

**THE EFFECT OF THINK-TALK-WRITE STRATEGY IN  
TEACHING STUDENTS' EXPOSITORY TEXT WRITING  
ABILITY**

**An Undergraduate Thesis Proposal**

Submitted as a Partial Fulfilments of the Requirements for Bachelor  
Degree

By  
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**Study Program : English Education**

**ENGLISH EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY LAMPUNG  
1448 H/2026 M**

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**Study Program : English Education**

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## ABSTRACT

At MA Darul Hufaz, students experienced difficulties in writing expository texts, particularly in organizing ideas, developing logical arguments, applying grammar accurately, and using appropriate vocabulary. In addition, the teaching process tended to be teacher-centered, limiting students' active participation in writing activities. Therefore, this study aimed to investigate whether the Think-Talk-Write (TTW) strategy had a significant effect on students' expository text writing ability.

This study employed a quasi-experimental research design involving 31 eleventh-grade students at MA Darul Hufaz in the 2025/2026 academic year. The participants were divided into an experimental class consisting of 16 students taught using the Think-Talk-Write (TTW) strategy and a control class consisting of 15 students taught using the conventional teaching method. Data were collected through pre-test and post-test writing tasks and assessed using an analytic writing rubric covering content, organization, vocabulary, language use, and mechanics. The data were analyzed using descriptive statistics and an independent samples t-test.

The findings revealed that the experimental class improved from a mean score of 63.06 in the pre-test to 83.50 in the post-test, while the control class improved from 62.60 to 69.60. The independent samples t-test showed a significance value (Sig. 2-tailed) of 0.000, which was lower than 0.05, indicating a significant difference between the experimental and control classes. Therefore, it can be concluded that the Think-Talk-Write (TTW) strategy was effective in improving students' expository text writing ability. However, this study was limited to one school and involved only 31 participants, which may limit the generalizability of the findings. Therefore, future researchers are encouraged to involve larger and more diverse samples, conduct similar studies in different educational settings, and examine the long-term effectiveness of the Think-Talk-Write (TTW) strategy in improving students' writing ability.

**Keywords:** *Think-Talk-Write Strategy, Expository Text Writing, Writing Ability, Quasi-Experimental Research, Cooperative Learning.*

## DECLARATION

I here by declare that this thesis, entitled “The Effect of Think-Talk-Write Strategy in Teaching Students’ Expository Text Writing Ability” is entirely my own work and is based on my own research. I also declare that all materials and sources consulted in the preparation of this thesis, be they book, articles, and any other kinds of document, are properly acknowledged in the footnotes and bibliography.

Bandar Lampung, 06 September 2025

Declared by



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## MOTTO

يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۗ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

“Allah will raise those who have believed among you and those who were given knowledge by degrees. And Allah is All-Aware of what you do.”

**(Q.S. Al-Mujadilah: 11)**



## DEDICATION

I dedicate this thesis especially to:

1. To God Almighty, whose blessings and mercy have played a vital role in the completion of this thesis.
2. Especially to my first love, Mr. Zuhri, a man who has never hesitated to do whatever it takes to ensure his child's happiness. A man who, despite having only a high school diploma, has always managed to provide a higher education for his child. Thank you for always striving to do your best for the author's life. Thank you for every drop of sweat in providing for the author's every need, for educating, guiding, and motivating me, as well as for offering support and prayers for me in every circumstance. Thank you for always being by my side and for being the reason I was able to complete this thesis and earn my Bachelor of Education degree.
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## CURRICULUM VITAE

The author of this thesis is Aula Wirda, also known as Aula to her friends. She was born on April 7, 2005, in the city of Jawa. Aula is the daughter of Mr. Zuhri and Mrs. Naili.

She went to the elementary school in SD N 10 Way Khilau, (graduated in 2016). Then, she continues her study to junior high school at MTsN 1 Pesawaran, (graduated in 2019). After that, she continues her study to senior high school at MAN 1 Pesawaran, (graduated in 2022). From 2022 to 2026, she went to Raden Intan State Islamic University of Lampung in Sukarame, for pursuing her bachelor's degree in the Departement of English Education. During her study in the University.

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# CHAPTER I

## INTRODUCTION

### A. Title Confirmation

The title of this research is "The Effect of Think-Talk-Write Strategy in Teaching Students' Expository Text Writing Ability." To avoid misunderstanding and provide a clear interpretation of the variables investigated, several key terms used in this study are clarified as follows.

#### 1. Think-Talk-Write (TTW) Strategy

Think-Talk-Write (TTW) Strategy is a cooperative learning strategy that guides students through three sequential stages: thinking individually about a topic, discussing ideas with peers, and expressing those ideas in written form. (Fitriani & Sutikno, 2025) In this study, the TTW strategy was implemented as the instructional treatment to improve students' ability to write expository texts.

#### 2. Students' Expository Text Writing Ability

Students' expository text writing ability refers to students' competence in producing a well-organized expository text by presenting ideas logically and systematically. (Setiawati & Zuniati, 2019) In this study, students' writing ability was assessed based on five aspects: content, organization, vocabulary, language use, and mechanics.

#### 3. Teaching Writing

Teaching writing in this study refers to the instructional process conducted in the classroom to help students develop their ability to write expository texts through the implementation of the Think-Talk-Write (TTW) strategy.

### B. Background of the Problem

Think-Talk-Write (TTW) is a learning method developed by Huinker and Laughlin, that emphasizes the process of thinking (think), discussing or talking (talk), and writing (write) as stages to build a deeper understanding of concepts. (Aziz & Maaliah, 2017) In this method, students are invited to first understand and reflect on a material or problem (think), then discuss it with friends or groups (talk), and finally put the results of these thoughts and discussions into writing (write). TTW is very effective in improving critical thinking and writing skills because it integrates cognitive, social, and language aspects in an integrated manner.

According to Suyatno, the Think Talk Write (TTW) strategy is a learning model designed to encourage students to think critically and reflectively before conveying their ideas orally and finally in writing. (Arman et al., 2023) This strategy starts from the process of thinking individually about a material or problem, then continues with discussing or talking with peers to exchange ideas and deepen understanding, and in the final stage students are asked to write the results of thoughts or conclusions from the discussion.

Writing skills are one of the most important abilities in learning English, but they are often the biggest challenge for students. Many students experience difficulties in conveying their ideas through writing due to limited vocabulary, lack of mastery of sentence structure, and lack of practice and motivation. In addition, monotonous teaching methods that do not involve students' active involvement tend to make them passive and lacklustre in writing activities. Actually, writing is an ability that can be improved through the application of appropriate, creative, and student needs-oriented learning strategies.

Although numerous previous studies have confirmed that the Think-Talk-Write (TTW) strategy is effective in improving students' writing ability, most of them have focused on recount, descriptive, procedural, or narrative texts, as well as at the junior high school or elementary school level. Limited studies have investigated the effectiveness of the TTW strategy in teaching expository text writing at the senior high school level, particularly in Islamic boarding school-based educational settings. Furthermore, only a few studies have employed a quasi-experimental design to measure the effect of TTW on students' expository text writing ability by comparing an experimental class and a control class. Therefore, further empirical research is needed to examine whether the Think-Talk-Write (TTW) strategy has a significant effect on students' expository text writing ability in this different educational context.

Preliminary research conducted at MA Darul Hufaz showed that students faced several difficulties in writing expository texts, particularly in vocabulary, grammar, and organizing ideas. Based on interviews and classroom observations, the English teacher explained that students often struggled to express their ideas due to limited vocabulary and confusion in constructing grammatically correct sentences. To assist them, the teacher usually asks students to write their drafts in Indonesian first before translating them into English. This helps students organize their thoughts coherently and follow the generic structure of an expository text. The teacher also

mentioned that grammar is not the main focus at the early stages since students are still developing their writing skills.

The English teacher further stated that the Think-Talk-Write (TTW) method has been used before but not specifically for expository writing. Instead, group discussions are commonly applied to help students generate and share ideas. If the TTW method were to be implemented, it would begin with the “Think” stage by introducing a topic through short readings or guiding questions, followed by the “Talk” stage for discussion, and ending with the “Write” stage to produce the text. Through this process, students can collaborate and learn from one another. The teacher evaluates students’ writing based on clarity, organization, grammar, and relevance to the topic.

To address these challenges, an English writing assessment system was developed by English teacher at MA Darul Hufaz focusing on several key evaluation criteria. This system aims to assess students’ writing quality in expository texts more comprehensively. The criteria include: (1) clarity of the text - whether the ideas discussed are clear and easy to follow; (2) organization - whether the text is structured logically and presented in a coherent sequence rather than randomly; (3) grammatical accuracy - evaluating the appropriateness of grammar and tenses used in the writing; (4) punctuation - assessing the correct and consistent use of punctuation marks according to the context of the text; and (5) vocabulary - examining whether the words used are common, simple, or rarely used, to evaluate students’ lexical range and precision. This system is designed to help teachers provide more objective and detailed feedback to improve students’ writing competence in expository texts.

