

**THE EFFECTIVENESS OF USING ROUND ROBIN  
STRATEGY TOWARD STUDENTS' WRITING ABILITY ON  
ANALYTICAL EXPOSITION TEXT  
AT THE FIRST SEMESTER OF THE ELEVENTH GRADE  
OF MAN 2 BANDAR LAMPUNG IN THE  
ACADEMIC YEAR OF 2023/2024**

**A Thesis**

Submitted as a Partial Fulfillment of the Requirements for S1 Degree

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## ABSTRACT

The objective of this research is to know the effectiveness of using round robin strategy towards students' writing ability on analytical exposition text at the first semester of the eleventh grade of MAN 2 Bandar Lampung in the academic year of 2021/2022. Considering the preliminary studies, students' writing ability at MAN 2 Bandar Lampung eleventh grade remained low.

This research used quasi experimental research. The writer conducted pre-test in both classes before giving the treatment. In the experimental class, the writer used round robin strategy and the control class used expository strategy that used by their teacher at the eleventh grade of MAN 2 Bandar Lampung. After, the writer applied the treatment in both classes, she conducted the post-test in experimental and control class. The researcher took the sample by using cluster random sampling. XI MIPA 1, as an experimental class, consisting of 35 students, and XI MIPA 2, as a control class, also consisting of 35 students. In collecting the data, the researcher used writing an analytical exposition text for the pre-test and post-test.

The researcher analyzed the data using a paired sample test formula. The result of  $t$ -observed was 17.09 and the  $t$ -table was 2.042. It means the  $t$ -observed is higher than the  $t$ -table. This result means there was an effectiveness of using round robin strategy towards students' writing ability on analytical exposition text at the first semester of the eleventh grade of MAN 2 Bandar Lampung in the academic year of 2023/2024.

**Key words: Analytical Exposition, Round Robin Strategy, Student's writing ability.**

## DECLARATION

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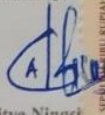
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## MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ ﴿١﴾  
فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٢﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٣﴾  
فَإِذَا فَرَغْتَ فَانصَبْ ﴿٤﴾

*(6)mostcertainly,thereiseasewithhardship(7)So,wheneve  
ryouare free,strive indevotion(8) andturntoyour  
lordwithlonging<sup>1</sup>(Q.S.Al- Insyiraah,6-8)*

---

<sup>1</sup>Tafheemul Quran Surah 94 Al-,Inyiraah, Ayat 1-8” (On-  
Line),Available on:<http://www.islamicstudies.info/>(October,012018).

## DEDICATION

This thesis dedicates to:

1. The greatest inspirations in my life are my beloved parents, Ali SastraAmijayaand HalilaWati, who have already prayed for my success. Thanksfor all the motivation and support.
2. My beloved sister Kayla Putri Maharani, my beloved young brothe M AbizardFaraz, and my beloved brother RidloAjiKarsa always supported me and cheered me up until the completion ofthis thesis.
3. My best motivator Mr.IdhamKholid
4. My best tutors Ms. NurSyamsiah
5. My beloved lecturers and Almamater UIN Raden Intan Lampung which has contributed a lot to my development.

## **CURRICULUM VITAE**

The researcher's name is Aditya Ningsih. She was born in Bandar Lampung on November 16<sup>th</sup>, 1999. She is the first child of four children of lovely couple Ali Sastra Amijaya and Halila Wati. She has one sister whose name is Kayla Putri Maharani and a young brother whose name is M Abizard Faraz.

Aditya Ningsih began her study at the elementary school of SD N 1 Tanjung Gading, and she graduated her school in elementary school in 2011. Then, she continued at Junior High School of MTsN 1 bandar Lampung, and she graduated her study in 2014. Then, the researcher decided to continue her study in MAN 2 Bandar Lampung in 2017. Then, the researcher decided to continue her study in the State Islamic University of Lampung (UIN) as a student of the English Study Program of Tarbiyah and teacher training faculty.



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Bismillahirrahmanirrahim

First of all, In the name of Allah, the most meaningful, the most beneficent. Praise beto Allah, the almighty God for blessing me with his mercy and guidance to finishthis thesis. The peace is upon our prophet Muhammad SAW, with his family andhis followers.

This thesis submits as compulsory fulfillment of the S1 degree of English Education study program requirements at Tarbiyah and Teacher TrainingFaculty Raden Intan State Islamic University Lampung (UIN Raden Intan). The researcher realizes that she never finished this thesis without help andsupport from others. So that, the researcher would like to thank the followingpeople for their idea, time, and guidance for this thesis:

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10. All his colleagues and people who cannot mention individually here have contributed significantly towards the completion of this thesis.

Finally, none or nothing is perfect, and neither is this final thesis. Any corrections, comments, and criticism for this thesis are always open-heartedly welcome.

Bandar Lampung, December 17<sup>th</sup>, 2023

The researcher,

**Aditya Ningsih**

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# CHAPTER I

## INTRODUCTION

### A. Title Affirmation

The title of this thesis proposal was the effectiveness of using round robin strategy towards students' writing ability on analytical exposition text at the first semester of the eleventh grade of MAN 2 Bandar Lampung in the academic year of 2021/2022. Seeing the title, the writer interpreted the some terms that used in this thesis proposal to make the readers easier in understanding the thesis proposal. The objective of this research to know whether there was an effectiveness of using round robin strategy towards students' writing ability on analytical exposition text at the first semester of the eleventh grade of MAN 2 Bandar Lampung in the academic year of 2021/2022. Below the explain about the term as follows:

Writing ability is an ability to produce written language well which fulfills five aspects are content, organization, vocabulary, language use, and mechanic.<sup>2</sup> In others words, the students' writing ability is an ability of students to write based on the five criterias of writing, they are content, organization, vocabulary, language use, and mechanics.

An analytical exposition text is a text to persuade the reader or listener that something in the case.<sup>3</sup> It means that this text consists of the writer's arguments about the something that occurs in her/his around.

round robin strategy is a strategy useful for brainstorming, reviewing, or practicing a skill. In applying round robin strategy, the students ask to respon the problem by starting their ideas aloud in turn.<sup>4</sup> In other words, round robin strategy is one of writing strategy that used to help students in develop their ideas in a group.

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<sup>2</sup>Christopher Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), 130.

<sup>3</sup>Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Australia: Educational Enterprises Publishing, 1994), 192-220.

<sup>4</sup>Jack C. Richard and Theodore S. Rodger, *Approach and Methods in Language Teaching*, (Cambridge: Cambridge University Press, 1986), 47

Based on the explanation above, the writer interested to give the title of this thesis proposal was “The Effectiveness of using Round Robin Strategy towards Students’ Writing Ability on An Analytical Exposition Text at the First Semester of the Eleventh Grade of MAN 2 Bandar Lampung in the Academic Year of 2021/2022.

## **B. Background of the Problem**

Writing becomes one of language skills that should be learnt in language learning. Writing is a skill in which we express their ideas, feelings, and thoughts that are arranged in words, sentences, and paragraphs by using eyes, brain, and hands.<sup>5</sup> It means that writing is an activity for express ideas, feelings, and thoughts in writing form by using eyes, brain, and hands. Therefore, the readers can understand the purpose of the writer. It is one way to talk the reader and creates a communication between the writer and reader through words.

In writing, the writer needs also to pay some attention to formal aspects such as neat handwriting, correct spelling and punctuation, as well as acceptable grammar and careful selection of vocabulary. According to Rein that there are some obstacles that faced by the students in writing such as they have limited of using words, idiom, etc., and some students did not know how to express their ideas in a writing.<sup>6</sup> It means that the students need some practices that given by the teacher to produce a good writing based on the aspects of writing, they are content, organization, vocabulary, language use, and mechanics.

Based on the syllabus of senior high school, there are many types of text that taught by the English teacher, they are recount, narrative, descriptive, analytical exposition, hortatory exposition, procedure, anecdote, review, discussion, spoof, news item, and explanation. From all of texts, the writer used an analytical exposition text to teach writing at MAN 2 Bandar Lampung. An analytical exposition text is a piece of text which presents one side

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<sup>5</sup>Ann Raimes, *Technique in Teaching Writing*, (London: Oxford Univeristy, 1983), 3.

<sup>6</sup>Joy M. Rein, *Teaching ESL Writing*, (New Jersey: Prentice Hall, 1993), 7.

of an issue to persuade readers or listeners by presenting one side of arguments.<sup>7</sup>It means that an analytical exposition text is one of types text that used to persuade the readers believe about something is the case in arround. This text consists of the writer's arguments about things that happen around him, whether objects or events.

In reality, most of students face some difficulties in writing an analytical exposition text. Based on the Mirda's research that some of students are difficult to write an analytical exposition text. The problems are Firstly, the students are difficult to use scientific words because in writing an analytical exposition must use scientific words in order the readers can believe about it. Secondly, the students are also difficult to convey their arguments because their limited of ideas. Thirdly, the students are also felt confused in using grammatical to write an analytical exposition text.<sup>8</sup> It can be concluded that there are three problems that faced by the students in writing an analytical exposition text are the students are limited scientific words, the students are difficult to develop their ideas and still confused in using grammatical to write an analytical exposition text.

Based on the preliminary research on December, 16<sup>th</sup> 2021 by interviewing Miss Evayani as an English Teacher at the eleventh grade of MAN 2 Bandar Lampung, she told me the same with the Mirda's research that some of students found difficulties in writing an analytical exposition text. The writer found that the students often felt hard to write an analytical exposition text, because they can not develop ideas in writing and as for factors due to lack of development of the ideas they have, lack of mastering vocabulary, making it difficult for students to write. Besides, the students also have problems in mastering grammar so that it is difficult to arrange words. Below is the result of studets writing score based on

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<sup>7</sup>Mark Anderson and Kathy Anderson, *Text Type in English*, (South Yarra: Mackmillan, 1997), 1.

<sup>8</sup>Mirda, *Improving Students' Ability to Write Analytical Exposition Text by using Youtube Videos at the Second Year SMAN 3 ParePare*, (A Thesis for the Degree of Sarjana Pendidikan in State Islamic Institute (IAIN) ParePare, 2020), 2, available at <http://repository.iainpare.ac.id>, accessed on 14<sup>th</sup> January 2022.

Heaton's theory at the eleventh grade of MAN 2 Bandar Lampung as follows:

**Table 1.1**

**The Students' Writing Score of the Eleventh Grade at MAN 2 Bandar Lampung in the Academic Year of 2021/2022**

N o.	Ran ge	Qualific ation	Class				Total of stude nts	Percen tage (%)
			XI MI PA 1	XI MI PA 2	XI MI PA 3	XI MI PA 4		
1.	80 – 100	Excellent to Very Good	0	0	2	4	6	4.34%
2.	66 – 79	Good to Average	13	8	10	12	43	31.15 %
3.	56 – 65	Fair to Poor	16	18	14	15	63	45.65 %
4.	≤ 55	Very Poor	7	9	5	5	26	18.86 %
<b>Total</b>			<b>36</b>	<b>35</b>	<b>31</b>	<b>36</b>	<b>138</b>	<b>100%</b>

*Source: The Data from English Teacher of MAN 2 Bandar Lampung in the Academic Year of 2021/2022.*

From the table criteria by Heaton, it can be seen that the achievement of students' writing ability at the eleventh grade of MAN 2 Bandar Lampung there were 35.49% students who got the score above criteria and 64.51% students who got the score under criteria. It can be concluded that, the achievement of students in learning writing at the eleventh grade of MAN 2 Bandar Lampung is low because there were 49 students got the score above criteria and 89 students who got the score under criteria.

In addition, the writer also interviewed with some of students at the eleventh grade of MAN 2 Bandar Lampung who also taught by Miss Evayani on December, 16<sup>th</sup> 2021. The writer found that

the students confused how to write the good sentences because they can not develop their ideas and they also lack of grammar, vocabulary, and so on. Eventually, in writing an analytical exposition text they still confused to express their ideas in the paper.<sup>9</sup>

Based on the teacher and students problems above, it can be concluded that there were some problems occurred in writing, almost students were feeling hard to write because they were still limit of vocabulary and grammatical use of analytical exposition. Then, the students could not develop their ideas in making some arguments of analytical exposition text. In addition, the teacher needed appropriate teaching strategy, especially in writing an analytical.

To overcome the problem above, the writer give a sollution to the teacher about the teaching strategy, especially in writing. One of teaching strategies that can be applied in teaching writing is round robin strategy. Round robin strategy is expected to make students are easy to develop their ideas in writing. According to Kagan that round robin strategy has some functions in learning process, especially for students. By using this strategy, the students can improve teambuilding, social skills, communicative skills, knowledge building, procedure learning, processing info, thinking skills, and presenting info.<sup>10</sup> In other words that round robin strategy is a strategy that used to help students in developing their ideas and make students can be confident to interact with other classmate.

Considering the explanation above, the writer will interest in conducting research entitled “The effectiveness of using round robin strategy towards students’ writing ability on analytical exposition text at the first semester of the eleventh grade of MAN 2 Bandar Lampung in the academic year of 2021/2022”.

