok melaporkan, guru mungkin ingin membuka diskusi umum. 10. Pencatat kelompok dapat diminta untuk berkumpul dengan anggota nanti untuk meringkas temuan mereka menjadi laporan tentang apa yang dibahas. 	
Penutup	<ol style="list-style-type: none"> 1. Guru memberikan umpan balik dan refleksi terhadap pembelajaran yang sudah dilakukan. 2. Peserta didik memberikan pendapat terhadap proses pembelajaran. 3. Guru menyampaikan kegiatan yang akan dilakukan pada pertemuan selanjutnya. 4. Pembelajaran ditutup dengan doa 	10 Menit
PERTEMUAN 3		
Tahap	Kegiatan Pembelajaran	Alokas

Pembelajaran		i Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru menyapa peserta didik, mempersilahkan peserta didik untuk berdoa dan mengecek kehadiran peserta didik. 2. Guru mengkondisikan suasana belajar yang menyenangkan 3. guru meriew materi sebelumnya kepada siswa Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. 	10 Menit
Kegiatan Inti	<ol style="list-style-type: none"> 1. Peserta didik diberikan tayangan video mengenai analytical exposition. Mengenai “The Danger of Social Media” <div data-bbox="418 638 921 921" data-label="Image"> </div> 2. Peserta didik diminta memberikan pendapat mengenai video yang telah diputarkan. (Literasi) 3. Guru bertanya jawab dengan peserta didik mengenai video. (Critical Thinking) 4. Melalui video yang telah ditampilkan oleh guru, guru menyampaikan materi terkait dan Writing Analytical Exposition text 	70 Menit
Buzz Group	<ol style="list-style-type: none"> 1. Pemimpin memulai dengan membagi 	

Technique	<p>kelompok secara keseluruhan menjadi kelompok-kelompok yang lebih kecil.</p> <ol style="list-style-type: none"> 2. Grup buzz yang lebih kecil ini harus memiliki ruang untuk duduk saling berhadapan atau melingkar, yang akan meningkatkan diskusi. 3. Setelah kelompok terbentuk, guru memperkenalkan topik yang akan dibahas, Writing Analytical Exposition text 4. Setelah topik yang akan didiskusikan diperjelas dan dipahami oleh masing-masing kelompok, kelompok diminta untuk memilih pemimpin dan pencatatnya sendiri, atau guru dapat menunjuk satu orang untuk setiap kelompok. 5. Ketua kelompok memastikan anggota kelompok saling mengenal, memimpin diskusi, dan mengusahakan agar semua anggota kelompok berpartisipasi. 6. Pencatat mencatat dan menyiapkan rangkuman untuk dipresentasikan pada saat semua kelompok berkumpul. 7. Waktu yang diizinkan dalam grup buzz harus ditentukan di awal. 8. Saat kelompok sedang bertemu, guru dapat berpindah dari kelompok ke kelompok, mendengarkan dan, mengajukan pertanyaan untuk merangsang diskusi atau mengembalikan diskusi ke jalurnya. Guru harus berhati-hati untuk tidak tinggal terlalu lama di kelompok mana pun sehingga anggota tidak mengarahkan pertanyaan mereka kepadanya. 9. Setelah waktu habis, ketua diskusi guru mengumpulkan kembali kelompok menjadi kelompok besar dan meminta laporan dari pencatat buzz group. Setelah setiap kelompok melaporkan, guru mungkin ingin membuka diskusi umum. 10. Pencatat kelompok dapat diminta untuk berkumpul dengan anggota nanti untuk meringkas temuan mereka menjadi laporan tentang apa yang dibahas. 	
Penutup	1. Guru memberikan umpan balik dan refleksi	10

	terhadap pembelajaran yang sudah dilakukan. 2. Peserta didik memberikan pendapat terhadap proses pembelajaran. 3. Guru menyampaikan kegiatan yang akan dilakukan pada pertemuan selanjutnya. 4. Pembelajaran ditutup dengan doa	Menit
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I. PENILAIAN

- Pengetahuan : Tes Tertulis
- Keterampilan : Penilaian Produk membuat teks analytical exposition

APPENDIX 4
WRITING TEST

Direction:

1. Choose one topic out of the provided three topics below
2. Write an Analytical Exposition text based on the topic contains 80-100 words
3. Your time is 30 minutes
4. You will be scored based on the content, organization, vocabulary, grammar and mechanic.
5. Topic:
 - a. Students should wear school uniform.
 - b. Cellphones should be banned from school.
 - c. Students should take public transportation to school.