As a result, the writing process is hampered and the writing results tend to be less informative and not in accordance with the correct linguistic rules. This can be seen from the English scores of 11th-grade students:

**Table 1. 1 Percentage of Students’ Score of Writing at the Eleventh Grade of MA Darul Hufaz in the Academic Year of 2025/2026**

| No | Class | Students’ Score |      | Number of Students’ |
|----|-------|-----------------|------|---------------------|
|    |       | < 75            | ≥ 75 |                     |
| 1. | XI A  | 13              | 12   | 25                  |
| 2. | XI B  | 13              | 11   | 24                  |
| 3. | XI C  | 20              | 7    | 27                  |
| 4. | XI D  | 17              | 5    | 22                  |

|                   |            |            |             |
|-------------------|------------|------------|-------------|
| <b>Total</b>      | <b>63</b>  | <b>35</b>  | <b>98</b>   |
| <b>Percentage</b> | <b>64%</b> | <b>36%</b> | <b>100%</b> |

*Source: grade 11th midterm test scores MA Darul Hufaz*

Based on the explanation above, it is clear that this school faces challenges in teaching students' writing ability, which is the main focus of this study. Therefore, the researcher chose to conduct research at this school. To overcome the obstacles student face, the researcher feels the need to use strategies that can enhance students' motivation and enthusiasm for learning English, particularly vocabulary. According to the researcher, thin-talk-write, can be used as an effective learning tool to help students overcome these obstacles.

This study is expected to contribute to the existing literature by providing empirical evidence regarding the effectiveness of the Think-Talk-Write (TTW) strategy in improving students' expository text writing ability at the eleventh grade of MA Darul Hufaz. Unlike previous studies that mainly investigated other text genres or different educational levels, this research focuses on expository text writing at the senior high school level using a quasi-experimental design. The findings of this study are expected to enrich the literature on teaching writing and provide practical implications for English teachers in selecting appropriate instructional strategies to improve students' expository text writing ability.

Preliminary findings indicate that students still experience difficulties in writing expository texts, particularly in organizing ideas, applying appropriate grammar, and using suitable vocabulary. These problems suggest that students' writing ability needs to be improved through the implementation of a more effective instructional strategy. Therefore, this study was conducted to investigate whether the Think-Talk-Write (TTW) strategy has a significant effect on students' expository text writing ability at the eleventh grade of MA Darul Hufaz.

Although previous studies have shown that the Think-Talk-Write (TTW) method is effective in improving students' writing ability, most focus on writing outcomes rather than the writing process and the difficulties students experience at each TTW stage. Moreover, research on expository text writing in faith-based school contexts with limited technological support remains scarce. Therefore, this study addresses these gaps by analysing students' difficulties in

writing expository texts through the TTW method in a religious-based school setting.

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

Based on the background of the problem, several issues can be identified. The writing ability of grade XI MA Darul Hufaz students is still relatively low, particularly in expressing ideas in expository texts. Many students have limited vocabulary, which makes it difficult for them to select accurate words, develop paragraphs, and explain ideas in detail. In addition, their weak mastery of grammar often leads to errors in sentence construction, such as in the use of prepositions, conjunctions, and appropriate word forms. These limitations cause students' writing to appear stiff, underdeveloped, and less communicative.

Another problem is the lack of learning support, as students in faith-based schools have limited access to translation technology and depend only on conventional dictionaries, which slows down the writing process. Furthermore, the teaching methods applied tend to be monotonous, failing to encourage active participation, critical thinking, and motivation in writing activities. Finally, there is a research gap since most previous studies have focused on the effectiveness of the Think-Talk-Write (TTW) strategy in improving writing outcomes, but rarely examined the actual difficulties faced by students, especially in writing expository texts within a faith-based school context.

### **D. Formulation of The Problem**

Based on identification and limitation of the problem above, the problem can be formulated into: Is there any significant effect of the Think-Talk-Write (TTW) strategy on students' expository text writing ability?

### **E. Objective of The Research**

Related to the problem formulated above, the objective of this research is to find out whether there is any significant effect of the Think-Talk-Write (TTW) strategy on students' expository text writing ability.

### **F. Significance of the Research**

#### **1. Theoretically**

In terms of theory, this research adds insight into effective techniques to improve students' English writing skills in



expository texts, especially with the Think Talk Write (TTW) approach. The main focus of this study is on the importance of using structured methods to help students express their ideas more clearly and effectively in writing.

## **2. Practically**

In practical terms, the results of this study are expected to be useful for English teachers, especially those who teach at the high school level, such as in class XI of MA Darul Hufaz. By using the TTW strategy, educators can address common problems that students often face when writing, such as vocabulary deficiencies, sentence structure errors, and difficulties in organizing ideas logically. This approach can also help hone students' critical thinking skills, discussion skills, and ability to produce better and communicative texts. In addition, the results of this study can serve as a basis for other researchers who are interested in exploring similar methods in improving the ability to write expository texts unrelated English among students.

## **G. Relevance Research**

Some previous studies have proven the TTW technique. The research conducted by Baidhowi and Pamungkas (2020) aims to find out the implementation of the Think-Talk-Write (TTW) technique in teaching recount text writing to grade VIII junior high school students with the help of digital storytelling media. Although the focus of the text is recount text, not expository text, the process of thinking, discussing, and writing which is the core of the TTW strategy has pedagogical and methodological similarities in improving writing skills. This study used qualitative descriptive method with the subject of 20 students, and used instruments in the form of observation sheets, questionnaires, and documentation of student writing results. The results of the study showed that the application of TTW technique effectively helped students overcome difficulties in writing, such as understanding grammar, using appropriate vocabulary, and spelling. (Baidhowi & Pamungkas, 2020)

Research by Siahaan, Sirait, and Nababan (2024) examined the effect of the Think-Talk-Write (TTW) strategy on the ability to write procedure texts of grade XI vocational students. With a quasi-experimental design, the results showed a significant increase in the experimental class (from 59.63 to 82.63), compared to the control class (from 60.96 to 77.59), with a significance value of 0.007. TTW

proved effective in improving the aspects of content, organization, grammar, vocabulary, and mechanics in students' writing. (Siahaan et al., 2024)

Aprilia, Sipayung, and Purba (2024) aimed to improve the writing ability of grade X students through the Think Talk Write (TTW) strategy. With a pre-experimental design and 35 students as samples, the study showed an increase in writing scores from an average of 59.23 to 82.97, supported by a significant t-test. TTW proved effective in encouraging group work, discussion of ideas, and helping students to develop text structure, vocabulary, and grammar in a more focused and collaborative manner. (Aprilia et al., 2024)

Research by Nihlah and Meilana (2023) aims to analyze the application of the Think-Talk-Write (TTW) model based on cooperative learning in improving the ability to write paragraphs of fourth grade students of MI Darul Ma'arif in Tangerang. Using a qualitative descriptive approach, the results showed that TTW encouraged students' active involvement in writing through the stages of thinking, discussing, and writing. Of the 87 students, 62% were classified as good in writing, and most felt helped in organizing ideas logically and increasing cooperation and responsibility in the group. (Nihlah & Meilana, 2023)

Research by Aditya, Anggreni, Marhum, and Budi (2024) examined the sustainability of using Think-Talk-Write (TTW) strategy in learning writing at SMA Negeri Tolisu. With a pre-experimental design and involving 18 students, this study showed a significant increase in writing scores from 41.11 to 69.28. The TTW strategy proved effective in improving idea organization, vocabulary, grammar, and writing mechanics. In addition, TTW also encourages cooperation, critical thinking, and constructive discussion. Although the strategy focuses on descriptive texts, it remains relevant for expository texts as both demand logical and coherent organization of ideas. (Aditya et al., 2025)

Previous studies have proven the effectiveness of the Think-Talk-Write (TTW) strategy in various types of writing, such as recount text by Baidhowi & Pamungkas, procedure text by Siahaan, Sirait, & Nababan, descriptive text by Aprilia, Purba, & Aditya, and paragraph writing at the elementary level by Nihlah & Meilana, showing consistent improvements in content, grammar, vocabulary, organization, and student collaboration. However, little attention has been given to its application in teaching expository text writing, which demands higher-order thinking, logical reasoning, and coherent organization of ideas. Therefore, the novelty of this study

lies in examining the effect of TTW on students' expository text writing ability, extending its scope to a more cognitively demanding genre and offering new insights into how TTW can enhance critical thinking and logical argumentation in students' academic writing.

## **H. Systematic of The Research**

### **Chapter I Introduction**

Presenting the Introduction, this chapter includes of the title confirmation, background of the problem, identification and, limitation of the problem, formulation of the problem, objective of the research, significance of the research, relevance research, systematic of the research.

### **Chapter II Review of Related Literature**

This chapter includes a literature review containing theories about writing, expository text, think-talk-write, and research hypothesis.

### **Chapter III Research Methodology**

Presenting the research design, population sample and data collecting technique, operational definition of variables, research instrument, validity and reliability of the instrument, fulfilment of the assumption, hypothesis testing.

### **Chapter IV Result and Discussion**

Presenting the data description and discussion, which includes the experimental classes and the control class pre-test results, the experimental classes and the control class post-test results, the data analysis results, the normality tests, assumption fulfilment result, the homogeneity test result, and a discussion.

### **Chapter V Conclusion and Suggestion**

Presenting the conclusion and recommendation.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Frame of Theories**

##### **1. Writing**

###### **a. Definition of Writing**

According to Dawn (2006), writing is one of the language skills used to convey messages indirectly, without face-to-face interaction. It is a productive activity and a form of self-expression. (Burrows, 2023) In the writing process, a person is required to master graphology, grammar, and vocabulary. These skills do not emerge naturally but must be developed through regular and structured practice. Therefore, writing ability reflects a person's proficiency in expressing thoughts through written form. Considering that writing is a complex activity involving various linguistic elements in an integrated manner, this ability can be improved through intensive practice and proper guidance.

In line with the above theory, Richards and Renandya (2002) also emphasize that writing is the most difficult skill for second and foreign language learners to master, as it involves not only linguistic aspects such as grammar and vocabulary, but also higher-level thinking skills, including planning, organizing ideas, and developing a coherent text. (Richards & Renandya, 2002) Therefore, writing can be viewed as a complex activity integrating various elements of language and cognition, which can be improved through intensive practice and proper guidance.