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<sup>9</sup>Students’ Eleventh Grade of MAN 2 Bandar Lampung, *an Interview*, on 16<sup>th</sup> December 2021. Unpublished.

<sup>10</sup>Kagan Spencer and Miguel Kagan, *Kagan Cooperative Learning*, (San Clemante: Kagan Publishing, 2009), 1.

## **C. Identification and Limitation of the Problem**

### **1) Identification of the Problem**

Based on the background of the problem above, the writer finds that there are three problems in learning process, especially writing as follows:

- a. The students got difficulties to write because they were still limit of vocabulary and grammatical use in analytical exposition text.
- b. The students got difficulties to develop their ideas in writing.
- c. The teacher needed alternative strategy to teach writing, especially an analytical exposition text.

### **2) Limitation of the Problem**

The writer focussed on the use of round robin strategy towards students' writing ability on analytical exposition text at the eleventh grade of MAN 2 Bandar Lampung in the academic year of 2021/2022.

## **D. Formulation of the Problem**

Based on the identification and limitation of the problem above, the writer formulated this research as follows: was there an effectiveness of using round robin strategy towards students' writing ability on analytical exposition text at the first semester of the eleventh grade of MAN 2 Bandar Lampung in the academic year of 2021/2022?

## **E. Objective of the Research**

Based on the formulation of the problem above, the objective of this research was to know the effectiveness of using round robin strategy towards students' writing ability on analytical exposition text at the first semester of the eleventh grade of MAN 2 Bandar Lampung in the academic year of 2021/2022.

## **F. Significances of the Research**

In this research, there are two significances of the research as follows:

### **2. Theoretical Contribution of the Research**

For the theoretical contribution, the result of this research will be expected to support the previous research about round robin strategy to improve writing ability and give information to readers that round robin strategy can be used in teaching writing.

### **3. Practical Contribution of the Research**

#### **a. For the teacher**

The finding of this research, the teacher can be used round robin strategy to improve and increase the quality of teaching and learning writing class.

#### **b. For the students**

The result of this research can give the benefits for students because by using round robin strategy, the students can get an opportunity to improve writing an analytical exposition and easier understand the materials about an analytical exposition text that given by the teacher.

#### **c. For the other researchers who conduct the research studies on the relevant topic, this research study can be source.**

## **G. Relevance Studies**

In this research, there are some previous studies that showed round robin strategy was effective to be applied in the learning process, especially writing as follows:

1. The first previous research conducted by Dian entitled “Teaching Writing by using Round Robin strategy at SMP Pesantren Modern Datok Sulaiman Putri Palopo”. The objective of this research was to find out whether or not of the use round robin strategy effective in teaching English students’ writing skill or not. The text is used in this research was descriptive text. The

- researcher used quasi-experimental design and in getting the sample was used purposive sampling technique. From the data analysis, the researcher found that round robin strategy was a strategy can help the students to improve writing skill. As the result that round robin strategy was effective to improve students' writing skill at SMP Pesantren Modern Datok Sulaiman Putri Palopo.<sup>11</sup>
2. The second previous research conducted by Tia by the title was "The Effect of Round Robin Writing Strategy on Students' Achievement in Writing Descriptive Text at the Tenth Grade of MAN PAB 2 Helvetia Medan in 2016/2017 Academic Year". This research was intended to find out the empirical evidence of the students' achievement in writing descriptive text by using round robin writing strategy at the tenth grade of MAN PAB 2 Helvetia Medan. In this research, the researcher used experimental research and two classes, they are experimental class was used round robin strategy and control class was used conventional strategy. Based on the data analysis, the researcher got the value of  $t_{\text{observed}}$  was higher than  $t_{\text{table}}$ , it means that there was a significant effect of using round robin writing strategy on students' achievement in writing descriptive text.<sup>12</sup>
  3. The third previous research was conducted by Hasibuan and Pricillia entitled "The Effect of using Round Robin Strategy on Students' Writing Recount Text Ability". There were objectives of this research to find out: a) the

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<sup>11</sup>A. Dian Miranda Eka P., *Teaching Writing by using Round Robin Strategy at SMP Pesantren Modern Datok Sulaiman Putri Palopo*, (A Thesis for Degree of Sarjana Pendidikan in State Islamic Institute of Palopo, 2019), 15, available at <http://repository.iainpalopo.ac.id>, accessed on 2<sup>nd</sup> January 2022.

<sup>12</sup>Rizki Tia Maudina, *The Effect of Round Robin Writing Strategy on Students' Achievement in Writing Descriptive Text at the Tenth Grade of MAN PAB 2 Helvetia Medan in 2016/2017*, (A Thesis for Degree of Sarjana Pendidikan in State Islamic University of North Sumatera Medan, 2017), 2, available at <http://repository.uinsu.ac.id>, accessed on 2<sup>nd</sup> January 2022.



extent of the application of round robin strategy in teaching writing recount text at the tenth grade students of SMA Negeri 1 Pinangsori, b) the extent of students' writing recount text ability before and after using round robin strategy at the tenth grade grade students of SMA Negeri 1 Pinangsori, and c) whether there is a significant effect of round robin strategy on students' writing recount text ability at the tenth grade students of SMA Negeri 1 Pinangsori. The researcher used experimental method by pre-experimental design. In this research, the researcher used systematic sampling with 30 students. Based on the data that  $t_{\text{test}}$  is higher than  $t_{\text{table}}$ , thus the result was showed that there was a significant effect of round robin strategy on students' writing recount text ability at the tenth grade students of SMA Negeri 1 Pinangsori in 2018/2019 academic year.<sup>13</sup>

Based on the previous research above, there are some differences between previous research above and this research. The first previous research was used round robin strategy to teach writing at junior high school, the second previous research was used round robin strategy to teach writing on descriptive text at the tenth grade in senior high school and the third previous research was used round robin strategy to teach writing on recount text at the tenth grade in senior high school. While, this research the writer used round robin strategy to teach writing on an analytical exposition text at the eleventh grade in senior high school.

## H. Systematics of the Writing

In this thesis proposal consists of three chapters as follows:

1. Chapter 1 was introduction consists of title affirmation, background of the problem, identification and limitation of

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<sup>13</sup>Asriani Hasibuan and Gabby Maureen Pricillia, The Effect of using Round Robin Strategy on Students' Writing Recount Text Ability, *Journal Liner Institute Pendidikan Tapanuli Selatan Vol.3 No.1*, 2019, 138, available at <http://journal.ipts.ac.id>, accessed on 2<sup>nd</sup> January 2022.

the problem, formulation of the problem, objectives of the research, significances of the research, relevance studies and systematics of the writing.

2. Chapter 2 was review of related literature consists of concept of writing ability, text, analytical exposition text, round robin strategy, students' writing ability in analytical exposition text, expoistory strategy, conceptual framework, and hypothesis.
3. Chapter 3 was research method consists of time and place of the research, research design, population, sample and sampling technique, operational definition of the variable, research instrument, data collecting technique, scoring procedure of writing ability, analysis of research instrument, and data analysis.



## CHAPTER III RESEARCH METHOD

### I. Time and Place of the Research

#### 5. Time of the Research

The research was conducted at the first semester in the academic year of 2021/2022.

#### 6. Place of the Research

The research was conducted at MAN 2 Bandar Lampung.

### J. Research Design

According to Sugiyono that experimental research is a research method to find the effect a treatment on another is a controlled condition.<sup>14</sup> Ary added that experimental research is the general plan to carry out a study with an active independent variable.<sup>15</sup> It means that experimental research is a type of research used to find whether there is an effectiveness between one variable with other variable. Therefore, the writer used an experimental research to know the effectiveness of using round robin strategy towards students' writing ability on analytical exposition text at the eleventh grade of MAN 2 Bandar Lampung.

In the experimental research the writer used a quasi experimental design to compare a group after the treatment applied. Creswell said that a quasi experimental design including assignment, but not random assignment of participants to groups.<sup>16</sup> In the case, the writer applied a quasi experimental design pre-test and post-test control group design which she assigned intact the experimental and control treatments, administered a pre-test to both groups, conducted experimental treatment with the experimental group only, and then administered a post-test to

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<sup>14</sup>Sugiyono, *Method Research Education Approach Quantitative, Qualitative, and R & D*, (Bandung: Alfabeta, 2016), 7.

<sup>15</sup>Donald Ary, Chaser Jacobs, and Chris Sorensen, *Introducing to Research in Education (8<sup>th</sup> ed)*, (New York: Nelson Education, 2010), 301.

<sup>16</sup>John W. Creswell, *Educational Research, Quantitative and Qualitative Research (4<sup>th</sup> ed)*, (Boston: Pearson Education, 2012), 309.

assess the differences between the two groups. The resign design by Creswell can be seen on table 3.1 below:

**Table 3.1**  
**Resign Design of Pre-test and Post-test Control Group Design<sup>17</sup>**

Group	Pre-test	Independent Variabe	Post-test
A	Y <sub>1</sub>	X	Y <sub>2</sub>
B	Y <sub>1</sub>	-	Y <sub>2</sub>

**Note:**

- A : Experimental Class
- B : Control Class
- Y<sub>1</sub> : Pre-test before the treatment
- Y<sub>2</sub> : Post-test after the treatment
- X : treatment by using round robin strategy
- : treatment by using expository strategy

Based on the table above, the writer selected two classes, they were experimental and control class. The writer conducted pre-test in both classes before giving the treatment. In the experimental class, the writer used round robin strategy and the control class used expository strategy that used by their teacher at the eleventh grade of MAN 2 Bandar Lampung. After, the writer applied the treatment in both classes, she conducted the post-test in experimental and control class.

## **K. Population, Sample, and Sampling Technique**

### **d. Population of the Research**

Creswell stated that population is a group of individuals who have the same characteristics.<sup>18</sup> Ary also added that population is all members of a class of people, events, or

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<sup>17</sup>*Ibid.*, 310.

<sup>18</sup>*Ibid.*, 142.

objects that are well defined.<sup>19</sup> It means that the population is all subjects that will be used in the research. The population of this research were all students of eleventh grade at MAN 2 Bandar Lampung in the academic year of 2021/2022. The data of population can be showed on the table 3.2 below:

**Table 3.2**  
**The Population of Students' Eleventh Grade of**  
**MAN 2 Bandar Lampung**  
**in the Academic Year of 2021/2022**

No.	Class	Gender		Number
		Male	Female	
1	XI MIPA 1	15	21	<b>36</b>
2	XI MIPA 2	10	25	<b>35</b>
3	XI MIPA 3	31	0	<b>31</b>
4	XI MIPA 4	16	20	<b>36</b>
<b>Total</b>		<b>72</b>	<b>66</b>	<b>138</b>

*Source: Document from English Teacher at MAN 2  
 Bandar Lampung in the  
 Academic Year of 2021/2022.*

Based on the table 3.2 that there were four classes at the eleventh grade of MAN 2 Bandar Lampung which consists of 138 students, they were XI MIPA 1 consists of 36 students, XI MIPA 2 consists of 35 students, XI MIPA 3 consists of 31 students, and XI MIPA 4 consists of 36 students.

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<sup>19</sup>Donald Ary, Cheser Jacobs, and Chris Sorensen, *Op.Cit.*, 148. 3

### e. **Sample of the Research**

Creswell said that sample is a subgroup of the target population that the writer plans to research for generalizing about the target population.<sup>20</sup> In other words, sample is a group of individuals as a part of the population which is chosen as representative data of the whole population. The writer used two classes as sample of this research. The one class as an experimental class and the other class as a control class.

### f. **Sampling Technique of the Research**

In getting the sample of population, the writer used cluster random sampling. Cluster random sampling occurs when the population is already divided into natural, preexisting groups. A cluster can be a state, district, school, classroom, metropolitan statistical area, city zone area, and others.<sup>21</sup> In this research, the writer chose two classes as sample by following some steps as follows:

- 1) Firstly, the writer wrote the name of four classes, they were XI MIPA 1, XI MIPA 2, XI MIPA 3, and XI MIPA 4 on a small piece of paper.
- 2) Secondly, the writer rolled up a paper and put into a glass.
- 3) Then, the writer shook and took rolled a paper. The first paper out as an experimental class and the second paper out as a control class.

## **D. Operational Definition of the Variable**

The operational definition of the variable used to explain the variables that used in this research in order the readers did not have misconceptions of variables presented of this research. The operational definition of variables as follows:

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<sup>20</sup>John W. Creswell, *Op.Cit.*, 142.

<sup>21</sup>James B. Schreiber and Kimberly Asner-Self, *Education Research the Interrelationship of Question, Sampling, Design, and Analysis*, (Cambridge: John Willey and Sons Inc, 2011), 83.

1. Round Robin Strategy

Round Robin strategy is a brainstorming strategy which can be applied in the classroom. It is kind of collaborative learning strategy which is especially effective for generating many ideas because it requires all students to participate. This strategy also ensures equal participation among group members, the ideas that students generate can be compiled in a list that serve as the basic for making a text, especially an analytical exposition text.