APPENDIX 5

LEMBAR VALIDASI SOAL.

Judul Penelitian : THE INFLUENCE OF BUZZ GROUP TECHNIQUE TOWARDS THE STUDENTS' WRITING ABILITY OF ANALYTICAL EXPOSITION TEXT AT THE SECOND SEMESTER OF THE ELEVENTH GRADE STUDENTS OF SMAN 7 BANDAR LAMPUNG ACADEMIC YEAR 2022 / 2023

Peneliti : SELVIA MARETHA
Nama Validator : Purwa Roy Lita, S.Pd

Petunjuk:

Berilah tanda cek (√) pada kolom penilaian yang sesuai dengan penilaian Bapak/Ibu terhadap Soal Esai dengan skala penilaian sebagai berikut:

- 1 : Tidak baik
- 2 : Kurang baik
- 3 : Cukup baik
- 4 : Baik
- 5 : Sangat Baik

No	Aspek Yang Diamati	Nilai				
		1	2	3	4	5
1	Kesesuaian soal dengan indikator pencapaian hasil belajar.					✓
2	Kejelasan petunjuk pengerjaan soal.					✓
3	Kejelasan maksud dan soal.					✓
4	Kemungkinan soal dapat terselesaikan.					✓
5	Kalimat soal tidak mengandung arti ganda.					✓
6	Rumusan kalimat soal komunikatif, menggunakan bahasa yang sederhana bagi siswa, mudah dipahami, dan menggunakan bahasa yang dikenal siswa.					✓

Simpulan Validator/Penilai

Lingkari jawaban berikut ini sesuai dengan kesimpulan anda:

A. Soal Esai ini:

1. Tidak baik
2. Kurang baik
3. Cukup baik
4. Baik
5. Sangat baik

B. Soal Esai ini:

1. Dapat digunakan tanpa revisi
2. Dapat digunakan dengan sedikit revisi
3. Dapat digunakan dengan banyak revisi
4. Belum dapat digunakan.

Saran:

.....

.....

Bandar Lampung
 Validator/Penilai,

Purwa Roy Lita

(Purwa Roy Lita, S.Pd.)



APPENDIX 6
PRE-TEST SCORE
(By Researcher)

No	Students	Aspects					Final Score
		C	O	V	G	M	
1	ANA	3	3	4	3	3	64
2	AP	3	2	3	2	2	48
3	ADR	3	3	4	3	3	64
4	AP	4	2	3	3	3	64
5	CM	4	2	3	3	2	56
6	EW	4	2	3	3	3	64
7	FNA	4	3	4	4	3	72
8	FR	3	3	3	3	3	60
9	FM	3	3	4	3	3	64
10	FAA	4	2	3	3	2	56
11	GST	4	2	3	3	3	64
12	MAR	3	2	3	2	2	48
13	MAF	3	2	3	2	2	48
14	MIA	4	4	4	4	3	76
15	MRD	3	3	4	3	3	64
16	MPR	4	2	3	3	2	56
17	NCL	3	3	3	3	3	60
18	NEK	4	4	4	4	3	76
19	NA	3	3	3	3	3	60
20	PAR	3	3	4	3	3	64
21	RHL	3	2	3	2	2	48
22	RPR	4	2	3	3	2	56
23	RE	3	3	3	3	3	60
24	RL	3	3	3	3	3	60
25	RA	3	3	4	3	3	64
26	SR	3	3	4	3	3	64
27	SBM	3	3	3	3	3	60
28	SY	4	4	4	4	3	76
29	SM	3	3	3	3	3	60
30	TZ	4	3	4	4	3	72
31	TSP	3	2	3	2	2	48
32	VM	2	2	2	2	2	40
33	WH	2	2	2	2	2	40
34	ZAP	4	2	3	3	2	56