From the above theory, it can be concluded that writing is a language skill that is productive and expressive, but also the most complex skill to master, especially for second and foreign language learners. This complexity arises because writing not only requires mastery of linguistic aspects such as grammar, vocabulary, and spelling, but also higher-level thinking skills such as planning, organizing, and developing ideas coherently. Therefore, the ability to write must be trained intensively and purposefully, so that this skill can develop through proper guidance and continuous practice.

###### **b. Process of Writing**

In the process of writing, learners need to go through several stages to produce effective text. According to Jeremy Harmer, these stages can be categorized into four main steps:

planning, drafting, editing, and producing the final draft. (Harmer, 2004) Each step plays an important role in helping students organize their ideas, refine their language use, and improve the overall quality of their writing.

#### 1) Planning

The first stage in writing is planning. Before beginning to write, students need to think carefully about what they want to express and how they intend to express it. At this stage, some students prefer to jot down preliminary notes and ideas, while others may simply plan in their minds. In planning, three important aspects should be considered. First, students need to identify the purpose of their writing, since this determines the type of content and information that should be included. Second, they must consider the target audience, because the readers' characteristics will influence the style, structure, and level of formality in the text. Third, students need to outline the content structure, or in other words, decide on the logical sequence of ideas to be presented.

#### 2) Drafting

The second stage is drafting. Drafting refers to the process of putting initial ideas into written form. At this point, the emphasis is not on perfection but on transferring thoughts onto paper as a preliminary version. This draft serves as a working document, which can later be reviewed, modified, and refined.

#### 3) Editing (Reflecting and Revising)

The third stage is editing, which focuses on improving the text so that it meets the conventions of standard written English. This involves checking grammar, spelling, punctuation, and overall coherence. In addition, reflecting and revising are also important in this stage. Feedback from readers or peers allows students to identify weaknesses and make appropriate revisions to strengthen their work.

#### 4) Final Draft

The last stage is producing the final draft. This version represents the text after it has been edited and revised. It often looks different from the first draft, as changes and improvements have been made along the way. Once the final draft is completed, the text is considered ready to be shared with its intended audience.

### c. Purposes of Writing

According to Harmer, writing is a purposeful activity in which writers produce texts to achieve specific communicative goals (Harmer, 2004). The purpose of writing influences the writer's choice of content, organization, language use, and style to ensure that the intended message is effectively conveyed to the reader. Therefore, understanding the purpose of writing helps students produce meaningful and well-organized texts. Harmer identifies several common purposes of writing:

#### 1) To Inform

Writing is used to provide information, facts, or knowledge to readers in a clear and organized manner.

#### 2) To Explain

Writing aims to clarify ideas, concepts, or processes so that readers can develop a better understanding of a particular topic.

#### 3) To Persuade

Writing seeks to convince readers to accept a particular opinion, belief, or course of action by presenting logical arguments and supporting evidence.

#### 4) To Entertain

Writing is intended to amuse or engage readers through stories, personal experiences, or creative expressions.

#### 5) To Express Ideas and Feelings

Writing allows individuals to communicate personal thoughts, opinions, experiences, and emotions effectively.

In conclusion, writing serves various communicative purposes, including informing, explaining, persuading, entertaining, and expressing ideas or feelings. These purposes determine how writers organize their ideas, select appropriate language, and interact with their intended audience, making writing an essential tool for effective communication.

### d. Kinds of Writing

According to Kane, writing can be categorized into several types, each serving a different purpose. He identifies four of the most common types of writing: narrative, descriptive, expository, persuasive. (Kane, 2000)

#### 1) Narrative

Narrative writing is a type of writing that tells a story by presenting events in chronological order. It usually



follows an actual sequence of happenings and often illustrates the perspective of the author or one of the characters within the story. Its main purpose is to engage readers by recounting experiences, actions, or events in a structured timeline.

2) Descriptive

Descriptive writing is a type of writing that focuses on presenting detailed information about an object, person, place, or event. Its purpose is to create a vivid picture in the reader's mind by appealing to the senses and highlighting specific characteristics. This style of writing is often concerned with the reader's experience, allowing them to imagine or even feel what is being described.

3) Expository

Expository writing is a type of writing that aims to explain or clarify a topic by focusing on objects, situations, or processes. It presents information supported by relevant facts, evidence, and logical explanations to help readers gain a clear understanding of the subject matter. The main purpose of this style is to inform rather than to entertain or persuade.

4) Persuasive

Persuasive writing is a type of writing that aims to convince the reader to accept the writer's point of view or recommended position. It presents opinions supported by logical reasoning, evidence, and examples in order to make a strong case. The purpose of this style is to influence the reader's beliefs, attitudes, or actions by proving or disproving a statement or proposition.

In conclusion, according to Kane (2000), writing can be categorized into four main types of narrative, descriptive, expository, and persuasive—each serving a different communicative purpose, namely telling stories, describing objects or events, explaining information, and persuading readers.

#### e. Benefits of Writing

Writing skills have a very important role in both academic and professional contexts. According to Kellogg & Raulerson, that writing skills can predict student success, especially in the early days of college, and also reflect the quality of education received. (Kellogg & Raulerson, 2007)

In an increasingly knowledge-dependent work environment, writing has become a key competency as many business activities are written down. More than just conveying information, writing is also a tool for thinking, allowing students to reorganize and develop ideas and form new understandings. The authors reveal that writing is a complex cognitive activity, requiring coordination between long-term and working memory, as well as executive control of attention in planning, drafting and reviewing writing. Therefore, they emphasize the need for deliberative practice, which is practice that is done consciously, continuously, and with appropriate feedback. Such exercises not only strengthen the technical aspects of writing, but also help student's manage complex thought processes, thereby producing better quality work that contributes to academic and professional advancement.

## **2. Writing Ability**

### **a. Concept of Writing Ability**

According to Hasibuan, writing ability is one of the language skills that is very important for student's to master in the learning process. (Hasibuan, 2018) This ability refers to the process of conveying messages in writing that include ideas, ideas, opinions, information, and knowledge, which are addressed to others so that their intentions and purposes can be understood. In the context of learning in elementary schools, writing becomes the fourth skill after listening, speaking, and reading, and becomes an integral part of mastering the Indonesian language. Writing activities not only require student's to be able to arrange letters and words, but also to convey meaning with a good language structure and according to the rules. writing ability is also a form of verbal communication that requires full concentration, because student's must be able to express thoughts, feelings, and experiences in an orderly manner through written media. Therefore, writing is considered the most difficult skill compared to other language skills.

Writing ability is one of the language skills that includes the thinking process to find ideas, express them well in writing, and organize these ideas into clear statements and paragraphs. This ability also reflects students' ability to convey messages such as ideas, opinions, and feelings in

writing, by paying attention to structure, vocabulary, grammar, and writing mechanics such as spelling, punctuation, and paragraph organization. (Sari et al., 2024)

From the above explanation, writing ability is one of the language skills that is very important for students to master in the learning process. It involves the thought process of finding ideas, expressing them in writing, and organizing them into clear and structured statements and paragraphs. In the context of learning, writing is not only arranging letters and words, but also conveying meaning appropriately according to language rules. Writing is considered a complex form of verbal communication because it requires full concentration and skill in using language structure, vocabulary, grammar, and writing mechanics such as spelling and punctuation. Therefore, writing ability is often considered the most difficult language skill compared to other skills.

According to Basyaroh et al, there are several concepts of writing ability:

- 1) Writing ability consists of several important concepts that complement each other to form an effective and meaningful writing. The first concept is content, which refers to the student's ability to convey the main idea or ideas that are relevant to the title or topic of the writing. Good writing must have clear, appropriate content, and be able to answer the purpose of writing.
- 2) The second concept is organization, which refers to the skill of composing paragraphs in a coherent and cohesive manner. In this case, students must be able to organize the order of ideas so that the paragraphs are connected and form a text that is intact and easy to understand.
- 3) The third concept is the mastery of effective sentences, which reflects students' ability to compose sentences that are economical, logical, and clear. Effective sentences will make it easier for readers to understand the author's intentions and avoid errors in structure and meaning.
- 4) Furthermore, the fourth concept is vocabulary, which relates to the selection of appropriate and varied diction or words. Students who have a good command of vocabulary will be able to strengthen the message in writing and adjust the use of words to the context of writing.
- 5) The last concept is writing mechanics, which includes the use of spelling, punctuation, capitalization, and other

technical rules in writing. Mastery of writing mechanics is very important because errors in this aspect can interfere with the readability and meaning of the writing. (Purbania et al., 2019)

#### **b. Purpose of Writing Ability**

The purpose of writing ability is to equip students with the skills to express and organize ideas coherently and logically, so that they are able to build strong arguments and convey messages effectively through writing. In addition, research by Rodliyah & Khoirunnisa, emphasized that another goal of writing ability is to increase students' self-efficacy in writing and train them to organize ideas systematically and personally through journal writing. (Rodliyah & Khoirunnisa, 2023) With regular journal writing practice, students become more accustomed to expressing ideas in written form, developing idea organization skills, and improving mechanical aspects of writing such as spelling and punctuation. Furthermore, writing ability in this context is not only for academic development, but also to increase students' emotional engagement with the writing activity itself.

From the above explanation, writing ability not only helps students express and organize ideas coherently for effective communication but also builds their confidence and self-efficacy through regular practice. Thus, writing serves both academic purposes and personal growth by enhancing skills and emotional engagement in the writing process.