2. Students' Writing Ability in Analytical Exposition Text

Students' Writing Ability in Analytical Exposition Text is the students' ability to write some opinions about the something or phenomenon occurs in their around and is aimed to the readers believe with the writer's opinions by paying attention to the five criterias of writing, they are content, organization, vocabulary, language, and mechanics.

## E. Research Instrument

The instrument is a tool for measuring, observing, or documententing data. It contains specifics questions and response possibilities that established or developed in advance of the study.<sup>22</sup> The instrument of this research is writing test. Tiara suggests that the students of senior high schools were asked to write a text consists 100 words in 3 paragraphs. Copper added that the limit time of a writing excercise was from 70 to 90 minutes for senior high school students and 2 hours for college students.<sup>23</sup> Based on

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<sup>22</sup>Ade Tiara, *The Effect of Clustering Technique on Students' Ability in Writing Recount Text at Tenth Grade of SMAN 87 Jakarta (A Quasi-Experimental Study in Tenth Grade of SMAN 87 Jakarta)*, (A Thesis for the Degree of Sarjana Pendidikan of University Syarif Hidayatullah, 2015), 33, available at repository.uinjkt.ac.id, accessed on 26<sup>th</sup> December 2021.

<sup>23</sup>Peter L.Cooper, *The Assessment of Writing Ability: A Review of Research*, GRE Board Research Report GREB No.82-15R, *Research Report*,



the syllabus of eleventh grade that time allocation of English teaching and learning process are 90 minutes. Thus, in making instrument test, the writer assumed that the students' eleventh grade were asked to write an analytical exposition text consists 3 paragraphs are thesis, argument, and reiteration in 70 minutes and 20 minutes to give instructions for students.

In this research, the writer provided six topics, three topics for pre-test and three topics for post test. The topics was appropriate with the students' book eleventh grade by title is "Buku Siswa Bahasa Inggris SMA Kelas 11 K13 revisi 2017" and some topics of current phenomenon about Covid-19 pandemic that appropriate with syllabus at the eleventh grade. Then, the students were asked to choose one topic of an analytical exposition text to their write. The specification topics that used by the writer in table 3.3 below:

**Table 3.3**  
**The Specification Topics for Pre-test and Post-test**

No.	The Topics for Pre-test	The Topics for Post-test
1.	The Important of Reading	The Important of Wearing a Mask during Covid-19 Pandemic
2.	The Important of Learning English	The Important of Washing Hands during Covid-19 Pandemic
3.	The Important of Television in Education	The Important of Stay at Home during Covid-19 Pandemic

Based on the table 3.3 above, the writer made two tests were pre-test and post-test instruments to measure students' writing ability on analytical exposition text at the eleventh grade of MAN 2 Bandar Lampung as follows:

1. Pre-test Instrument

For pre-test instrument, the writer gave the students instructions about how to write an analytical exposition in the experimental and control class before giving treatment. Below the instructions of pre-test instrument are:

Class/Time Allocation : XI/70 minutes

Directions :

- a. Write your name and class on a paper.
- b. Use your time effectively
- c. work individually

Instructions :

- a. Choose one of three topics below:
  - a) The Important of Reading
  - b) The Important of Learning English
  - c) The Important of Television in Education
- b. Write an analytical exposition text based on the topic your choose consists of three paragraphs into 70 minutes.
- c. Write your text by covered the generic structures of analytical exposition text (thesis, argument, and reiteration).
- d. Your text will be measure by five aspects of writing are content, organization, vocabulary, language, and mechanics.

## 2. Post-test Instrument

For post-test instrument, the writer gave the students instructions about how to write an analytical exposition text class after giving treatment by using round robin strategy in the experimental class and expository strategy in the control class. Below the instructions of post-test instrument are:

Class/Time Allocation : XI/70 minutes

Directions :

- a. Write your name and class on a paper.
- b. Use your time effectively

- c. work individually

Instructions :

- a. Choose one of three topics below:
  - 1) The Important of Wearing a Mask during Covid-19 Pandemic
  - 2) The Important of Washing Hands during Covid-19 Pandemic
  - 3) The Important of Stay at Home during Covid-19 Pandemic
- b. Write an analytical exposition text based on the topic your choose consists of three paragraphs into 70 minutes.
- c. Write your text by covered the generic structures of analytical exposition text (thesis, argument, and reiteration).
- d. Your text will be measure by five aspects of writing are content, organization, vocabulary, language, and mechanics.

## **F. Data Collecting Technique**

The writer used two test to collect the data, they were pre-test and post-test.

### 1) Pre-test

The pre-test was given to students experimental and control class before giving the treatment in order the writer knows the students' ability in writing an analytical exposition text before they get the treatment. The type of test is written form. The topics of pre-test were the important of reading, the important of learning English, and the important of television in education.

### 2) Post-test

The post-test was given to students' experimental and control class after giving the treatment in order the writer knows the students' ability in writing an analytical exposition text after they get the treatment by using round robin strategy in experimental class and expository strategy in the control class.

The system of post-test are similar with the pre-test but with different topics that be given to the students. The topics of post-test were the important of wearing a mask during Covid-19 pandemic, the important of washing hands during Covid-19 pandemic, and the important of stay at home during Covid-19 pandemic.

### G. Scoring Procedure of Writing Ability

The writer used Tribble's theory to score students' writing ability at the eleventh grade of MAN 2 Bandar Lampung. Based on Tribble, there are five criterias of writing score, they are content, organization, vocabulary, language, and mechanics. The criterias can be seen in table 3.4 below:

**Table 3.4**  
**Scoring System for Writing Ability<sup>24</sup>**

#### 1. Content

Score	Criteria
20-17	<b>Excellent to Very Good:</b> excellent to very good treatment of the subject, considerable variety of ideas or arguments; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
16-12	<b>Good to Average:</b> adequate treatment of topic; some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.
11-8	<b>Fair to Poor:</b> treatment of the topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
7-5	<b>Very Poor:</b> inadequate treatment of

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<sup>24</sup>Christoper Tribble, *Op. Cit.*, 130.

	topic; no variety of ideas or argument, content irrelevant or very restricted; almost no useful detail.
4-0	<b>Inadequate:</b> fails to address the task with any effectiveness.

## 2. Organization

Score	Criteria
20-17	<b>Excellent to Very Good:</b> fluent expression, ideas clearly stated and supported, appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
16-12	<b>Good to Average:</b> uneven expression, but main ideas stand out; paragraphing or section evident; logically sequenced (coherence); some connectives used (cohesion).
11-8	<b>Fair to Poor:</b> very uneven expression, ideas difficult to follow; paragraphing/organization does not help the reader; logical sequenced difficult to follow (coherence), connective largely absent (cohesion).
7-5	<b>Very Poor:</b> lacks fluent expressions, ideas very difficult to follow, little sense of paragraphing/organization; no sense of logical sequence (coherence), connectiveness not used (cohesion).
4-0	<b>Inadequate:</b> fails to address this aspects of the task with any effectiveness.

## 3. Vocabulary

<b>Score</b>	<b>Criteria</b>
20-17	<b>Excellent to Very Good:</b> wide range of vocabulary, accurate word/idiom choice and usage; appropriate selection to match register.
16-12	<b>Good to Average:</b> adequate range of vocabulary; occasional mistake in word/idiom choice and usage; register not always appropriate.
11-8	<b>Fair to Poor:</b> limited range of vocabulary; a noticeable number of mistake in word/idiom choice and usage; register not always appropriate.
7-5	<b>Very Poor:</b> no range of vocabulary; uncomfortably frequent mistake in word/idiom choice and usage; no apparent sense of register.
4-0	<b>Inadequate:</b> fails to address this of aspects of the task with any effectiveness.

#### 4. Language

<b>Score</b>	<b>Criteria</b>
30-24	<b>Excellent to Very Good:</b> confident handling of appropriate structure, hadly any errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning never obscured.
23-18	<b>Good to Average:</b> acceptable grammar but problem with more complexes structures; mostly appropriate structure; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning never obscured.

17-10	<b>Fair to Poor:</b> insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning something obscured.
9-6	<b>Very Poor:</b> major problem with structures even simple ones; frequent errors of negation, agreement, tense, number, word order, articles, pronouns, prepositions; meaning often obscured.
5-0	<b>Inadequate:</b> fails to address this aspects of the task with any effectiveness.

## 5. Mechanics

Score	Criteria
10-8	<b>Excellent to Very Good:</b> demonstrates full comand of spelling, punctuation, capitalization, and layout.
7-5	<b>Good to Average:</b> occasional errors in spelling, punctuation, capitalization, and layout.
4-2	<b>Fair to Poor:</b> frequent errors in spelling, punctuation, capitalization, and layout.
1-0	<b>Very Poor:</b> fails to address this aspects of the task with any effectiveness.

*Source:Christopher Tribble, Language Teaching Writing,(New York: Oxford University Press, 1996), 130.*

Final score of Writing test: C + O + V + L + M = 100

Notes:

C : Content          V : Vocabulary M : Mechanics

O : Organization L : Language



## H. Analysis of Research Instrument

### a. Validity of the Test

Validity test is a measure the quality of test. According to Arthur that validity test is conducted to check whether the test measures what is intended to be measured.<sup>25</sup> Kimberlin and Winterstein added that validity requires is a test reliable, but a test can be reliable without being valid.<sup>26</sup> It means that by using validity test, the writer will know whether the test is valid or not. The test should have good validity in order the test can measure the aspects which has been measured. In this research, the writer used content and construct validity to measure whether the test has good validity or not.

#### a. Content Validity

According to Best and Khan that content validity is a test that based on textbooks, syllabus, objectives, and the judgments of subject matter specialists.<sup>27</sup> It means that in making a test, the writer should to follow the objectives of learning in the syllabus or curriculum that be used at the school. To obtained the content validity of the writing test, the writer adapted from the students' eleventh grade book by title is “ Buku Siswa Bahasa Inggris SMA Kelas 11 K-13 Revisi 2017” and syllabus at the eleventh grade. Then, the writer consulted the instrument to the English Teacher at MAN 2 Bandar Lampung is Miss Evayani,

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<sup>25</sup>Hughes Arthur, *Testing for Language Teacher (2<sup>nd</sup> ed)*, (Cambridge: University Press,2003), 26.

<sup>26</sup>Carole L. Kimberlin and Almut G. Winterstein, Validity and Reliability of Measurement Instruments used in Research, *Journal of American Society of Health-System Pharma-cists, Inc. Vol. 65 No.2,2008, 2278*, available at <https://redirect.is/3,rlal9>, accessed on 26<sup>th</sup> December 2021.

<sup>27</sup>John W. Best and James V. Khan, *Research in Education (7<sup>th</sup> ed)*, (New Delhi: Prentice Hall, 1995), 219.

S.Pd to make sure whether the instrument is valid or not.

b. **Construct Validity**

Construct validity is the degree to which scores on a test can be accounted for the explanatory construct of a sound theory.<sup>28</sup> It means that, construct validity is a test that used to measure the ability. In this research, the writer made an analytical exposition text that can measure the students' writing ability on analytical exposition text referring of the some criteria of writing analytical exposition text scoring rubrics based Tribble's theory are content, organization, vocabulary, language, and mechanics. The writer consulted the instrument to the English teacher at MAN 2 Bandar Lampung is Miss Evayani, S.Pd to make sure whether the instrument is valid or not.

b. **Readability of the Test**

According to Arikunto, readability test are indicators that measure how easy a documents are to read and understand.<sup>29</sup> In this research, the writer gave a readability writing test to the students of the eleventh grade at MAN 2 Bandar Lampung are not in experimental and control class as the test takers. The writer conducted readability test to see the clarity of the direction and instructions are understood or not. The readability test conducts before the treatment which has given by the writer. To know readability of the procedure test instrument, the writer followed Kouame's research. The participants asked to evaluate instructions and the understandability of each item on a scale of 1 to 10, where 1 describes an item that is easy

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<sup>28</sup>*Ibid.*, 219.

<sup>29</sup>Suharmi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, (Jakarta: Rineka Cipta, 2005), 72.

to read and 10 describes an item that is difficult to read.<sup>30</sup>Based on the finding of Kouame's research, if the mean of all items of the instrument text is mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.<sup>31</sup>It means that in this research the test instrument should be under 4.46, so the writing instrument can give to experimental and control class.

c. **Reliability of the Test**

Reliability is the consistent or stability of values, test scores or weight measurement.<sup>32</sup> In other words reliability test is the degree which an assessment tool to produces stable and consistent result. To measure score reliability and to avoid students subjective, the writer used inter-rater reliability to score the result writing test. The raters were the English teacher at MAN 2 Bandar Lampung and the writer. The writer analyzed the data by using SPSS (Statistical Program for the Social Science) version 21. The test reliability is employed by using Cronbach's Alpha.