APPENDIX 7
POST-TEST SCORE
(By Researcher)

No	Students	Aspects					Final Score
		C	O	V	G	M	
1	ANA	4	4	5	4	4	84
2	AP	4	3	4	3	3	68
3	ADR	4	4	5	4	4	84
4	AP	5	3	4	4	4	80
5	CM	4	3	4	4	3	72
6	EW	4	3	4	3	4	72
7	FNA	4	4	5	4	4	84
8	FR	4	4	4	4	4	80
9	FM	4	4	4	3	4	76
10	FAA	4	3	4	3	4	72
11	GST	4	3	4	3	4	72
12	MAR	4	3	4	3	3	68
13	MAF	4	3	4	3	3	68
14	MIA	5	4	5	4	4	88
15	MRD	4	3	4	4	4	76
16	MPR	4	4	4	3	3	72
17	NCL	4	4	4	4	4	80
18	NEK	5	4	5	4	4	88
19	NA	4	3	4	3	4	72
20	PAR	4	4	4	3	3	72
21	RHL	4	3	4	3	4	72
22	RPR	4	4	3	3	3	68
23	RE	4	4	4	3	4	76
24	RL	4	4	4	4	4	80
25	RA	4	4	4	4	4	80
26	SR	4	4	4	3	3	72
27	SBM	4	4	4	3	3	72
28	SY	4	4	4	4	4	80
29	SM	4	3	4	4	4	76
30	TZ	4	4	4	4	4	80
31	TSP	3	3	3	3	3	60
32	VM	3	3	3	3	3	60
33	WH	3	3	3	3	3	60
34	ZAP	4	4	4	3	3	72

APPENDIX 8

READIBILITY OF WRITING TEST

READIBILITY OF WRITING TEST

Judul Penelitian : THE INFLUENCE OF BUZZ GROUP TECHNIQUE TOWARDS THE STUDENTS' WRITING ABILITY OF ANALYTICAL EXPOSITION TEXT AT THE SECOND SEMESTER OF THE ELEVENTH GRADE STUDENTS OF SMAN 7 BANDAR LAMPUNG ACADEMIC YEAR 2022 / 2023

Peneliti : SELVIA MARETHA

Nama Validator : *Prita Poy Lutha, S.Pd.*

Petunjuk:

Berilah tanda cek (✓) pada kolom penilaian yang sesuai dengan penilaian terhadap Soal

Esai dengan skala penilaian sebagai berikut:

Y : Memenuhi pertanyaan

T : Tidak memenuhi pertanyaan

Berilah nilai pada jawaban Y dengan skala 1-10

No	Pertanyaan	Y	T	Skala (1-10)	Komentar
1	Apakah petunjuk dan instruksi pada instrumen tes cukup jelas?	✓			
2	Apakah alokasi waktu yang diberikan pada tes cukup efektif?	✓			
3	Apakah aspek pada instrumen tes sesuai?	✓			
4	Apakah anda memahami "peneric structure" dalam menulis teks eksposisi?	✓			
5	Apakah anda memahami aspek kepenulisan yang terdiri dari content, organization, vocabulary, grammar and mechanic	✓			

Saran:

.....

.....

Bandar Lampung
Validator/Penilai,

Prita
(...Prita Poy Lutha, S.Pd...)

APPENDIX 9
STUDENTS' WORK (PRE-TEST)

Name : Nayla Eka Kesuma

Class : XI 3

Absen : 18

I agree that student phone should not bring to school. Because phone will disturb concentration student when study. Because many games in phone and many social media. But sometimes phone student need too. For example to call mother at home. But phone also student use to browse lesson on google or Youtube. So phone is need.

Name : Nayla Eka Keruma

Class : XI 3

Absen : 18

Students now always bring their phone everywhere they go. Phone is very useful for school so students can bring their phone to school. Because firstly phone have many use for school and for learning because students can use phone for browsing lesson on google. Because secondly, phone need for communication. Maybe students need to call mother or friends. Because thirdly phone have google maps. Maybe students want to go some where and need direction. So in conclusion students can bring their phone to school because phone is useful.