#### **c. Benefits of Writing Ability**

Writing ability provides a variety of important benefits in students' academic and personal development. One of the main benefits is that it enhances critical and reflective thinking skills. Through activities such as reflective journaling, students are encouraged to evaluate their ideas, revise opinions, and organize ideas logically. Research by Sudirman et al, shows that reflective journaling helps students build metacognitive awareness and gradually improve their writing ability. (Sudirman et al., 2021) In addition, writing ability also strengthens students' confidence in writing, because the process of consistent writing practice makes them accustomed to expressing ideas without fear of mistakes.

Furthermore, writing ability plays an important role in shaping good academic communication skills. genre-based writing significantly improves the structure and coherence of students' writing, which reflects a deep understanding of the form and function of the text. In other words, writing ability not only emphasizes mechanical aspects, such as the use of grammar and punctuation, but also supports students in conveying information and arguments in a directed, coherent, and effective manner. Therefore, writing ability is an important tool for students to organize their thoughts, develop self-expression, and achieve success in academic and professional contexts. (Amalia et al., 2024)

From the above explanation, writing skills provide a range of important benefits to students' academic and personal development. One of the main benefits is that it improves critical and reflective thinking skills, such as through reflective journaling activities that help build metacognitive awareness and improve writing skills gradually. In addition, consistent writing practice also strengthens students' confidence in expressing ideas without fear of making mistakes. Writing skills also play an important role in shaping good academic communication skills, especially through genre-based approaches that improve the structure and coherence of writing. Thus, writing skills not only include mechanical aspects such as grammar and punctuation, but also support the purposeful, coherent, and effective delivery of information and arguments, which is crucial for students' success in academic and professional contexts.

#### **d. Teaching Writing Ability**

According to Brown, writing is a thought process. (Brown, 2006) Writing can be planned and delivered in an appropriate format and style, depending on the purpose and audience. Teaching writing involves helping students learn how to generate ideas, organize them coherently, revise drafts, and pay attention to grammar, spelling, and punctuation. The writing process is an educational approach that treats writing as a social activity and cognitive process. It focuses on the various steps that make up the writing journey, from the initial planning stage known as prewriting, to revising and editing the final draft. This method motivates students to actively

participate in writing and acquire various writing techniques and strategies. (Liu, 2025)

According to Rohma, teaching writing is a process of interaction between teachers and students in the classroom that produces written work, where writing is seen as a form of communication that is poured in written form and can be read by others (Rohma, 2023). Teaching writing is the process of teaching complex writing skills, which not only includes the use of linguistic tools such as vocabulary, sentence structure, and punctuation, but also includes how to develop and structure arguments at both micro (sentence and paragraph) and macro (whole text) levels. It should explicitly train students in the thought processes that underpin good writing, taking into account the purpose of the writing, the audience and the socio-cultural context of the writing. (Cheung, 2016)

From the above explanation, teaching writing is a complex and strategic process, which includes more than just aspects of grammar and spelling. According to experts, writing is a thought process and a form of written communication that requires planning, organization of ideas, revision, and attention to purpose, audience, and social context. This process involves interaction between teachers and students and emphasizes the importance of explicit training in writing techniques and strategies. With the writing process and socio-cognitive approach, students can develop effective writing skills at both the sentence and whole-text level.

### **3. Expository Text**

#### **a. Definition of Expository Text**

According to Novelti, expository text is a translation of the word exposition which comes from English, this word means detailed explanation. (Novelti, 2022) Based on the root word, expository is a text that provides a detailed description of information. Expository text is writing that expresses or explains opinions, ideas, ideas that require facts and then reinforced with statistical figures, maps, and graphs, but does not influence others. The text is created with the sole purpose of giving a certain message and broadening the reader's horizons. Expository text is writing that aims to provide an explanation of a subject matter with various ideas, opinions, and supported by data in order to provide



knowledge/information to the reader that what is conveyed is true according to the author's point of view.

According to Dahler and Toruan, expository is a text that outlines the writer's opinion on a phenomenal problem without persuading the reader to do something. (Dahler & Toruan, 2017) This text will only convince the reader that phenomenal issues are important/deserve to be ignored by giving arguments / opinions to support the topic. That the purpose of analytical exposition text to persuade the readers or listeners by presenting the arguments which tell the fundamental reasons why something is the case.

In summary, expository text is an informative type of writing that explains a topic or issue logically and in detail, supported by facts and data. It aims to help readers understand a phenomenon's significance rather than to persuade. Specifically, analytical expository texts use arguments to explain why events occur and highlight the importance of the discussed topic.



**Figure 2.1 Example Essay of Expository text**

### **b. Purpose of Text Expository**

The objectives of expository text according to Eti in Dalman (2016) include:

- 1) Provide information or information that is as clear as possible about the object, even though the reader has never experienced or observed it himself, without forcing others to accept ideas or information.
- 2) Tell, peel, describe, or explain something.

- 3) Presenting facts and ideas that are arranged as well as possible, so that they are easily understood by the reader.
- 4) Used to explain the nature of something, provide instructions for achieving or doing something, describe the process and explain the relationship between one thing and another.

Based on these objectives, expository text is intended to present information clearly and logically in order to enhance readers' understanding without persuading them to accept a particular viewpoint.

### **c. Generic Structure of Expository Text**

The expository text structure consists of three parts, namely thesis, series of arguments, and conclusion. Kosasih (2017) suggests the structure of exposition text as follows.

- 1) Thesis, is the part that introduces the problem, issue, or general opinion that summarizes the entire content of the writing.
- 2) Series of arguments, which contains a number of opinions and facts that support the thesis.
- 3) Conclusion, which is a part that contains a reaffirmation of the issue or general opinion that has been expressed in the initial part. (Harahap & Amir, 2023)

Therefore, the generic structure of expository text provides a systematic framework that helps student's present ideas coherently and enables readers to follow the explanation effectively.

## **4. Think-Talk-Write Strategy**

### **a. Definition of Think-Talk-Write Strategy**

Think-Talk-Write (TTW) is a cooperative learning method that provides opportunities for students to develop concept understanding through three sequential stages: thinking, discussing, and writing. In a study conducted by Sari et al, it was explained that TTW supports students to think independently about the material taught, then discuss it in small groups, and finally pour the results of their thinking in writing. This process helps students hone their critical thinking skills, deepen their understanding, and actively improve their communication skills. (Sari et al., 2024)

In the implementation of TTW, the "Think" stage allows students to reflect on ideas individually, which helps them

organize and prepare their thoughts before discussion. The “Talk” stage provides opportunities for collaborative dialogue in small groups where students exchange ideas, clarify their understanding, and strengthen confidence before writing. The “Write” stage then encourages students to transform their refined ideas into structured text, enabling them to integrate understanding and produce coherent writing. This sequence reflects the principles of Constructivism, a theory proposed by Fosnot, which emphasizes that learning is an active process of constructing meaning based on one’s experiences and interactions. (Fosnot, 2005) Constructivism describes both what “knowing” is—that knowledge is not a fixed body of facts but a personal construction of meaning—and how one “comes to know”, through reflection, social negotiation, and engagement in meaningful activities. Within this framework, learners are viewed as active participants who build their own understanding rather than passive recipients of information.

In the context of expository writing, TTW operationalizes these constructivist principles by guiding students to process information individually, refine ideas collaboratively, and finally produce written expression. As a result, TTW not only enhances logical reasoning and coherence in writing but also develops critical thinking and communication skills, making it an effective strategy in improving students’ expository writing ability.

TTW serves as a tool in the learning process. According to Imran et al., TTW has several functions, namely:

- 1) Improve students' critical thinking skills;
  - 2) Helps students understand and solve problems from the text;
  - 3) Encourages students to be active, confident, and free to express opinions;
  - 4) Helps students develop deeper reading comprehension.
- (Imran et al., 2019)

From the above explanation, the researcher concludes that the Think Talk Write (TTW) strategy is an effective learning method to improve students' writing skills, especially in terms of expressing ideas, composing structured paragraphs, and using proper grammar. Therefore, the Think-Talk-Write (TTW) strategy shows a positive impact on the writing learning process and serves as an alternative strategy for teaching writing in the classroom.

### **b. Purpose of Think-Talk-Write Strategy**

According to Arriyani et al, there are several purposes (TTW):

- 1) Improve Concept Understanding, The TTW strategy aims to help students build concept understanding independently. Through the stages of thinking (Think), discussing (Talk), and writing (Write), students are invited to develop ideas gradually so that their understanding of the material is deeper and more meaningful.
- 2) Reduces Difficulties in Writing, TTW is designed to minimize students' difficulties in writing, such as lack of ideas, lack of confidence, and confusion in composing texts
- 3) Encourages Collaboration and Idea Exchange, In the "Talk" stage, students discuss and exchange ideas with each other in small groups, which helps them clarify and develop ideas before writing
- 4) Increases Student Motivation and Activeness, this strategy encourages students' activeness, enthusiasm, and interest in learning to write, especially because this method is considered more fun and involves students directly.
- 5) Developing Writing Skills, TTW is empirically proven in this journal to improve students' writing skills, especially in the narrative text genre (and implicitly can also be applied to expository texts with similar steps). (Arriyani et al., 2019)

### **c. Procedure of Think-Talk-Write Strategy**

The Think-Talk-Write (TTW) strategy, developed by Huinker and Laughlin (1996), is carried out through three main stages:

#### **1) Think**

At this stage, students are asked to read, observe, or listen to the material and then think critically about the concepts or problems presented. Each student is encouraged to make notes, drafts, or outlines as a form of personal reflection.

#### **2) Talk**

Students then discuss their ideas with peers or in small groups. This collaborative process allows them to share, clarify, and refine their understanding through social interaction and verbal communication.

### 3) Write

Finally, students express the results of their thoughts and discussions into written form. This writing activity helps them to organize, structure, and communicate their ideas more systematically.