The categories of reliability test based on Cronbach's Alpa is divided into five categories as follows:

1. 0.800 - 1.000 = Very High
2. 0.600 – 0.800 = High
3. 0.400 – 0.600 = Medium
4. 0.200 – 0.400 = Low
5. 0.000 – 0.200 = Very Low.<sup>33</sup>

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<sup>30</sup>Julien B. Kouame, Using Readability Test to Improve the Accuracy of Evaluation Document Intended for Low-literate Participants, *Journal of Multi Disiplinary Evaluation Vol. 6 No. 14*, 2010, 133, available at <https://redirect.is/mx3yurd>, accessed on 26<sup>th</sup> December 2021.

<sup>31</sup>*Ibid.*, 133.

<sup>32</sup>John W. Best and James V. Khan, *Op.Cit.*, 141.

<sup>33</sup>Ag, Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), 19.

## I. Data Analysis

- **Fulfillment of the Assumption**

After collected the data, the writer analyzed the data by using independent sample t-test to find out whether there was an effect of using round robin strategy in teaching writing on analytical exposition text. There were two tests to get a certain distribution of the data, they were normality and homogeneity test.

### a. Normality Test

Normality test used to know whether the data in experimental and control class have normal distribution or not. In this research, the normality test was used Kolmogrov Smirnov or Shapiro Wilk and to calculate the data by using SPSS (*Statistical Program for the Social Science*) version 21.

The criterias of normality test as follows:

$H_0$  is accepted if Sig. ( $P_{\text{value}}$ )  $\geq \alpha = 0.05$

$H_1$  is accepted if Sig. ( $P_{\text{value}}$ )  $< \alpha = 0.05$

The hypotheses for the normality test are formulated as follows:

$H_0$  : the data have a normal distribution

$H_1$  : the data have a not normal distribution

### b. Homogeneity Test

After getting the data normally distribution, the writer calculated the homogeneity test to know whether the data is homogenous or not by using Lavena's test and to calculate the data by using SPSS (*Statistical Program for the Social Science*) version 21.

The criterias of homogeneity test as follows:

$H_0$  is accepted if Sig. ( $P_{\text{value}}$ )  $\geq \alpha = 0.05$

$H_1$  is accepted if Sig. ( $P_{\text{value}}$ )  $< \alpha = 0.05$

The hypotheses for the homogeneity test are formulated as follows:

$H_0$  : the variance of the data is homogenous

$H_1$  : the variance of the data is not homogenous

- **Hypothetical Test**

After getting the data are normal and homogenous, the data was calculated by using independent sample t-test to know there was an effectiveness of using round robin strategy towards students' writing ability in analytical exposition text. The writer used SPSS (*Statistical Program for the Social Science*) version 21 to calculate the hypotheses test in this research.

The criterias of hypotheses test as follows:

$H_0$  is accepted if  $\text{Sig. (P}_{\text{value}}) > \alpha = 0.05$

$H_1$  is accepted if  $\text{Sig. (P}_{\text{value}}) < \alpha = 0.05$

The hypotheses of this research as follows:

$H_a$  : There was an effectiveness of using round robin strategy towards students' writing ability on analytical exposition text at the first semester of the eleventh grade of MAN 2 Bandar Lampung in the academic year of 2021/2022.

$H_o$  : There was no an effectiveness of using round robin strategy towards students' writing ability on analytical exposition text at the first semester of the eleventh grade of MAN 2 Bandar Lampung in the academic year of 2021/2022.





## CHAPTER V

### CONCLUSION AND RECOMMENDATION

#### a. **Conclusion**

The idea of the post-test was to observe whether the round robin strategy influenced students' ability in writing in analytical exposition in the experimental class after the treatments were completed. The experimental class had a mean post-test of 59.42, while the control class had a mean post-test of 57.57. The experimental class's post-test result was higher than the control class's post-test result. The final determination was not made simply on the basis of the mean of the students' scores. The final determination was also based on the result of the significantly generated Sig (*Pvalue*) with the Sig (*Pvalue*), which should be less than 0.05.

The value of the significance generated Sig. (*Pvalue*) was estimated using the independent T-formula Test in the previous chapter. The result should be seen in the independent sample test table, where the sig. (2-tailed) of the equal variance assumption is 2.042. Since it is less than 0.05,  $H_0$  is rejected while  $H_a$  is accepted. Depending on the outcomes of the data analysis, the research revealed that implementing the round robin strategy has a there was an effectiveness of using round robin strategy towards students' writing ability on analytical exposition text at the first semester of the eleventh grade of MAN 2 Bandar Lampung in the academic year of 2021/2022.

#### b. **Recommendation**

After the research was completed, the researcher tries to give detailed ideas for further study. A suggestion was just as follows:

##### 1. For the English teacher

- 1) According to this study, the using round robin strategy was discovered to assist students in boosting their writing ability on analytical exposition text. A teacher must able to stimulate students to think more effectively and confidently. The teacher must able to do this strategy by



doing several kinds of notes, providing more practice, and time for students to deepen their writing ability.

- 2) According to the research, utilizing the using round robin strategy could enhance students' speaking ability. As a consequence, English teachers could use the round robin strategy in teaching language ability, specifically writing ability on analytical exposition text.
- 3) The English teacher should give more practice and time to use the time of teaching in good management to get good results so students could enhance their writing ability on analytical exposition text.

## 2. For the students

- A. Students should not be afraid to express their thoughts by using round robin strategy or make mistakes in the teaching and learning process through round robin strategy. Students could use the internet as a reference to find ideas for topics.
- B. Students should learn writing through round robin strategy and take this seriously in order to improve their writing ability on analytical exposition text because learning using round robin strategy in the class had limited time.
- C. The student should practice utilizing the round robin strategy with their friends or teachers.

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# **APPENDIX**



## Appendix 1 Students' Writing Score

### Students' Writing Score at the Eleventh Grade of MAN 2 Bandar Lampung in the Academic Year of 2023/2024

#### Class XI MIPA 1

No.	NISN	Gender	Score
1	0053170010	F	52
2	0052631790	M	72
3	0042084209	M	40
4	0047501076	M	72
5	0053654290	F	40
6	0051732929	M	72
7	0057303578	M	44
8	0050774051	F	24
9	0051134104	M	56
10	0055980828	F	52
11	0053512199	F	76
12	0055747706	M	40
13	0055936679	M	72
14	0055602574	M	52
15	0055977277	M	72
16	0047005582	M	44
17	0054892993	M	72
18	0052132713	F	56
19	0044065816	F	44
20	0053056930	F	60
21	0059589840	F	72
22	0052132711	F	56
23	0051151179	F	48
24	0053176317	F	52
25	0058356180	F	76
26	0045142946	F	52



17	0049324946	M	48
18	0052352974	M	72
19	0057802850	M	72
20	0052694012	M	48
21	0049810656	M	76
22	0052452508	F	44
23	0053378042	F	72
24	0058303395	F	40
25	0041448011	F	72
26	0054936565	F	68
27	0055643402	F	48
28	0053378451	F	40
29	0051570849	F	68
30	0054712244	F	72
31	0042002949	F	52
32	0052087038	M	44
33	0052350192	F	72
34	0053374890	F	52
35	0044585962	M	44
<b>Total</b>			<b>61.40</b>

**Note:**

F = 25 students

M = 10 students

**35 students**

Excellent to Very Good = 0 student

Good to Average = 8 students

Fair to Poor = 18 students

Very Poor = 9 students

**Class XI MIPA 3**

No.	NISN	Gender	Score
1	0046020562	M	62
2	0053922758	M	64
3	0052542503	M	60
4	0032746649	M	72
5	0048734644	M	67

6	0057862280	M	50
7	0045380696	M	66
8	0056395508	M	56
9	0050899505	M	60
10	0062106912	M	62
11	0046978182	M	60
12	0063885146	M	55
13	0057712648	M	68
14	0054340806	M	54
15	0051393921	M	60
16	0058680331	M	68
17	0055791809	M	52
18	0057847369	M	60
19	0052314302	M	78
20	0046732173	M	50
21	0053767837	M	68
22	0052202337	M	60
23	0056082641	M	64
24	0051228470	M	80
25	0055595364	M	66
26	0031692678	M	70
27	0055383751	M	62
28	0048769748	M	78
29	0050537108	M	60
30	0055452466	M	82
31	0053774789	M	64
<b>Total</b>			<b>63.80</b>

**Note**

M = 31 students

Excellent to Very Good = 2 students

Good to Average = 10 students

Fair to Poor = 14 students

Very Poor = 5 students

## Class XI MIPA 4

No.	NISN	Gender	Score
1	0053110939	M	80
2	0057077985	F	56
3	0056029915	M	60
4	0034634869	M	66
5	0055105143	M	64
6	0053512289	M	50
7	0052534359	F	62
8	0055007923	F	52
9	0051675262	M	64
10	0056502817	F	50
11	0050755048	F	64
12	0050755062	F	54
13	0051711060	M	62
14	0060113527	F	64
15	0051739432	F	62
16	0051406068	F	80
17	0052625427	F	60
18	0055890757	F	64
19	0056683064	F	58
20	0058949508	F	65
21	0059172695	M	70
22	0052173258	F	68
23	0054859382	F	72
24	0044747263	M	68
25	0051739465	M	60
26	0054092847	M	76
27	0057536385	M	74
28	0056557249	M	82
29	0054359573	M	76
30	0057300459	F	68
31	0065338543	M	82
32	0046364581	F	76

33	0053056958	M	66
34	0048498528	F	54
35	0062638850	F	60
36	0051694074	F	68
<b>Total</b>			<b>65.47</b>

**Note:**

F = 20 students

M= 16 students  
**36 students**

Excellent to Very Good = 4 students

Good to Average = 12 students

Fair to Poor = 15 students

Very Poor = 5 students

## **Appendix 2A Teacher's Interview Guideline**

### **The Interview for the English Teacher in the Preliminary Research**

Interviewer :  
Interviewee :  
Day/ Date :  
Place :

1. How long you have been teaching English at this school?
2. Can you tell me your experience in teaching English, especially writing?
3. What strategy do you use in teaching writing during online learning?
4. Do you have problems in teaching writing, especially an analytical exposition text? What are they?
5. According to you, how is the students' writing ability at the eleventh grade of this school?
6. How do you teach writing an analytical exposition text?
7. Do you have a special technique or strategy in teaching writing an analytical exposition text in this pandemic?
8. What the media do you use to online learning during this pandemic?
9. How do you respon to use round robin strategy for teaching writing an analytical exposition text in online learning?

## Appendix 2B Transcripts Interview in the Preliminary Research

Interviewer : Aditya Ningsih (the writer)  
Interviewee : Evayani, S.Pd (the English teacher)  
Day/Date : Thursday, 16<sup>th</sup> December 2021  
Place : MAN 2 Bandar Lampung

Aditya : Sudah berapa lama Ibu mengajar bahasa Inggris di sekolah ini?

Guru : Ibu sudah mengajar bahasa Inggris di MAN 2 Bandar Lampung selama 22 tahun.

Aditya : Bisakah Ibu menceritakan, bagaimana pengalaman saat mengajar bahasa Inggris khususnya menulis?

Guru : Untuk mengajar *writing* bahasa Inggris, biasanya Ibu membebaskan siswa untuk mencari imajinasi terlebih dahulu, setelah itu meminta mereka untuk membuat karangan sesuai dengan kemampuan mereka dulu, kadang-kadang siswa memakai Google Translate untuk mengartikan tulisannya. Apabila sudah selesai, Ibu mulai menjelaskan bagaimana cara penyusunan yang lebih tepat untuk membuat tulisan.

Aditya : Apa strategi yang Ibu gunakan saat pembelajaran menulis selama pembelajaran online?

Guru : Untuk pengajaran online, biasanya Ibu memberikan siswa materi pembelajaran dalam bentuk file *words, ppt, dan video pembelajaran* melalui WhatsApp atau E-learning Madrasah, dan kadang-kadang menjelaskan materi melalui aplikasi Zoom.

Aditya : Apakah Ibu menemukan kesulitan saat mengajar menulis, khususnya teks analytical exposition? Apa saja kesulitannya Ibu?

Guru : Ya ada nak, untuk pembelajaran menulis ini masih banyak siswa yang mengalami kesulitan dalam menulis, kendala yang dialami yaitu siswa sulit untuk menyusun



kalimat dan ide mereka dalam menulis, kemudian kadang siswa dalam menentukan grammatical ordernya itu kurang sesuai terutama di tenses. Kendala yang lain yaitu keterbatasan kosakata siswa sehingga sulit untuk membuat tulisan. Begitu juga kendala yang dialami saat pembelajaran menulis teks analytical exposition. Sehingga, Ibu harus memberikan penjelasan lebih agar siswa tidak kesulitan dalam menulis.

Aditya : Menurut Ibu, Bagaimana kemampuan menulis siswa di kelas sebelas sekolah ini?

Guru : Jika berdasarkan pada hasil nilai menulis siswa, kemampuan menulis siswa di MAN 2 Bandar Lampung masih kurang hanya saja ada sebagian siswa yang mendapatkan nilai diatas kriteria karena siswa tersebut mengikuti kursus di lembaga bahasa Inggris, sehingga mereka bisa membuat karangan dengan baik dan mengetahui apa kesalahan yang ada dalam tulisannya.