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Saya yang bertandatangan dibawah ini:

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 NIP : 197308291998031003
 Jabatan : Kepala Pusat Perpustakaan UIN Raden Intan Lampung
 Menerangkan Bahwa Artikel Ilmiah Dengan Judul:

THE INFLUENCE OF BUZZ GROUP TECHNIQUE TOWARDS THE STUDENTS' WRITING ABILITY OF ANALYTICAL EXPOSITION TEXT AT THE SECOND SEMESTER OF THE ELEVENTH GRADE STUDENTS SMAN 7 BANDAR LAMPUNG ACADEMIC YEAR 2022 / 2023

Karya :

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SELVIA MARETHA	1711040148	FTK/PBI

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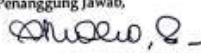
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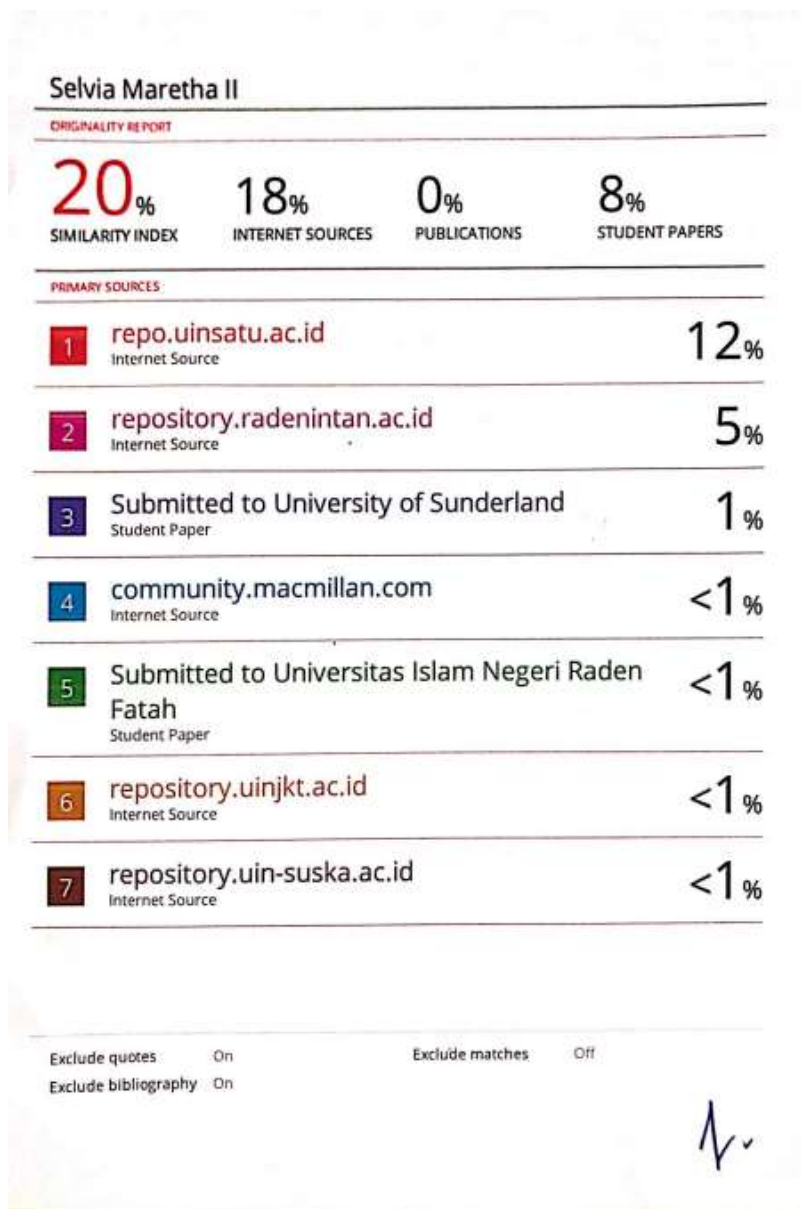
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