According to Huinker and Laughlin (1996), TTW allows students to process knowledge gradually starting from internal reflection, moving into social interaction, and ending in individual written expression so that learning becomes more meaningful and comprehensive. (Tamara & Rusfandi, 2021)

## **d. Advantages and Disadvantages of Think-Talk-Write Strategy**

### 1) Advantages

According Hasibuan et al, to some advantages of the Think Talk Write strategy, namely:

- a) The TTW cooperative strategy can stimulate students' right brain work because they are invited to express ideas spontaneously, including through drawing media.
- b) Learning focuses on student activities, especially in discussion, so that the teacher's role is no longer the main centre in the learning process.
- c) With the support of ideas from group mates, students' ideas become more developed, and the writing process can take place faster depending on the situation.
- d) This strategy trains students to understand concepts, exchange ideas, and discuss the content of the writing before it is written.
- e) The contribution of thoughts from other groups as well as feedback from the teacher contributes greatly to improving and perfecting students' writing. (Hasibuan, 2018)

### 2) Disadvantages

According Hasibuan et al, to some disadvantages of the Think Talk Write strategy, namely:

- a) The implementation process, including discussion and correction, sometimes takes longer.
- b) Some students still have difficulty conveying ideas orally or in writing, especially if the group division is not appropriate.

- c) The results of implementing this strategy are not always in line with the desired expectations. (Hasibuan, 2018)

**e. Application of Think-Talk-Write Strategy**

application of TTW in learning to write according to Imani and Prastyo, Think Talk Write (TTW) is an effective learning model used in developing students' writing skills, especially in writing announcement texts (Imani & Prastyo, 2024). This model is implemented by involving three main stages, namely thinking (think), talking (talk), and writing (write). In the “think” stage, students are asked to think and understand the material independently and collect ideas that are relevant to the writing topic. Furthermore, in the “talk” stage, students discuss in small groups to exchange opinions, clarify ideas, and compile a writing framework based on the results of the discussion. After that, the “write” stage becomes a moment for students to pour the results of their thoughts and discussions into a structured written text. Through the application of TTW, students are not only trained to write, but also develop critical thinking skills, enrich vocabulary, understand text structures better, and build self-confidence through social interaction.

According to Suryaningsih et al, research, the Think Talk Write (TTW) learning model is an effective method in teaching expository text writing, especially in helping students overcome various common obstacles, such as difficulties in formulating ideas, compiling logical arguments, determining appropriate word choices, and understanding the structure and linguistic rules of expository text. (Suryaningsih et al., 2025)

From the explanation above, the researcher concludes that the Think Talk Write (TTW) learning model is an effective approach in improving students' writing skills, both in writing expository texts and other texts. Through the stages of thinking, discussing, and writing, TTW helps students develop ideas, organize arguments logically, expand vocabulary, and understand the structure and linguistic rules of the text. In addition, this strategy also encourages students' critical thinking skills and self-confidence through the process of active social interaction in the group. Thus, TTW is one of



the relevant learning models to overcome various obstacles in learning to write.

## **5. Problem-Based Learning**

### **a. Definition of Problem-Based Learning**

Problem-Based Learning (PBL) is a student-centered learning strategy that organizes learning activities around real-world problems as the starting point of instruction. PBL emphasizes students' active involvement in identifying problems, seeking relevant information, analyzing data, and proposing solutions through collaborative inquiry. According to Barrows and Tamblyn, PBL is defined as an instructional approach that uses complex and authentic problems to promote students' critical thinking, problem-solving skills, and self-directed learning (Barrows & Tamblyn, 1980).

Hmelo-Silver explains that PBL encourages students to construct knowledge actively by engaging with meaningful problems rather than receiving information directly from the teacher. Through this process, students develop a deeper understanding of concepts as they integrate prior knowledge with new information obtained during problem investigation (Hmelo-silver, 2016). In PBL, learning is not focused solely on finding the correct answer, but on understanding the problem-solving process itself.

In the implementation of PBL, students are presented with a contextual problem that reflects real-life situations. They work collaboratively to analyze the problem, identify what they need to learn, gather information, and propose reasoned solutions. The teacher acts as a facilitator who guides inquiry, supports reflection, and scaffolds students' learning processes. This approach aligns with the principles of Constructivism, which views learning as an active process of knowledge construction through experience and social interaction (Fosnot, 2005).

In the context of writing instruction, particularly expository writing, PBL operationalizes constructivist principles by engaging students with authentic social or academic issues that require explanation, argumentation, and logical reasoning. By responding to real problems, students are encouraged to organize ideas systematically, present evidence-based arguments, and communicate their thoughts clearly in written form. Therefore, PBL is considered an

effective strategy to improve students' expository writing ability, critical thinking, and communication skills.

### **b. Purpose of Problem-Based Learning**

According to Savery, Problem-Based Learning serves several important purposes in the learning process, particularly in developing higher-order thinking skills and meaningful understanding (Savery, 2006). The purposes of PBL include:

- 1) **Developing Critical Thinking and Problem-Solving Skills**  
PBL aims to train students to analyze problems critically, evaluate information, and propose logical solutions based on evidence.
- 2) **Enhancing Conceptual Understanding**  
By learning through real-world problems, students gain a deeper and more meaningful understanding of subject matter concepts.
- 3) **Encouraging Collaborative Learning**  
PBL promotes teamwork and idea exchange, as students work in groups to discuss problems, share perspectives, and construct collective understanding.
- 4) **Fostering Student Motivation and Engagement**  
Authentic and relevant problems increase students' interest and motivation to participate actively in the learning process.
- 5) **Improving Communication and Writing Skills**  
Through discussion and written problem solutions, students develop their ability to express ideas clearly, logically, and coherently, especially in academic writing contexts.

### **c. Procedure of Problem-Based Learning**

According to Arends, the Problem-Based Learning strategy is generally implemented through the following stages (Arends, 2012):

- 1) **Problem Orientation**  
Students are introduced to a real or contextual problem that becomes the focus of learning.
- 2) **Problem Identification and Analysis**  
Students identify key issues, define the problem, and determine what information is needed to understand it.
- 3) **Data Collection and Investigation**

Students gather relevant information from various sources through reading, observation, discussion, or research.

4) Development of Solutions

Students analyze the collected data, discuss possible solutions, and construct logical arguments.

5) Presentation and Reflection

Students present their findings or written products and reflect on both the learning process and the solutions proposed.

This sequence allows students to move from problem recognition to knowledge construction and application, making learning more comprehensive and meaningful.

#### **d. Advantages and Disadvantages of Problem-Based Learning**

1) Advantages of Problem-Based Learning

According to Hmelo-Silver, PBL has several advantages, including:

- a) It enhances students' critical thinking and analytical skills.
- b) It promotes active learning and student autonomy.
- c) It encourages collaboration and effective communication among students.
- d) It helps students connect theoretical knowledge with real-life situations.
- e) It improves students' ability to construct logical and well-organized written arguments. (Hmelo-silver, 2016)

2) Disadvantages

Despite its strengths, PBL also has some limitations, as noted by Savery:

- a) The implementation of PBL requires more time compared to traditional teaching methods.
- b) Students with low prior knowledge may experience difficulties without adequate scaffolding.
- c) The success of PBL largely depends on the teacher's ability to facilitate learning effectively. (Savery, 2006)

#### **e. Application of Think-Talk-Write Strategy with Problem-Based Learning**

In writing instruction, Problem-Based Learning has been widely applied to improve students' writing skills,

particularly in expository and argumentative texts. PBL is effective in teaching expository writing because it helps students generate ideas, structure arguments logically, and use appropriate language based on real issues being discussed.

Through PBL, students begin the writing process by identifying a relevant problem, analyzing its causes and impacts, and proposing solutions supported by facts and logical reasoning. This process enables students to develop content, organization, and coherence in their writing. Additionally, collaborative discussion during problem analysis enhances students' confidence and communication skills.

From the explanation above, it can be concluded that Problem-Based Learning is an effective learning strategy for improving students' writing skills, especially in expository writing. By engaging students in meaningful problem-solving activities, PBL helps them develop critical thinking, organize ideas logically, and express arguments clearly in written form. Therefore, Problem-Based Learning serves as a relevant and powerful alternative strategy for teaching writing in the classroom.

## **6. The Relationship Between TTW And Expository Text Writing Ability**

According to Rosdiana, this method aims to encourage students to think deeply, talk about their ideas, and finally write them down in the form of a structured exposition text. (Rosdiana, 2020) In this way, TTW helps students to develop their ideas, organize information more systematically, and overcome the difficulties they face in writing exposition texts, such as lack of vocabulary and difficulty in developing ideas. The Think-Talk-Write (TTW) strategy has a strong relationship with improving expository text writing skills because it directly supports the stages of critical thinking, idea organization, and written expression. This strategy consists of three main stages, namely think, talk, and write, which gradually help students develop an understanding of a topic, clarify ideas through social interaction, and finally put their thoughts into a structured and logical writing. Expository text itself requires the ability to convey opinions convincingly and coherently, so the process offered in TTW is very suitable to support the achievement of these skills.

The Think-Talk-Write (TTW) strategy is a learning model designed to develop students' critical thinking and communication skills through the stages of thinking, discussing, and writing. This process allows students to build understanding gradually and actively, thereby supporting improvements in writing quality, particularly in expository texts. Theoretically, the TTW approach is rooted in Vygotsky's social constructivism theory, which states that learning occurs optimally through social interaction within the zone of proximal development (ZPD). (Vygotsky, 1980) In the context of TTW, the "Talk" stage serves as a dialogic tool that helps students clarify and deepen their understanding before translating it into written form. Additionally, this strategy aligns with the process-based writing approach, which emphasizes the importance of planning, idea processing, and editing in writing. The "Think" stage in TTW encourages students to engage in initial reflection on a text or specific issue. The "Talk" stage provides space for discussion and collaboration among students, which enriches perspectives and builds argument structures. Meanwhile, the "Write" stage allows students to express their ideas systematically with more precise and logical language. Therefore, TTW not only improves technical writing skills but also develops critical thinking and effective written communication skills.