Aditya : Bagaimana cara Ibu mengajar teks analytical exposition?

Guru : Dalam pembelajaran teks analytical exposition, Ibu memberikan perintah kepada siswa untuk mencari terlebih dahulu thesis atau judul apa yang ingin mereka ambil, sebagai contoh saat ini mereka sedang melakukan pembelajaran online dikarenakan pandemi covid-19, setelah itu Ibu memerintahkan mereka untuk menulis apa saja kendala yang mereka hadapi saat proses pembelajaran bahasa Inggris secara online di bagian argumentatif dari teks analytical exposition. Dan kemudian, mereka diminta untuk menuliskan saran atau recommendation yang ditunjukkan kepada pembaca. Dikarenakan saat ini pandemi, guru memberikan penjelasan melalui grup WhatsApp dan jika terdapat beberapa siswa yang belum memahami materi, maka Ibu akan menjelaskan kembali

Aditya : Apakah Ibu mempunyai teknik atau strategi dalam pembelajaran menulis teks analytical exposition?

Guru : Untuk strategi dalam mengajar menulis teks analytical exposition, ibu hanya memberikan instruksi saja kepada siswa terhadap apa saja kegiatan yang harus siswa lakukan selama proses pembelajaran online.

Aditya : Apa media yang Ibu gunakan saat proses pembelajaran online selama pandemi ini?

Guru : Media yang Ibu gunakan saat proses pembelajaran online yang utama adalah grup WhatsApp dan dibantu oleh E-learning Madrasah. Sedangkan untuk menjelaskan materi yang sulit Ibu menggunakan media virtual berupa aplikasi Zoom.

Aditya : Bagaimana respon Ibu ketika saya menggunakan strategi round robin untuk pembelajaran teks analytical exposition selama pembelajaran online?

Guru : Bagaimana strategi itu bisa dijalankan dalam proses pembelajaran online, khususnya dalam menulis?

Aditya : Sebelumnya pembelajaran dengan menggunakan strategi round robin ini diajarkan secara offline, tetapi dikarenakan saat ini sedang ada pandemi virus korona sehingga peneliti melakukan modifikasi strategi round robin dengan menggunakan antuan media Zoom dan Google Classroom untuk memudahkan siswa dalam proses pembelajaran online. Dimana proses pembelajaran dengan menggunakan strategi round robin dapat memudahkan siswa dalam menuangkan ide-idea mereka dalam grup. Jadi, setiap siswa wajib memberikan ide kepada teman yang lain dan diakhir pembelajaran mereka akan diminta untuk menyusun ide-ide tersebut menjadi sebuah karangan atau tulisan.

Guru : Menurut Ibu sangat menarik strategi ini, semoga bisa diterapkan dan bisa menjadi alternatif strategi pembelajaran online, khususnya menulis.

Aditya : Terima kasih Ibu.

Guru : Ya nak.

## Appendix AC The Teacher's Interview Result in the Preliminary Research

### The Result of Interview for English Teacher

Interviewer : Aditya Ningsih (the writer)  
Interviewee : Evayani, S.Pd (the English teacher)  
Day/Date : Thursday, 16<sup>th</sup> December 2021  
Place : MAN 2 Bandar Lampung

No.	Questions	Answers	Conclusions
1.	How long you have been teaching English at this school?	I have been teaching English at MAN 2 Bandar Lampung for 22 years.	It can be concluded that the English teacher has been teaching English at MAN 2 Bandar Lampung for 22 years.
2.	Can you tell me your experience in teaching English, especially writing?	The experiences in teaching English, especially writing. I always ask students to search the topic what they will write, the students are allowed to use Google Translate in making a writing. After they finished, the teacher will explain about how to write a writing in order to be a good writing.	It can be concluded that the teacher only give instructions to students in writing. She explains the materials, after students understand the materials. Thus, in this teaching make students more be active in learning.
3.	What strategy do	In online learning, I	It can be concluded

	<p>you use in teaching writing during online learning?</p>	<p>give the learning materials by using <i>words, ppt, and learning video</i> through WhatsApp or E-learning Madrasah, and sometimes I explain the materials through Zoom.</p>	<p>that when the online learning, the teacher make learning materilas in form words, ppt or learning video, then she shares the learning materails through WhatsApp or E-learning Madrasah and something she explains the materials through Zoom in order their students can be understand about it.</p>
<p>4.</p>	<p>Do you have problems in teaching writing, especially an analytical exposition text? What are they?</p>	<p>Yes of course because many of students have difficulty in writing. The problems that faced by the students in writing, firstly they have difficulty to arrange sentences and ideas, then sometimes the students have difficulty to determine grammatical order appropriate with the tenses. Third, the students have limited of vocabularies so that they have difficulty to write. Likewise, in</p>	<p>It can be concluded that the teacher have problems in teaching writing, especially an analytical exposition text because the students have difficulty to arrange sentences and ideas, the students have difficulty to use grammatical order, and the students have limited of vocabularies so</p>

		<p>writing an analytical exposition. Therefore, before the students write an analytical exposition, the teacher will give the explain about an analytical exposition text.</p>	<p>that they have difficulty to write an analytical exposition text.</p>
5.	<p>According to you, how is the students' writing ability?</p>	<p>According to me, the students' writing ability still not enough because some students only get the above score. some of these students have followed course in English language institute so they can make a good writing and know what they write.</p>	<p>It can be concluded that the students' writing ability at the eleventh grade of MAN 2 Bandar Lampung still not enough, but there are some students get the above criteria.</p>
6.	<p>How do you teach writing an analytical exposition text?</p>	<p>In teaching an analytical exposition text, I will give the instructions to students in searching "thesis" that will use in writing. The example, I will ask students to write what are the problems that faced during online learning because in this time there is a corona virus pandemic in part argumentative</p>	<p>It can be concluded that the teacher used students-centered strategy in teaching writing an analytical exposition text, because the teacher only give instructions to students and explain the materials if there are some students not understand</p>

		of analytical exposition text. Then, I will ask students to write recommendation about it in part of analytical exposition text. After the students finished, I will ask students to send their writing through WhatsApp and if there are some students not understand about the materials, so I will re-explain the materials again.	about the materials.
7.	Do you have a special technique or strategy in teaching writing an analytical exposition text in this pandemic?	In this pandemic, I not have special strategy to teach writing. I only give instructions to students in their each activities learning from home.	It can be concluded that the teacher not have special strategy to teach writing during this pandemic. But the teacher only give instructions to students in online learning process.
8.	What the media do you use to online learning during this pandemic?	I use WhatsApp, E-learning, and Zoom to support online learning.	It can be concluded that the teacher uses three media to support online learning are WhatsApp, E-learning, and Zoom.
9.	How do you respon to use	According to me, this strategy is expected to	It can be concluded that the teacher

	round robin strategy for teaching writing an analytical exposition text in online learning.	help teacher in teaching writing, especially an analytical exposition teext during online learning.	agrees about the use of round robin strategy to teach writing an analytical exposition text.
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## Appendix 2D The Result Interview for Students in the Preliminary Research

### Student 1 : Nayla Allya (XI MIPA 1)

No.	Questions	Answers	Conclusions
1	What are your problem in learning writing?	I often have difficulty to develop ideas and in determine grammar.	It can be concluded that he student have difficulty to develop the ideas and in using grammar.
2	What do you think about teacher's strategy in learning writing in this pandemic?	In this pandemic, the teacher only give the instructions to understand the learning material that given by the teacher through WhatsApp or E-learning Madrasah. Then, we are give an assignment to write a text.	It can be concluded that the teacher needs strategy that help students in developing ideas and teach how to use grammar corretly.

**Student 2 : Rima Septia Ningsih (XI MIPA 1)**

<b>No.</b>	<b>Questions</b>	<b>Answers</b>	<b>Conclusions</b>
1	What are your problem in learning writing?	I don't have motivation to write because I have limited of vocabularies in order I always use Google Translate to write.	It can be concluded that the students don't have motivation to write because she has limited of vocabularies.
2	What do you think about teacher's strategy in learning writing in this pandemic?	During online learning, the teacher only give learning materials through WhatsApp or E-learning Madrasah. Then, the teacher are asked students to write appropriate with the interesting title that they choose.	It can be concluded that the students needs alternative strategy to support teaching writing during this pandemic.

**Student 3: Riris Octaviani (XI MIPA 1)**

<b>No.</b>	<b>Questions</b>	<b>Answers</b>	<b>Conclusions</b>
1	What are your problem in learning writing?	Sometimes, I cannot express my ideas because my vocabularies and grammar really bad.	It can be concluded that the students cannot express their idea because she still lack of grammar and vocabularies



2	What do you think about teacher's strategy in learning writing?	I think the teacher strategy is not suitable to use online learning because I did not develop my ideas.	It can be concluded that the student needs an alternative strategy to enjoy in learning writing, especially during online learning
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### **Appendix 3 Syllabus of Senior High School**

**Mata Pelajaran** : Bahasa Inggris

**Kelas** : XI (Sebelas)

**Kompetensi Inti** :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai ceminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, 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.

KI 4 : 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 Inti	Materi Pokok	Pembelajara	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam	Teks Eksposisi Analitis ➤ Fungsi Sosial Menyatakan pendapat tentang topik yang hangat dibicarakan secara bertanggung jawab. ➤ Struktur Teks a. Menyebutkan pokok permasla	<b>Mengamati</b> <ul style="list-style-type: none"> <li>• Siswa menyimak berbagai contoh teks eksposisi analisis yang diberikan/diperdengarkan guru.</li> <li>• Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya.</li> <li>• Siswa belajar menemukan</li> </ul>	Kriteria Penilaian: <ul style="list-style-type: none"> <li>• Pencapaian fungsi sosial</li> <li>• Kelengkapan dan keruntutan struktur teks eksposisi analitis</li> <li>• Ketepatan unsur kebahasaan: tata bahasa, kosakata, ucapan, tekanan kata, intonasi,</li> </ul>	4 x 2JP	<ul style="list-style-type: none"> <li>• CD/ Audio/ VCD</li> <li>• Koran/ majalah berbahasa Inggris</li> <li>• Sumber dari internet:  <ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li>- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul> </li> </ul>

<p>semangat belajar.</p> <p>2.3</p> <p>Menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan komunikasi fungsional</p>	<p>han terhadap sesuatu yang hangat dibicarakan</p> <p>b. Menyebutkan pandangan/pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung.</p>	<p>gagasan utama, informasi rinci dan informasi tertentu dari teks eksposisi analitis.</p> <p><b>Mempertanyakan (Questioning)</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks eksposisi yang ada dalam bahasa Inggris, siswa</li> </ul>	<p>ejaan, dan tulis tangan.</p> <ul style="list-style-type: none"> <li>• Kesesuaian format penulisan/penyampaian.</li> </ul> <p><b>Pengamatan (Observations)</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberikan umpan balik. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> <li>• Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai</li> </ul>		
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<p>1.</p> <p>3.10</p> <p>Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang</p>	<p>c. Diakhiri dengan kesimpulan yang menyatakan kembali pendapat terhadap hal tersebut.</p> <p>➤ Unsur Kebahasaan</p> <p>a. Kalimat Simple present</p> <p>b. Conditional Clauses</p>	<p>mempertanyakan gagasan utama, informasi rinci dan informasi tertentu.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>• Siswa mencari beberapa teks eksposisi analitis dari berbagai sumber.</li> <li>• Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu.</li> </ul>	<p>dalam melaksanakan komunikasi.</p> <ul style="list-style-type: none"> <li>• Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks eksposisi analitis.</li> <li>• Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan.</li> <li>• Ketetapan dan kesesuaian menggunakan strategi dalam</li> </ul>		
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<p>hangat dibicarakan umum, sesuai dengan konteks penggunaannya.</p> <p>4.14 Menangkap makna dalam teks eksposisi analitis tentang</p>	<p>c. Modals</p>	<ul style="list-style-type: none"> <li>• Siswa secara berkelompok menuliskan/menyalin teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaan dengan runtut.</li> <li>• Siswa membacakan teks eksposisi kepada teman dengan menggunakan unsur kebahasaan</li> </ul>	<p>membaca.</p> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan catatan kemajuan belajar.</li> <li>• Kumpulan hasil tes dan latihan.</li> <li>• Catatan atau rekaman penilaian diri dan penilaian sejawat berupa komentar atau cara penilaian lainnya.</li> </ul>		
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<p>topik yang hangat dibicarakan umum.</p>		<p>yang tepat.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Secara berpasangan siswa menganalisis beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.</li> <li>• Siswa memperoleh balikan (feedback) dari guru dan teman tentang</li> </ul>	<p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain.</p>		
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		<p>hasil analisis yang disampaikan dalam kerja kelompok.</p> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"><li>• Siswa membuat laporan berupa catatan hasil membaca dan mendengarkan.</li><li>• Berkelompok, siswa bertukar cerita tentang teks eksposisi dengan memperhatikan</li></ul>			
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		<p>n fungsi sosial, struktur dan unsur kebahasaan.</p> <ul style="list-style-type: none"><li>• Siswa mempresentasi kannya di kelas.</li><li>• Membuat laporan evauasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks eksposisi selama proses pembelajaran di dalam dan di</li></ul>			
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		<p>luar kelas, termasuk kendala yang dialami.</p> <ul style="list-style-type: none"><li>• Siswa membuat 'learning Journal'.</li></ul>			
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## **Appendix 4 Instrument of Pre-test and Post-test**

### **Instrument of Pre-test**

Name :  
Class :  
Skill : Writing  
Time Allocation : 70 minutes

#### **Directions :**

1. Write your name and class on a paper.
2. Use your time effectively
3. Work individually

#### **Instructions :**

6. Choose one of three topics below:
  - a. The Important of Reading
  - b. The Important of Learning English
  - c. The Important of Television in Education
7. Write an analytical exposition text based on the topic your choose consists of three paragraphs into 70 minutes.
8. Write your text by covered the generic structures of analytical exposition text (thesis, argument, and reiteration).
9. Your text will be measure by five aspects of writing are content, organization, vocabulary, language and mechanics.