Several studies support the effectiveness of the TTW strategy in writing instruction. A study by Baidhowi and Pamungkas, aimed to investigate the application of the TTW technique in teaching students in eighth grade of junior high school to write recount texts using digital storytelling media. Although the focus of the text was recount, the thinking, discussion, and writing processes at the core of the TTW strategy demonstrated pedagogical and methodological similarities in efforts to improve students' writing skills. This study employed a qualitative descriptive method with 20 students as subjects, using observation sheets, questionnaires, and documentation of students' written work as instruments. The results indicated that the application of the TTW technique effectively helped students overcome difficulties in writing, particularly in aspects of grammar, vocabulary, and spelling. (Baidhowi & Pamungkas, 2020)

Furthermore, research by Siahaan et al, examined the influence of the TTW strategy on students' ability to write procedural texts in grade XI of vocational high school. Using a

quasi-experimental design, the results showed a significant improvement in the experimental class, with the average score increasing from 59.63 to 82.63, compared to the control class, which improved from 60.96 to 77.59. The significance level of 0.007 indicates that the TTW strategy is effective in improving students' writing in terms of content, organization, grammar, vocabulary, and writing mechanics. (Siahaan et al., 2024)

## **B. Hypothesis**

Ha : There is a significant effect of the Think-Talk-Write (TTW) Strategy on students' expository text writing ability.

Ho : There is no significant effect of the Think-Talk-Write (TTW) Strategy on students' expository text writing ability.







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# APPENDICES







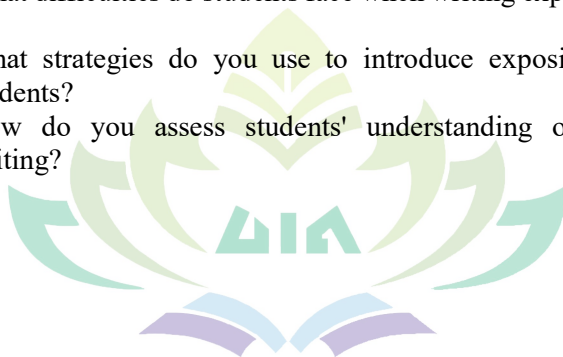
## Appendix 1

### Interview Guideline in the Preliminary Research

#### A. The interview for the teacher in the preliminary research

Interviewer : Aula Wirda (The Researcher)  
Informant : Teacher A (The English Teacher)  
Day/Date : May 19<sup>th</sup>, 2025  
Place : MA Darul Hufaz

1. Have you ever used the Think-Talk-Write (TTW) strategy in teaching expository writing to students?
2. What are the initial steps you take when teaching expository writing using the Think-Talk-Write (TTW) method?
3. How do you help students develop ideas and structure expository texts well?
4. What difficulties do students face when writing expository texts?
5. What strategies do you use to introduce expository texts to students?
6. How do you assess students' understanding of expository writing?



## Appendix 2

### Transcript Preliminary Research Interview with Teacher

Interviewer : Aula Wirda (The Researcher)  
Informant : Teacher A (The English Teacher)  
Day/Date : May 19<sup>th</sup>, 2025  
Place : MA Darul Hufaz

| No | The Questions                                                                                                 | The Answers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Have you ever used the Think-Talk-Write (TTW) strategy in teaching expository writing to students?            | I have used TTW before, but not in expository texts. Similarly, for expository texts, I usually only use group discussions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 2. | What are the initial steps you take when teaching expository writing using the Think-Talk-Write (TTW) method? | I have not specifically applied the Think-Talk-Write (TTW) technique to expository writing. However, if I were to teach expository writing using TTW, my first step would be to start with the Think stage. I would begin by introducing the topic through a short reading passage, pictures, or questions to help students generate ideas and understand the main concepts of the topic. Then, I would ask them to think individually and write down what they already know or what they want to explain in their writing. This preparation would help them transition smoothly to the Talk stage, where they can discuss and organize their ideas with their classmates. |
| 3. | How do you help students develop ideas and structure expository texts well?                                   | I will ask them to write in Indonesian first. This is to make it easier for the children to organize their words properly, then in a generic structure such as using the simple present tense to express their thoughts or ideas. They provide ideas in their                                                                                                                                                                                                                                                                                                                                                                                                              |

|    |                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----|------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    |                                                                              | <p>writing, along with the purpose of their writing. They must also compose it neatly in Indonesian, then translate it into English to make it easier for them to understand the text. The important thing is that it meets the requirements of a generic expository text structure.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 4. | <p>What difficulties do students face when writing expository texts?</p>     | <p>However, the main difficulty is not only grammar, but also vocabulary. Because mobile phones and apps such as Google Translate are not allowed in Islamic boarding schools, students usually use dictionaries or apps such as Alfalink to look up the meaning of words, then compose their own sentences.</p> <p>I myself have not placed too much emphasis on grammar because they are still in the process of learning to write. By grade 11, their writing skills have improved. I adjust to the students' abilities; if their English skills are good enough, they can write more fluently. However, for students who still have difficulty in writing, especially in the use of grammar—such as word placement or sentence structure—I usually provide explanations immediately. The shortcomings that are still apparent are mainly in the beginning of paragraphs and in the construction of sentences according to grammar rules.</p> |
| 5. | <p>What strategies do you use to introduce expository texts to students?</p> | <p>For strategy, I usually use group discussions. So, I divide my students into several groups, and they discuss the topics I have given them. From the results of the discussion, they write down their respective opinions. Usually, they write first in</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

|    |                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    |                                                                  | <p>Indonesian, then rearrange it in English. However, if there are students who already understand better, they can write directly in English.</p> <p>Of course, students' abilities vary—some are fluent and understand well, while others are still learning gradually. Through these group discussions, students can help each other and exchange ideas, making the learning process more active and enjoyable.</p> |
| 6. | How do you assess students' understanding of expository writing? | <p>Yes, I assess them based on their writing. After I explain the definition and generic structure, they immediately start writing. When their writing is good in terms of grammar and relevant to the topic or image they see, I consider that they have a good understanding of expository text.</p>                                                                                                                 |

## Appendix 3

### Atp English Learning Fase F

|                       |                         |
|-----------------------|-------------------------|
| <b>Mata Pelajaran</b> | <b>: Bahasa Inggris</b> |
| <b>Fase</b>           | <b>: F</b>              |
| <b>Penulis</b>        | <b>: Teacher A</b>      |
| <b>Instansi</b>       | <b>: MA Darul Hufaz</b> |

#### Rasional

Alur dan tujuan pembelajaran ini dirancang untuk membantu peserta didik kelas XI dalam memahami, menganalisis, dan memproduksi teks eksposisi secara lisan maupun tulisan. Teks eksposisi dipilih karena relevan dengan kemampuan berpikir kritis dan argumentatif yang menjadi ciri pembelajaran di fase F. Melalui pembelajaran teks eksposisi, peserta didik dilatih untuk mengembangkan kemampuan berpendapat, menyusun argumen logis, serta menulis teks dengan struktur dan unsur kebahasaan yang tepat.

Alur dan tujuan pembelajaran ini dikembangkan berdasarkan Capaian Pembelajaran (CP) Bahasa Inggris fase F dalam Kurikulum Merdeka, yang menekankan penguasaan empat keterampilan berbahasa — menyimak, berbicara, membaca, dan menulis — dalam konteks komunikasi nyata. Pembelajaran ini menggunakan pendekatan berbasis genre (Genre-Based Approach), yang memungkinkan peserta didik memahami bagaimana teks eksposisi dibangun dan digunakan dalam konteks sosial. Selain itu, rancangan pembelajaran disusun berdasarkan Edisi Revisi Taksonomi Bloom untuk memastikan adanya perkembangan kemampuan berpikir dari tingkat rendah hingga tinggi.

#### Konteks Sekolah (Brief Explanation of School Condition)

1. Input Siswa : Gaya belajar dominan visual dan auditory.
2. Lokasi Sekolah : Jalan Raya No.36, Bernung, Kec. Gedong Tataan, Kabupaten Pesawaran, Lampung 35366
3. Budaya di Sekolah : Sekolah menekankan pengembangan kemampuan literasi dan berpikir kritis melalui kegiatan membaca dan

menulis dalam bahasa Inggris.

#### Alur Tujuan Pembelajaran

##### Kelas: 11 (Sebelas)

| N<br>o | Elemen | Tujuan<br>Pembelajaran | Indikator | Kegiatan<br>Pembelajaran |
|--------|--------|------------------------|-----------|--------------------------|
|--------|--------|------------------------|-----------|--------------------------|

|   |                    | (TP)                                                                                           |                                                                                                                                                                                              |                                                                                                                                                                                                              |
|---|--------------------|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Menyimak / Membaca | Siswa mampu memahami struktur dan ciri kebahasaan teks eksposisi yang dibaca atau didengar.    | <ul style="list-style-type: none"> <li>- Mengidentifikasi ide pokok, argumen, penjelasan, dan kesimpulan dalam teks.</li> <li>- Menentukan tujuan komunikasi teks eksposisi.</li> </ul>      | Guru menyajikan contoh teks eksposisi, kemudian siswa membaca atau mendengarkan teks tersebut secara individu. Setelah itu, siswa mendiskusikan isi, struktur, dan unsur kebahasaannya dalam kelompok kecil. |
| 2 | Pemahaman konsep   | Siswa mampu menjelaskan pengertian, fungsi, struktur teks, dan ciri kebahasaan teks eksposisi. | <ul style="list-style-type: none"> <li>- Menyebutkan definisi teks eksposisi.</li> <li>- Menjelaskan fungsi sosial, struktur (thesis–arguments–conclusion), dan unsur kebahasaan.</li> </ul> | Guru menjelaskan definisi, tujuan, dan struktur teks eksposisi, dilanjutkan dengan tanya jawab serta contoh nyata dari teks otentik.                                                                         |
| 3 | Analisis teks      | Siswa mampu menganalisis struktur dan unsur kebahasaan teks eksposisi.                         | <ul style="list-style-type: none"> <li>- Menandai bagian thesis, argument, dan conclusion.</li> <li>- Mengidentifikasi penggunaan conjunction,</li> </ul>                                    | Siswa bekerja dalam kelompok untuk menganalisis teks eksposisi yang diberikan guru, lalu mempresentasi                                                                                                       |

|   |                             |                                                                                  |                                                                                                                                                                                                                |                                                                                                                                                                                     |
|---|-----------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   |                             |                                                                                  | modals, noun phrases, dan passive voice.                                                                                                                                                                       | kan hasil analisisnya di depan kelas.                                                                                                                                               |
| 4 | Diskusi dan refleksi        | Siswa mampu mengemukakan pendapat dan membandingkan isi beberapa teks eksposisi. | <ul style="list-style-type: none"> <li>- Mengemukakan pendapat secara lisan tentang isi teks.</li> <li>- Memberikan tanggapan atau kritik terhadap argumen dalam teks.</li> </ul>                              | Guru memfasilitasi diskusi kelompok dan kelas, di mana siswa membandingkan dua teks eksposisi dengan topik berbeda, lalu membahas kelebihan dan kelemahan argumennya.               |
| 5 | Menulis teks eksposisi      | Siswa mampu menulis teks eksposisi dengan struktur dan kebahasaan yang tepat.    | <ul style="list-style-type: none"> <li>- Menulis teks dengan struktur thesis–arguments–conclusion.</li> <li>- Menggunakan unsur kebahasaan yang sesuai (connectors, modals, passive, noun phrases).</li> </ul> | Siswa menulis teks eksposisi berdasarkan topik yang diberikan guru. Prosesnya melalui tahap berpikir (Think), berdiskusi (Talk), dan menulis (Write) agar ide tersusun dengan baik. |
| 6 | Penyuntingan dan presentasi | Siswa mampu merevisi dan mempresentasikan hasil teks eksposisinya.               | <ul style="list-style-type: none"> <li>- Menyunting tulisan berdasarkan umpan balik guru atau teman.</li> <li>- Menyampaikan hasil tulisan secara</li> </ul>                                                   | Siswa saling menukar teks untuk saling memberi masukan, kemudian memperbaikinya. Setelah revisi, mereka                                                                             |



|   |                |                                                                                         |                                                                                                                                                                                    |                                                                                                                                                                                                   |
|---|----------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   |                |                                                                                         | lisan.                                                                                                                                                                             | mempresentasikan hasil tulisan secara singkat di depan kelas.                                                                                                                                     |
| 7 | Refleksi akhir | Siswa mampu merefleksikan pengalaman belajar dalam memahami dan menulis teks eksposisi. | <ul style="list-style-type: none"> <li>- Menuliskan refleksi tentang kesulitan dan kemajuan belajar.</li> <li>- Menyebutkan strategi belajar yang efektif bagi dirinya.</li> </ul> | Guru mengajak siswa melakukan refleksi individu melalui pertanyaan panduan seperti: “Apa yang paling kamu pelajari?”, “Bagian mana yang paling sulit?”, dan “Bagaimana cara kamu memperbaikinya?” |

## Appendix 4

### Experimental Class English Teaching Module for Grade Eleventh

| <b>INFORMASI UMUM</b> |                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A.</b>             | <b>IDENTITAS UMUM</b>                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                     |
|                       | <b>Penyusun</b><br><b>Instansi</b><br><b>Tahun Penyusunan</b><br><b>Jenjang Sekolah</b><br><b>Mata Pelajaran</b><br><b>Fase / Kelas (Semester)</b><br><b>Unit / Tema</b><br><br><b>Alokasi Waktu</b> | <b>Aula Wirda</b><br><b>MA Darul Hufaz</b><br><b>2025</b><br><b>Madrasah Aliyah (MA)</b><br><b>Bahasa Inggris</b><br><b>F / XI (ganjil)</b><br><b>3 / Healthy Life for a Healthy Future</b><br><br><b>2 JP (Jam Pelajaran) x 45 menit: 2 kali pertemuan</b>                                                                                                         |
| <b>B.</b>             | <b>CAPAIAN PEMBELAJARAN FASE D</b>                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                     |
|                       | <b>Fase Capaian Pembelajaran (CP)</b>                                                                                                                                                                | <p>Pada akhir Fase F, peserta didik mampu mengungkapkan ide, pendapat, dan pengetahuan mereka dalam bentuk teks lisan maupun tulisan yang koheren dan terorganisasi dengan baik. Peserta didik mampu menulis teks eksposisi dengan struktur dan ciri kebahasaan yang sesuai untuk menginformasikan atau menjelaskan topik tertentu secara logis dan sistematis.</p> |
|                       | <b>Elemen/Domain CP</b>                                                                                                                                                                              | <p>Peserta didik menunjukkan kemampuan menulis teks eksposisi dengan memperhatikan struktur (thesis statement, supporting paragraphs, conclusion) dan fitur kebahasaan seperti penggunaan conjunctions, transition signals, dan present tense secara tepat.</p>                                                                                                     |

|           |                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|           | <b>Tujuan Pembelajaran</b>                                                                         | <ol style="list-style-type: none"> <li>1. Peserta didik mampu mengidentifikasi struktur dan ciri kebahasaan teks eksposisi.</li> <li>2. Peserta didik mampu menyusun gagasan dan argumen berdasarkan topik tertentu melalui tahapan Think-Talk-Write .</li> <li>3. Peserta didik mampu menulis teks eksposisi sederhana dengan kohesi dan koherensi yang baik.</li> </ol>                                                                                                                                                                                                                                                                                                                                     |
| <b>C.</b> | <b>KRITERIA PENGUKURAN KETERCAPAIAN<br/>TUJUAN PEMBELAJARAN DAN ASESMEN<br/>(ASESMEN FORMATIF)</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|           | <b>Penilaian Kompetensi atau Kemampuan serta Pengetahuan</b>                                       | <p><b>Pertemuan 1</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik mengenali (C1) struktur dan fungsi teks eksposisi.</li> <li>2. Peserta didik menginterpretasikan (C2) ide utama dan pendukung dalam contoh teks.</li> <li>3. Peserta didik menuliskan (C3) kerangka (outline) teks eksposisi berdasarkan topik yang diberikan.</li> </ol> <p><b>Pertemuan 2</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik mengembangkan (C4) paragraf eksposisi berdasarkan hasil diskusi kelompok ( Think-Talk-Write ).</li> <li>2. Peserta didik menyusun (C5–C6) teks eksposisi utuh dengan menggunakan kalimat penghubung (linking words) dan struktur kalimat yang benar.</li> </ol> |

|                                         |                                                |                                                                                                                                                                                                                                |
|-----------------------------------------|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                         | <b>Cara melakukan asesmen</b>                  | <ol style="list-style-type: none"> <li>1. Tertulis (produk teks eksposisi)</li> <li>2. Observasi (aktivitas Think-Talk-Write dan partisipasi kelompok)</li> <li>3. Rubrik penilaian terlampir.</li> </ol>                      |
|                                         | <b>Produk</b>                                  | Teks berisi teks eksposisi                                                                                                                                                                                                     |
| <b>D. PROFIL PANCASILA</b>              |                                                |                                                                                                                                                                                                                                |
|                                         | <b>Profil Pelajar Pancasila yang Berkaitan</b> | <ol style="list-style-type: none"> <li>1. Beriman, bertaqwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia</li> <li>2. Mandiri</li> <li>3. Bergotong-royong</li> <li>4. Bernalar kritis</li> <li>5. Kreatif</li> </ol>        |
| <b>E. SARANA DAN PRASARANA</b>          |                                                |                                                                                                                                                                                                                                |
|                                         | <b>Fasilitas</b>                               | <ol style="list-style-type: none"> <li>1. Laptop/HP dengan akses internet</li> <li>2. LCD atau layar proyektor</li> <li>3. Lembar kerja peserta didik (LKPD)</li> <li>4. Contoh teks eksposisi (digital atau cetak)</li> </ol> |
| <b>F. PESERTA DIDIK</b>                 |                                                |                                                                                                                                                                                                                                |
|                                         | <b>Kategori Peserta Didik</b>                  | Peserta didik reguler                                                                                                                                                                                                          |
|                                         | <b>Jumlah Peserta Didik</b>                    | ± 25 siswa                                                                                                                                                                                                                     |
| <b>G. MODEL DAN METODE PEMBELAJARAN</b> |                                                |                                                                                                                                                                                                                                |
|                                         | <b>Model Pembelajaran</b>                      | Discovery Learning                                                                                                                                                                                                             |
|                                         | <b>Metode Pembelajaran</b>                     | Cooperative Learning                                                                                                                                                                                                           |
|                                         | <b>Strategi Pembelajaran</b>                   | Think-Talk-Write                                                                                                                                                                                                               |
| <b>H. ASESMEN</b>                       |                                                |                                                                                                                                                                                                                                |
|                                         | <b>Cara Penilaian</b>                          | Formatif dan sumatif                                                                                                                                                                                                           |
|                                         | <b>Jenis Asesmen</b>                           | Rubrik penilaian teks eksposisi (struktur, isi, tata bahasa, dan kohesi-koherensi)                                                                                                                                             |
| <b>I. MATERI AJAR, ALAT, DAN BAHAN</b>  |                                                |                                                                                                                                                                                                                                |
|                                         | <b>Materi Ajar</b>                             | <p><b><i>Definition of Expository Text</i></b></p> <p><i>A type of writing that aims to explain or inform readers about a topic using facts, logic, and examples.</i></p>                                                      |