## **Instrument of Post-test**

Name :  
Class :  
Skill : Writing  
Time Allocation : 70 minutes

### **Directions :**

1. Write your name and class on a paper.
2. Use your time effectively
3. work individually.

### **Instructions :**

1. Choose one of three topics below:
  - a. The Important of Wearing a Mask during Covid-19 Pandemic
  - b. The Important of Washing Hands during Covid-19 Pandemic
  - c. The Important of Stay at Home during Covid-19 Pandemic
2. Write an analytical exposition text based on the topic your choose consists of three paragraphs into 70 minutes.
3. Write your text by covered the generic structures of analytical exposition text (thesis, argument, and reiteration).
4. Your text will be measure by five aspects of writing are content, organization, vocabulary, language and mechanics.

## Appendix 6

### Readability of the Writing Test

Nama :

Kelas :

Berdasarkan instrument tes menulis (pre-test dan post-test), Isilah jawaban pertanyaan dibawah ini!

No.	Pertanyaan	Ya	Tidak	Skala (1-10)	Komentar
1	Apakah petunjuk dan instruksi pada instrument test cukup jelas untuk di ikuti?				
2	Apakah anda memahami topik yang diberikan?				
3	Apakah alokasi waktu yang diberikan cukup untuk menulis teks analytical exposition?				
4	Apakah anda memahami generic structure dalam teks analytical exposition yang terdiri dari thesis, argument, dan reiteration?				

5	Apakah anda memahami rubrik penilaian dalam aspek penulisan yang terdiri dari content, organization, vocabulary, language, dan mechanics?				
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**\*1 mendeskripsikan item yang mudah dibaca dan 10 mendeskripsikan item yang sulit dibaca.**

## Appendix7

### Students' Score of pre-test and Post-test Gain in Experimental Class

No.	Code	Pre-test	Post-test	Gain
1	0053170010	<b>30</b>	70	40
2	0052631790	<b>50</b>	65	15
3	0042084209	<b>50</b>	70	20
4	0047501076	<b>35</b>	65	30
5	0053654290	65	70	5
6	0051732929	50	65	15
7	0057303578	50	70	20
8	0050774051	<b>45</b>	<b>50</b>	5
9	0051134104	65	70	5
10	0055980828	<b>35</b>	65	30
11	0053512199	<b>45</b>	<b>55</b>	10
12	0055747706	45	70	25
13	0055936679	<b>35</b>	<b>45</b>	10
14	0055602574	<b>40</b>	<b>50</b>	10
15	0055977277	<b>30</b>	60	30
16	0047005582	<b>45</b>	<b>50</b>	5
17	0054892993	<b>30</b>	<b>45</b>	15
18	0052132713	40	70	30
19	0044065816	<b>35</b>	<b>50</b>	15
20	0053056930	65	70	5
21	0059589840	<b>45</b>	<b>50</b>	5
22	0052132711	<b>30</b>	<b>45</b>	15
23	0051151179	60	70	10
24	0053176317	<b>40</b>	<b>70</b>	30
25	0058356180	45	60	15
26	0045142946	<b>30</b>	<b>45</b>	15
27	0049192032	40	60	20
28	0062979844	<b>40</b>	<b>45</b>	5
29	0053512301	<b>40</b>	<b>50</b>	10

30	0057768161	<b>40</b>	60	20
31	0057090841	<b>35</b>	<b>55</b>	20
32	0046224636	<b>40</b>	<b>50</b>	10
33	0054764977	<b>30</b>	60	30
34	0067114278	65	70	5
35	0056479118	65	65	0



## Appendix8

### Students' Score of pre-test and Post-test Gain in Control Class

No.	Code	Pre-test	Post-test	Gain
1	0051238704	30	70	40
2	0053855402	35	45	10
3	0046837753	45	50	5
4	0057620465	35	60	25
5	0051577328	35	50	15
6	0055294804	50	60	10
7	0051694072	50	70	20
8	0052844349	30	50	20
9	0060058727	45	70	25
10	0054249140	40	50	10
11	0057572767	35	45	10
12	0047805976	65	70	5
13	0052335762	20	70	50
14	0044803126	30	60	30
15	0051093626	55	60	5
16	0055278158	60	65	5
17	0049324946	35	50	15
18	0052352974	55	70	15
19	0057802850	35	65	30
20	0052694012	50	55	5
21	0049810656	55	70	15
22	0052452508	40	45	5
23	0053378042	40	50	10
24	0058303395	35	60	25
25	0041448011	40	50	10
26	0054936565	55	60	5
27	0055643402	50	60	20
28	0053378451	40	45	5
29	0051570849	40	60	10

30	0054712244	50	65	20
31	0042002949	55	60	20
32	0052087038	40	65	10
33	0052350192	35	50	30
34	0053374890	55	60	5
35	0044585962	40	50	10

## **Appendix 9 Lesson Plan for Experimental and Control Class**

### **RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (Experimental Class)**

Satuan Pendidikan	: MAN 2 Bandar Lampung
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/1
Skill	: Writing
Materi Ajar	: An Analytical Exposition Text
Alokasi Waktu	: 2x45 menit (90 menit)
Pertemuan	: Ke-1

#### **A. Kompetensi Inti**

KI 1 dan KI 2 : Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan keluarga, sekolah, masyarakat, dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.

KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradapan terkait penyebab fenomena dan kejadian serta menerapkan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta menggunakan metode sesuai kaidah keilmuan.

## B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
<p>3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks analitis eskposisi tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaanya.</p>	<p>3.10.1 Menuliskan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eskposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaanya.</p> <p>3.10.2 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eskposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaanya.</p>
<p>4.14 Menangkap makna dalam teks analitis eksposisi tentang topik yang hangat dibicarakan umum.</p>	<p>4.14. 1 Mengidentifikasi makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum.</p> <p>4.14.2 Membedakan makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum.</p>

## C. Tujuan Pembelajaran

Pada akhir kegiatan pembelajaran siswa diharapkan mampu:

1. Siswa mampu membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks analitis eskposisi tentang

topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.

2. Siswa mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks analitis esposisi tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
3. Siswa mampu membuat teks analitis esposisi tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.

#### **D. Langkah-langkah Pembelajaran**

##### **1. Pendahuluan (10 menit)**

- a. Guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran di dalam kelas.
- b. Guru memeriksa kehadiran siswa sebagai bentuk sikap disiplin.
- c. Guru memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu tentang materi teks analitik esposisi.

##### **2. Kegiatan Inti (70 menit)**

- a. Guru membagi siswa menjadi beberapa kelompok yang masing-masing terdiri dari lima siswa.
- b. Guru menjelaskan tentang teks analitis esposisi seperti pengertian, tujuan, struktur bagian dan unsur kebahasaan dari teks analitis esposisi dan menjelaskan bagaimana strategi round robin digunakan dalam proses pembelajaran menulis.
- c. Guru memberikan waktu siswa untuk mencari ide-ide dan menuliskannya di kertas.
- d. Setiap siswa di grup harus membacakan ide yang mereka dapat kepada teman yang ada di grupnya.
- e. Guru meminta siswa untuk menulis teks analitis esposisi tentang “Smoking is not Good for us” berdasarkan ide-ide yang didapatkan dari temannya.

Setelah selesai, siswa diminta untuk mengumpulkan tugasnya kepada guru.

### 3. Penutup (10 menit)

- a. Guru mengagendakan materi yang akan dipelajari pada pertemuan berikutnya kepada siswa.
- b. Guru menutup pembelajaran dengan memberi salam kepada siswa

### E. Penilaian

Penilaian Sikap	Memperhatikan keaktifan siswa saat proses pembelajaran dalam mengisi absensi online dan tanggung jawab dalam mengerjakan tugas.
Penilaian Pengetahuan	Melalui tugas yang dikumpulkan kepada guru
Penilaian Keterampilan	Siswa dapat membuat teks analitis esposisi.

Mengetahui,  
Guru Mata Pelajaran

Bandar Lampung, 2023  
Mahasiswa Peneliti

**Evayani, S.Pd.**  
NIP. -

**Aditya Ningsih**  
NPM. 17110005

## **LAMPIRAN RENCANA PELAKSANAAN PEMBELAJARAN**

### **A. Materi Pembelajaran**

#### **1. Definition of An Analytical Exposition Text**

An analytical exposition text evaluates a topic critically but focuses only on one side of an argument. Analytical exposition text is one of types text that contain of the detail authors' thinking about a phenomenon is around. The social function of an analytical exposition text is to persuade your audience to look at an issue with your perspective.

#### **2. Generic Structure of An Analytical Exposition Text**

- 1) Thesis  
In this part consist of the introduce of topic and show what the speaker written.
- 2) Arguments  
In this part consists of point and elaboration. Point consist of states the main arguments and elaboration consists of develop and support each point of argument.
- 3) Reiteration  
In this part consist of conclusion (restatement) the speaker written.

#### **3. Language Features of An Analytical Exposition Text**

- 4) Focus on generic human and non human participation.
- 5) It uses mental process. It is used to state what happen, e.g.. think or feels about something.
- 6) It uses emotive and evaluative words.
- 7) If often needs material process. It is used to state what happen. e.g ... has polluted, etc.
- 8) Enumeration is something necessary to show the list of given arguments; firstly, secondly, third, finally.

#### **4. Example of An Analytical Exposition Text “ Smoking Should be Banned in Public Area”**

<b>Thesis</b>	Have you ever come home with the stench of smoke clinging to your clothes? or inhaled a cloud of smoke as a group of smokers passed, causing you to cough and choke? Neither experience is pleasant and this is why smoking should be banned in public area.
<b>Argument</b>	Many countries today have laws that prohibit smoking in public places. It is because smoking affects not only the person who smoke but also non smokers as well.
<b>Argument</b>	Secondhand smoke has been linked to heart and respiratory disease; lung, breast, cervical, and nasal sinus cancers; stroke and miscarriages.
<b>Argument</b>	In children, dangers include sudden infant death syndrome, fetal growth impairment, bronchitis, pneumonia, asthma, and middle-ear disease.
<b>Reiteration</b>	Smoking is a dangerous habit that not only affects the smoker, but those around him or her. Banned the smoking in public will keep non-smoker safer. People who smoke subject themselves to deadly disease by choice. Why should non-smokers be forced to be around it?



## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)** **(Experimental Class)**

Satuan Pendidikan	: MAN 2 Bandar Lampung
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/1
Skill	: Writing
Materi Ajar	: An Analytical Exposition Text
Alokasi Waktu	: 2x45 menit (90 menit)
Pertemuan	: Ke-2

### **D. 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 peradapan terkait penyebab fenomena dan kejadian serta menerapkan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta menggunakan metode sesuai kaidah keilmuan.

### E. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

<b>Kompetensi Dasar</b>	<b>Indikator Pencapaian Kompetensi</b>
3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks analitis eksposisi tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.	3.10.1 Menuliskan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks analitis eksposisi tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.  3.10.2 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks analitis eksposisi tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
4.14 Menangkap makna dalam teks analitis eksposisi tentang topik yang hangat dibicarakan umum.	4.14. 1 Mengidentifikasi makna dalam teks analitis eksposisi tentang topik yang hangat dibicarakan umum.  4.14.2 Membedakan makna dalam teks analitis eksposisi tentang topik yang hangat dibicarakan umum.

## **F. Tujuan Pembelajaran**

Pada akhir kegiatan pembelajaran siswa diharapkan mampu:

1. Siswa mampu membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks analitis eskposisi tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
2. Siswa mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks analitis eskposisi tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
3. Siswa mampu membuat teks analitis eskposisi tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.

## **G. Langkah-langkah Pembelajaran**

### **1. Pendahuluan (10 menit)**

- e. Guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran di dalam kelas.
- f. Guru memeriksa kehadiran siswa sebagai bentuk sikap disiplin siswa.
- g. Guru memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu kepada siswa.

### **2. Kegiatan Inti (70 menit)**

- a. Guru membagi siswa menjadi beberapa kelompok yang masing-masing terdiri dari lima siswa.
- b. Guru menjelaskan tentang teks analitis eksposisi seperti pengertian, tujuan, struktur bagian dan unsur kebahasaan dari teks analitis eksposisi dan menjelaskan bagaimana strategi round robin digunakan dalam proses pembelajaran menulis teks analitis eksposisi.
- c. Guru memberikan waktu siswa untuk mencari ide-ide dan menuliskannya di kertas.

- d. Setiap siswa di grup harus membacakan ide yang mereka dapat kepada teman yang ada di grupnya.
- e. Guru meminta siswa untuk menuliskan teks analitis eksposisi tentang “Fast Food is not Good” berdasarkan ide-ide yang didapatkan dari temannya. Setelah selesai, siswa diminta untuk mengumpulkan tugasnya kepada guru.

**3. Penutup (10 menit)**

- a. Guru mengagendakan materi yang akan dipelajari pada pertemuan berikutnya kepada siswa
- b. Guru menutup pembelajaran dengan memberi salam kepada siswa.

**H. Penilaian**

Penilaian Sikap	Memperhatikan keaktifan siswa saat proses pembelajaran dalam mengisi absensi online dan tanggung jawab dalam mengerjakan tugas.
Penilaian Pengetahuan	Melalui tugas yang dikumpulkan kepada guru.
Penilaian Keterampilan	Siswa dapat membuat teks analitis eskposisi.

Mengetahui,  
Guru Mata Pelajaran

Bandar Lampung, 2023  
Mahasiswa Peneliti

**Evayani, S.Pd.**  
NIP. -

**Aditya Ningsih**  
NPM. 17110005

## **LAMPIRAN**

### **RENCANA PELAKSANAAN PEMBELAJARAN**

#### **A. Materi Pembelajaran**

##### **1. Definition of An Analytical Exposition Text**

An analytical exposition text evaluates a topic critically but focuses only on one side of an argument. Analytical exposition text is one of types text that contain of the detail authors' thinking about a phenomenon is around. The social function of an analytical exposition text is to persuade your audience to look at an issue with your perspective.

##### **2. Generic Structure of An Analytical Exposition Text**

1) Thesis

In this part consist of the introduce of topic and show what the speaker written.

2) Arguments

In this part consists of point and elaboration. Point consist of states the main arguments and elaboration consists of develop and support each point of argument.

3) Reiteration

In this part consist of conclusion (restatement) the speaker written.

##### **3. Language Features of An Analytical Exposition Text**

1) Focus on generic human and non human participation.

2) It uses mental process. It is used to state what happen, e.g.. think or feels about something.

3) It uses emotive and evaluative words.

4) If often needs material process. It is used to state what happen. e.g ... has polluted, etc.

5) Enumeration is something necessary to show the list of given arguments; firstly, secondly, third, finally.

### 3. Example of An Analytical Exposition Text “ Fast Food is not Good”

<b>Thesis</b>	Everyone should think twice before deciding to eat fast food. There are many health risk when it comes to eating food that’s made within a matter of seconds.
<b>Argument</b>	The food is not properly taken care of, which leads all the way back to where the food is originally produced.
<b>Argument</b>	The health risks that come from eating so much fast food are life threatening. Obsity can cone from eating fast food that’s bought often.
<b>Reiteration</b>	However, fast food is one of the easiest and cheapest ways of eating. It saves a lot of time and money, especially for people who are coming home from work. There are many health risks when it comes to eating food, so think twice before eating fast food.

### **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)** **(Experimental Class)**

Satuan Pendidikan : MAN 2 Bandar Lampung  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI/1  
Skill : Writing  
Materi Ajar : An Analytical Exposition Text  
Alokasi Waktu : 2x45 menit (90 menit)  
Pertemuan : Ke-3

## A. Kompetensi Inti

KI 1 dan KI 2 : Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan keluarga, sekolah, masyarakat, dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.

KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradapan terkait penyebab fenomena dan kejadian serta menerapkan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta menggunakan metode sesuai kaidah keilmuan.

## B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks analitis ekposisi tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.	3.10.1 Menuliskan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks analitis ekposisi tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.  3.10.2 Membedakan fungsi sosial, struktur teks, dan unsur

	<p>kebahasaan dari teks analitis eskposisi tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.</p>
<p>4.14 Menangkap makna dalam teks analitis eskposisi tentang topik yang hangat dibicarakan umum.</p>	<p>4.14. 1 Mengidentifikasi makna dalam teks analitis eskposisi tentang topik yang hangat dibicarakan umum.</p> <p>4.14.2 Membedakan makna dalam teks analitis eskposisi tentang topik yang hangat dibicarakan umum.</p>

### C. Tujuan Pembelajaran

Pada akhir kegiatan pembelajaran siswa diharapkan mampu:

1. Siswa mampu membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks analitis eskposisi tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
2. Siswa mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks analitis eskposisi tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
3. Siswa mampu membuat teks analitis eskposisi tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.



## **D. Langkah-langkah Pembelajaran**

### **1. Pendahuluan (10 menit)**

- a. Guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran di dalam kelas
- b. Guru memeriksa kehadiran siswa sebagai bentuk sikap disiplin siswa.
- c. Guru memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu kepada siswa.

### **2. Kegiatan Inti (70 menit)**

- a. Guru membagi siswa menjadi beberapa kelompok yang masing-masing terdiri dari lima siswa.
- b. Guru menjelaskan tentang teks analitis eksposisi seperti pengertian, tujuan, struktur bagian dan unsur kebahasaan dari teks analitis eksposisi dan menjelaskan bagaimana strategi round robin digunakan dalam proses pembelajaran menulis teks analitis eksposisi.
- c. Guru memberikan waktu siswa untuk mencari ide-ide dan menuliskannya di kertas.
- d. Setiap siswa di grup harus membacakan ide yang mereka dapat kepada teman yang ada di grupnya.
- e. Guru meminta siswa untuk menuliskan teks analitis eksposisi tentang “Laptop as Students’ Friends” berdasarkan ide-ide yang didapatkan dari temannya. Setelah selesai, siswa diminta untuk mengumpulkan tugasnya kepada guru.

### **4. Penutup (10 menit)**

- a. Guru mengagendakan materi yang akan dipelajari pada pertemuan berikutnya kepada siswa
- b. Guru menutup pembelajaran dengan memberi salam kepada siswa.

## E. Penilaian

Penilaian Sikap	Memperhatikan keaktifan siswa saat proses pembelajaran dalam mengisi absensi online dan tanggung jawab dalam mengerjakan tugas.
Penilaian Pengetahuan	Melalui tugas yang dikumpulkan kepada guru.
Penilaian Keterampilan	Siswa dapat membuat teks analitis eskposisi.

Mengetahui,  
Guru Mata Pelajaran

Bandar Lampung, 2023  
Mahasiswa Peneliti

**Evayani, S.Pd.**  
NIP. -

**Aditya Ningsih**  
NPM. 17110005

## **LAMPIRAN**

### **RENCANA PELAKSANAAN PEMBELAJARAN**

#### **A. Materi Pembelajaran**

##### **1. Definition of An Analytical Exposition Text**

An analytical exposition text evaluates a topic critically but focuses only on one side of an argument. Analytical exposition text is one of types text that contain of the detail authors' thinking about a phenomenon is around. The social function of an analytical exposition text is to persuade your audience to look at an issue with your perspective.

##### **2. Generic Structure of An Analytical Exposition Text**

###### 4) Thesis

In this part consist of the introduce of topic and show what the speaker written.

###### 5) Arguments

In this part consists of point and elaboration. Point consist of states the main arguments and elaboration consists of develop and support each point of argument.

###### 6) Reiteration

In this part consist of conclusion (restatement) the speaker written.

##### **3. Language Features of An Analytical Exposition Text**

1) Focus on generic human and non human participation.

2) It uses mental process. It is used to state what happen, e.g.. think or feels about something.

3) It uses emotive and evaluative words.

4) If often needs material process. It is used to state what happen. e.g ... has polluted, etc.

5) Enumeration is something necessary to show the list of given arguments; firstly, secondly, third, finally.

#### 4. Example of An Analytical Exposition Text “ Laptop as Students’ Friends”

<b>Thesis</b>	Conventionally, students need book, pen, eraser, drawing book, ruler and such other stuff. Additionally, in this multimedia era, students need more to reach their progressive development. Students need mobile keyboards to record every presented subject easily. Of course it will need more cost but it will deserve for its function.
<b>Argument</b>	First, modern school tend to apply fast transferrng knowledge because the school needs to catch the target of curriculum. Every subject will tend to be given in demonstrative method. Consequently students need extra media cover the subect. Since there is a laptop on every student’s desk, this method will help students to get better understanding.
<b>Argument</b>	Secondly, finding an appropriate laptop is not difficult as it was. Recently there is an online shop which provides comprehensive information. The best is that the shop has servce of online shopping.The students just need to brows that online shop, decide which computer or laptop they need, and then complete the transaction. After that the laptop will be delivered to the students’ houses. That is really easy and save time and money.
<b>Reiteration</b>	From all of that, having mobile computer is absolutely useful for students who want to catch the best result for their study.

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)** **(Control Class)**

Satuan Pendidikan	: MAN 2 Bandar Lampung
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/1
Skill	: Writing
Materi Ajar	: An Analytical Exposition Text
Alokasi Waktu	: 2x45 menit (90 menit)
Pertemuan	: Ke-1

### **A. Kompetensi Inti**

KI 1 dan KI 2 : Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan keluarga, sekolah, masyarakat, dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.

KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradapaan terkait penyebab fenomena dan kejadian serta menerapkan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta menggunakan metode sesuai kaidah keilmuan.

## B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

<b>Kompetensi Dasar</b>	<b>Indikator Pencapaian Kompetensi</b>
3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks analitis eksposisi tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.	3.10.1 Menuliskan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks analitis eskposisi tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.  3.10.2 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks analitis eskposisi tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
4.14 Menangkap makna dalam teks analitis eksposisi tentang topik yang hangat dibicarakan umum.	4.14. 1 Mengidentifikasi makna dalam teks analitis eksposisi tentang topik yang hangat dibicarakan umum.  4.14.2 Membedakan makna dalam teks analitis eksposisi tentang topik yang hangat dibicarakan umum.

### **C. Tujuan Pembelajaran**

Pada akhir kegiatan pembelajaran siswa diharapkan mampu:

1. Siswa mampu membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks analitis eskposisi tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
2. Siswa mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks analitis eskposisi tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
3. Siswa mampu membuat teks analitis eskposisi tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.

### **D. Langkah-langkah Pembelajaran**

#### **1. Pendahuluan (10 menit)**

- a. Guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran di dalam kelas
- b. Guru memeriksa kehadiran siswa sebagai bentuk sikap disiplin siswa.
- c. Guru memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu kepada siswa.

#### **2. Kegiatan Inti (70 menit)**

- c. Guru mempersiapkan materi pembelajaran tentang teks analitis eskposisi.
- d. Guru menjelaskan tentang pengertian teks analitis eskposisi dan memberikan beberapa contoh dari teks analitis eskposisi kepada siswa.
- e. Guru juga menjelaskan tentang bagian-bagian dan struktur kebahasaan dari teks analitis eskposisi.
- f. Guru meminta siswa untuk membuat teks analitis eskposisi “**Smoking Should be Banned in Public Area**” dan meminta mereka untuk mengumpulkan tugas yang mereka sudah tulis.

- g. Guru memberikan kesimpulan di akhir pembelajaran kepada siswa

**3. Penutup (10 menit)**

- a. Guru mengagendakan materi yang akan dipelajari pada pertemuan berikutnya kepada siswa.  
b. Guru menutup pembelajaran dengan memberi salam kepada siswa.

**E. Penilaian**

Penilaian Sikap	Memperhatikan keaktifan siswa saat proses pembelajaran dalam mengisi absensi online dan tanggung jawab dalam mengerjakan tugas.
Penilaian Pengetahuan	Melalui tugas yang dikumpulkan kepada guru.
Penilaian Keterampilan	Siswa dapat membuat teks analitis eskposisi.

Mengetahui,  
Guru Mata Pelajaran

Bandar Lampung, 2023  
Mahasiswa Peneliti

**Evayani, S.Pd.**  
NIP. -

**Aditya Ningsih**  
NPM. 17110005



## **LAMPIRAN RENCANA PELAKSANAAN PEMBELAJARAN**

### **A. Materi Pembelajaran**

#### **1. Definition of An Analytical Exposition Text**

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4) It often needs material process. It is used to state what happen. e.g ... has polluted, etc.

5) Enumeration is something necessary to show the list of given arguments; firstly, secondly, third, finally.

#### 4. Example of An Analytical Exposition Text “ Smoking Should be Banned in Public Area”

<b>Thesis</b>	Have you ever come home with the stench of smoke clinging to your clothes? or inhaled a cloud of smoke as a group of smokers passed, causing you to cough and choke? Neither experience is pleasant and this is why smoking should be banned in public area.
<b>Argument</b>	Many countries today have laws that prohibit smoking in public places. It is because smoking affects not only the person who smoke but also non smokers as well.
<b>Argument</b>	Secondhand smoke has been linked to heart and respiratory disease; lung, breast, cervical, and nasal sinus cancers; stroke and miscarriages.
<b>Argument</b>	In children, dangers include sudden infant death syndrome, fetal growth impairment, bronchitis, pneumonia, asthma, and middle-ear disease.
<b>Reiteration</b>	Smoking is a dangerous habit that not only affects the smoker, but those around him or her. Banned the smoking in public will keep non-smoker safer. People who smoke subject themselves to deadly disease by choice. Why should non-smokers be forced to be around it?

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)** **(Control Class)**

Satuan Pendidikan	: MAN 2 Bandar Lampung
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/1
Skill	: Writing
Materi Ajar	: An Analytical Exposition Text
Alokasi Waktu	: 2x45 menit (90 menit)
Pertemuan	: Ke-2

### **A. Kompetensi Inti**

KI 1 dan KI 2 : Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan keluarga, sekolah, masyarakat, dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.

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KI 4: 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 menggunakan metode sesuai kaidah keilmuan.

## B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

<b>Kompetensi Dasar</b>	<b>Indikator Pencapaian Kompetensi</b>
3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks analitis eksposisi tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.	3.10.1 Menuliskan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks analitis eskposisi tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.  3.10.2 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks analitis eskposisi tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
4.14 Menangkap makna dalam teks analitis eksposisi tentang topik yang hangat dibicarakan umum.	4.14. 1 Mengidentifikasi makna dalam teks analitis eksposisi tentang topik yang hangat dibicarakan umum.  4.14.2 Membedakan makna dalam teks analitis eksposisi tentang topik yang hangat dibicarakan umum.

### **C. Tujuan Pembelajaran**

Pada akhir kegiatan pembelajaran siswa diharapkan mampu:

1. Siswa mampu membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks analitis eskposisi tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
2. Siswa mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks analitis eskposisi tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
3. Siswa mampu membuat teks analitis eskposisi tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.

### **D. Langkah-langkah Pembelajaran**

#### **1. Pendahuluan (10 menit)**

- a. Guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran di dalam kelas
- b. Guru memeriksa kehadiran siswa sebagai bentuk sikap disiplin siswa.
- c. Guru memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu kepada siswa.

#### **2. Kegiatan Inti (70 menit)**

- d. Guru mempersiapkan materi pembelajaran tentang teks analitis eksposisi.
- e. Guru menjelaskan kembali materi tentang pengertian teks analitis eksposisi dan memberikan beberapa contoh dari teks analitis eksposisi kepada siswa.
- f. Guru juga menjelaskan tentang bagian-bagian dan struktur kebahasaan dari teks analitis eksposisi.
- g. Guru meminta siswa untuk membuat teks analitis eksposisi **“Fast Food is not Good”** dan meminta

mereka untuk mengumpulkan tugas yang mereka sudah tulis.

- h. Guru memberikan kesimpulan di akhir pembelajaran kepada siswa.

**3. Penutup (10 menit)**

- a. Guru mengagendakan materi yang akan dipelajari pada pertemuan berikutnya kepada siswa.
- b. Guru menutup pembelajaran dengan memberi salam kepada siswa.

**E. Penilaian**

Penilaian Sikap	Memperhatikan keaktifan siswa saat proses pembelajaran dalam mengisi absensi online dan tanggung jawab dalam mengerjakan tugas.
Penilaian Pengetahuan	Melalui tugas yang dikumpulkan kepada guru.
Penilaian Keterampilan	Siswa dapat membuat teks analitis eskposisi.

Mengetahui,  
Guru Mata Pelajaran

Bandar Lampung, 2023  
Mahasiswa Peneliti

**Evayani, S.Pd.**  
NIP. -

**Aditya Ningsih**  
NPM. 17110005

## LAMPIRAN

### RENCANA PELAKSANAAN PEMBELAJARAN

#### A. Materi Pembelajaran

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In this part consist of conclusion (restatement) the speaker written.

##### 3. Language Features of An Analytical Exposition Text

1) Focus on generic human and non human participation.

2) It uses mental process. It is used to state what happen, e.g.. think or feels about something.

3) It uses emotive and evaluative words.

- 4) If often needs material process. It is used to state what happen. e.g ... has polluted, etc.
- 5) Enumeration is something necessary to show the list of given arguments; firstly, secondly, third, finally.

#### 4. Example of An Analytical Exposition Text “ Fast Food is not Good”

<b>Thesis</b>	Everyone should think twice before deciding to eat fast food. There are many health risk when it comes to eating food that’s made within a matter of seconds.
<b>Argument</b>	The food is not properly taken care of, which leads all the way back to where the food is originally produced.
<b>Argument</b>	The health risks that come from eating so much fast food are life threatening. Obsity can cone from eating fast food that’s bought often.
<b>Reiteration</b>	However, fast food is one of the easiest and cheapest ways of eating. It saves a lot of time and money, especially for people who are coming home from work. There are many health risks when it comes to eating food, so think twice before eating fast food.

#### **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)** **(Control Class)**

Satuan Pendidikan	: MAN 2 Bandar Lampung
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/1
Skill	: Writing
Materi Ajar	: An Analytical Exposition Text
Alokasi Waktu	: 2x45 menit (90 menit)
Pertemuan	: Ke-3



## A. Kompetensi Inti

KI 1 dan KI 2 : Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan keluarga, sekolah, masyarakat, dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.

KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradapaan terkait penyebab fenomena dan kejadian serta menerapkan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta menggunakan metode sesuai kaidah keilmuan.

## B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

<b>Kompetensi Dasar</b>	<b>Indikator Pencapaian Kompetensi</b>
3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks analitis ekposisi tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.	3.10.1 Menuliskan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks analitis ekposisi tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.  3.10.2 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks analitis

	<p>eskposisi tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.</p>
<p>4.14 Menangkap makna dalam teks analitis eskposisi tentang topik yang hangat dibicarakan umum.</p>	<p>4.14. 1 Mengidentifikasi makna dalam teks analitis eskposisi tentang topik yang hangat dibicarakan umum.</p> <p>4.14.2 Membedakan makna dalam teks analitis eskposisi tentang topik yang hangat dibicarakan umum.</p>

### C. Tujuan Pembelajaran

Pada akhir kegiatan pembelajaran siswa diharapkan mampu:

1. Siswa mampu membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks analitis eskposisi tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
2. Siswa mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks analitis eskposisi tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
3. Siswa mampu membuat teks analitis eskposisi tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.

## **D. Langkah-langkah Pembelajaran**

### **1. Pendahuluan (10 menit)**

- e. Guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran di dalam kelas
- f. Guru memeriksa kehadiran siswa sebagai bentuk sikap disiplin siswa.
- g. Guru memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu kepada siswa.

### **2. Kegiatan Inti (70 menit)**

- a. Guru mempersiapkan materi pembelajaran tentang teks analitis eksposisi.
- b. Guru menjelaskan tentang pengertian teks analitis eksposisi dan memberikan beberapa contoh dari teks analitis eksposisi kepada siswa.
- c. Guru juga menjelaskan tentang bagian-bagian dan struktur kebahasaan dari teks analitis eksposisi.
- d. Guru meminta siswa untuk membuat teks analitis eksposisi tentang “**Laptop as Students’ Friends**” dan meminta mereka untuk mengumpulkan tugas yang mereka sudah tulis.
- e. Guru memberikan kesimpulan di akhir pembelajaran kepada siswa

### **3. Penutup (10 menit)**

- d. Guru mengagendakan materi yang akan dipelajari pada pertemuan berikutnya kepada siswa
- e. Guru menutup pembelajaran dengan memberi salam kepada siswa.

## E. Penilaian

Penilaian Sikap	Memperhatikan keaktifan siswa saat proses pembelajaran dalam mengisi absensi online dan tanggung jawab dalam mengerjakan tugas.
Penilaian Pengetahuan	Melalui tugas yang dikumpulkan kepada guru.
Penilaian Keterampilan	Siswa dapat membuat teks analitis eskposisi.

Mengetahui,  
Guru Mata Pelajaran

Bandar Lampung, 2023  
Mahasiswa Peneliti

**Evayani, S.Pd.**  
NIP. -

**Aditya Ningsih**  
NPM. 17110005

## **LAMPIRAN**

### **RENCANA PELAKSANAAN PEMBELAJARAN**

#### **A. Materi Pembelajaran**

##### **1. Definition of An Analytical Exposition Text**

An analytical exposition text evaluates a topic critically but focuses only on one side of an argument. Analytical exposition text is one of types text that contain of the detail authors' thinking about a phenomenon is around. The social function of an analytical exposition text is to persuade your audience to look at an issue with your perspective.

##### **2. Generic Structure of An Analytical Exposition Text**

###### **3) Thesis**

In this part consist of the introduce of topic and show what the speaker written.

###### **4) Arguments**

In this part consists of point and elaboration. Point consist of states the main arguments and elaboration consists of develop and support each point of argument.

###### **5) Reiteration**

In this part consist of conclusion (restatement) the speaker written.

##### **3. Language Features of An Analytical Exposition Text**

1) Focus on generic human and non human participation.

2) It uses mental process. It is used to state what happen, e.g.. think or feels about something.

3) It uses emotive and evaluative words.

4) If often needs material process. It is used to state what happen. e.g ... has polluted, etc.

5) Enumeration is something necessary to show the list of given arguments; firstly, secondly, third, finally.

#### 4. Example of An Analytical Exposition Text “ Laptop as Students’ Friends”

<b>Thesis</b>	Conventionally, students need book, pen, eraser, drawing book, ruler and such other stuff. Additionally, in this multimedia era, students need more to reach their progressive development. Students need mobile keyboards to record every presented subject easily. Of course it will need more cost but it will deserve for its function.
<b>Argument</b>	First, modern school tend to apply fast transferrng knowledge because the school needs to catch the target of curriculum. Every subject will tend to be given in demonstrative method. Consequently students need extra media cover the subect. Since there is a laptop on every student’s desk, this method will help students to get better understanding.
<b>Argument</b>	Secondly, finding an appropriate laptop is not difficult as it was. Recently there is an online shop which provides comprehensive information. The best is that the shop has servce of online shopping.The students just need to brows that online shop, decide which computer or laptop they need, and then complete the transaction. After that the laptop will be delivered to the students’ houses. That is really easy and save time and money.
<b>Reiteration</b>	From all of that, having mobile computer is absolutely useful for students who want to catch the best result for their study.

## DOCUMENTATION



**Picture 1: Interview with the English Teacher at MAN 2 Bandar Lampung**





**Picture 2: Interview with the Students at MAN 2 Bandar Lampung**



**Picture 3 : The teacher validated the instrument of writing test**





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**SURAT KETERANGAN**

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*Assalamu'alaikum Wr.Wb.*

Saya yang bertandatangan dibawah ini:

Nama : Dr. Ahmad Zarkasi, M. Sos. I  
NIP : 197308291998031003  
Jabatan : Kepala Pusat Perpustakaan UIN Raden Intan Lampung  
Menerangkan bahwa Artikel Ilmiah dengan judul

THE EFFECTIVENESS OF USING ROUND ROBIN STRATEGY TOWARD STUDENTS'  
WRITING ABILITY ON ANALYTICAL EXPOSITION TEXT AT THE FIRST SEMESTER OF THE  
ELEVENTH GRADE OF MAN 2 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF  
2023/2024  
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*Wassalamu'alaikum Wr.Wb.*

Bandar Lampung, 08 Maret 2024  
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# THE EFFECTIVENESS OF USING ROUND ROBIN STRATEGY TOWARD STUDENTS' WRITING ABILITY ON ANALYTICAL EXPOSITION TEXT AT THE FIRST SEMESTER OF THE ELEVENTH GRADE OF MAN 2 BANDAR LAMPUNG IN THE ACADEMIC YE

## ORIGINALITY REPORT



## PRIMARY SOURCES

1	Submitted to Universiti Sains Malaysia Student Paper	3%
2	Sayid Wijaya. "INSIDE OUTSIDE CIRCLE: TEACHING STUDENTS' SPEAKING SKILL", ELT Echo : The Journal of English Language Teaching in Foreign Language Context, 2017 Publication	1%
3	Submitted to UIN Sunan Ampel Surabaya Student Paper	1%
4	Submitted to Sriwijaya University Student Paper	1%
5	Submitted to IAIN Surakarta Student Paper	1%
6	Rini Listyowati, Ina Daril Hanna. "The Use of Mind Mapping Technique to Improve The students' Writing Skill on Analytical Exposition	1%