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|  |  | <p><b>Generic Structure:</b></p> <ul style="list-style-type: none"> <li>• <i>Thesis (introduction of topic and position)</i></li> <li>• <i>Arguments (supporting points with evidence)</i></li> <li>• <i>Conclusion (restating position or summarizing ideas)</i></li> </ul> <p><b>Language Features:</b></p> <ul style="list-style-type: none"> <li>• <i>Simple Present Tense</i></li> <li>• <i>Logical connectors: because, therefore, moreover, however, for example</i></li> <li>• <i>Technical or factual vocabulary</i></li> </ul> <p><b>Example Topic:</b></p> <ul style="list-style-type: none"> <li>• <i>“The Importance of Reading Habit”</i><br/> <i>Reading habit plays an important role in students’ learning process. By reading regularly, students can gain more knowledge and improve their language skills.</i><br/> <i>First, reading helps students enrich their vocabulary and understand different topics. Through books, students learn new words and ideas that support their academic development.</i><br/> <i>Second, reading habit improves thinking skills and concentration.</i><br/> <i>Students who read</i></li> </ul> |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | <p><i>frequently can focus better and understand lessons more easily.</i></p> <p><i>In conclusion, developing a reading habit is very important for students. Regular reading supports academic achievement and lifelong learning.</i></p> <ul style="list-style-type: none"> <li>• <i>“Using Technology Wisely in Learning”</i></li> </ul> <p><i>Technology becomes an important part of learning in modern education. When used wisely, technology supports students in accessing information and learning resources.</i></p> <p><i>First, technology provides easy access to educational materials such as e-books and online learning platforms. Students can learn anytime and anywhere.</i></p> <p><i>Second, technology helps students learn more interactively through videos and digital applications. However, students need to use technology responsibly to avoid distractions.</i></p> <p><i>In conclusion, using technology wisely supports effective learning. Proper use of technology helps students improve their learning outcomes.</i></p> |
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|           |                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|           |                                     | <ul style="list-style-type: none"> <li>• <i>“Why Physical Exercise Matters for Students”</i><br/> <i>Physical exercise plays an important role in maintaining students’ health. Regular exercise supports both physical and mental development.</i><br/> <i>First, physical exercise strengthens the body and improves endurance. Healthy students can participate actively in learning activities.</i><br/> <i>Second, exercise helps reduce stress and improve concentration. Students feel more refreshed and motivated in class.</i><br/> <i>In conclusion, physical exercise matters for students. Regular exercise supports healthy lifestyles and better academic performance.</i> </li> </ul> |
|           | <b>Alat dan Bahan</b>               | <ol style="list-style-type: none"> <li>1. Worksheet/Lembar Kerja Peserta Didik (LKPD)</li> <li>2. Lembar refleksi</li> <li>3. Sample texts</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|           | <b>Media Pembelajaran</b>           | Digital text, PowerPoint slides, and short text in sample text explanation about <i>Expository Text Writing</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>J.</b> | <b>URUTAN KEGIATAN PEMBELAJARAN</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|           | <b>Pertemuan 1</b>                  | <p><b>Introduction to Expository Text (Structure &amp; Features)</b><br/> <b><u>(Kegiatan Pendahuluan (10 menit))</u></b></p> <ol style="list-style-type: none"> <li>1. Guru memberi salam, memeriksa kehadiran, dan berdoa bersama.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |



|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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|  |  | <p>2. Guru mengaitkan materi dengan pengalaman siswa:<br/>         “Do you often explain your opinion or idea to others? That’s what we do in expository writing.”</p> <p>3. Guru menyampaikan tujuan dan manfaat pembelajaran.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|  |  | <p><b><u>Kegiatan Inti (70 menit)</u></b></p> <p><b><i>1. Think (Individual):</i></b></p> <ul style="list-style-type: none"> <li>- Siswa membaca contoh teks eksposisi berjudul “<i>The Importance of Reading Habit.</i>”</li> <li>- Siswa menandai bagian thesis, arguments, dan conclusion.</li> <li>- Siswa menuliskan ide pokok tiap paragraf pada LKPD.</li> </ul> <p><b><i>2. Talk (Pair/Group Discussion):</i></b></p> <ul style="list-style-type: none"> <li>- Siswa berdiskusi berpasangan untuk membahas struktur teks.</li> <li>- Pertanyaan pemantik:<br/>         “<i>What makes the text effective?</i>”<br/>         “<i>Which words show logical connection?</i>”<br/>         Siswa membuat outline topik baru: “<i>Using Technology Wisely in Learning.</i>”</li> </ul> <p><b><i>3. Write (Individual Draft):</i></b><br/>         Berdasarkan hasil diskusi, siswa menulis kerangka eksposisi (thesis statement + 2 arguments + conclusion).</p> |
|  |  | <p><b><u>Kegiatan Penutup (10 menit)</u></b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|  |                    | <ol style="list-style-type: none"> <li>1. Siswa dan guru menyimpulkan struktur dan ciri teks eksposisi.</li> <li>2. Guru memberi umpan balik singkat.</li> <li>3. Tugas rumah: temukan satu artikel eksposisi pendek dan identifikasi bagiannya.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                        |
|  | <b>Pertemuan 2</b> | <p><b><u>Writing an Expository Text through Think-Talk-Write Kegiatan Pendahuluan (10 menit)</u></b></p> <ol style="list-style-type: none"> <li>1. Guru membuka pelajaran dan mereview hasil tugas sebelumnya.</li> <li>2. Guru menjelaskan bahwa hari ini siswa akan menulis teks eksposisi secara lengkap menggunakan metode TTW.</li> </ol>                                                                                                                                                                                                                                                                                                                                     |
|  |                    | <p><b><u>Kegiatan Inti (70 menit)</u></b></p> <p><i>1. Think (Individual):</i></p> <ul style="list-style-type: none"> <li>- Siswa memilih satu topik dari daftar berikut:             <ul style="list-style-type: none"> <li>➤ <i>The Importance of Time Management</i></li> <li>➤ <i>Keeping School Clean</i></li> <li>➤ <i>The Benefits of Physical Exercise</i></li> </ul> </li> <li>- Siswa menuliskan ide utama dan argumen pribadi.</li> </ul> <p><i>2. Talk (Pair/Group Discussion):</i></p> <ul style="list-style-type: none"> <li>- Siswa mendiskusikan ide mereka dalam kelompok 3–4 orang.</li> <li>- Saling memberi masukan terkait isi dan urutan argumen.</li> </ul> |

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|--|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |                                            | <ul style="list-style-type: none"> <li>- Guru berkeliling memberi bimbingan dan umpan balik.</li> </ul> <p>3. <i>Write (Individual Draft)</i>:</p> <ul style="list-style-type: none"> <li>- Siswa menulis teks eksposisi 3 paragraf berdasarkan hasil diskusi.</li> <li>- Siswa menambahkan <i>transition signals</i> (for example, therefore, in addition, etc.)</li> <li>- Hasil tulisan dikumpulkan di akhir pelajaran.</li> </ul> |
|  |                                            | <p><b><u>Kegiatan Penutup (10 menit)</u></b></p> <ol style="list-style-type: none"> <li>1. Beberapa siswa membaca teks mereka di depan kelas.</li> <li>2. Guru memberi apresiasi dan koreksi umum.</li> <li>3. Refleksi: “<i>What did you learn about organizing ideas in writing?</i>”</li> </ol>                                                                                                                                    |
|  | <b>REFLEKSI</b>                            |                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|  | Terlampir                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|  | <b>LEMBAR KERJA PESERTA DIDIK</b>          |                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|  | Terlampir                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|  | <b>KEGIATAN PENGAYAAN DAN REMEDIAL</b>     |                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|  | Terlampir                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|  | <b>BAHAN BACAAN GURU DAN PESERTA DIDIK</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|  | <b>Bahan Bacaan Guru</b>                   | <ol style="list-style-type: none"> <li>1. Buku <i>Pathway to English</i> (Kemendikbud, 2022)</li> <li>2. Artikel: “Applying Think-Talk-Write Strategy in Teaching Writing”</li> </ol>                                                                                                                                                                                                                                                 |
|  | <b>Bahan Bacaan Peserta Didik</b>          | <ol style="list-style-type: none"> <li>1. Buku teks <i>English for Senior High School Grade XI</i></li> <li>2. Online articles about expository writing</li> </ol>                                                                                                                                                                                                                                                                    |

## Lampiran

### LEMBAR REFLEKSI

#### A. Lembar Refleksi untuk Peserta Didik

Nama : .....

Kelas : .....

NIS : .....

Mata Pelajaran : Bahasa Inggris

Materi : *Expository Text*

Hari, Tanggal : .....

Berikan tanda centang (✓) pada kolom Ya/Tidak.

| No | Pernyataan                                                       | Ya | Tidak |
|----|------------------------------------------------------------------|----|-------|
| 1. | Saya dapat mengidentifikasi struktur teks eksposisi dengan baik. |    |       |
| 2. | Saya mampu menulis pendapat dengan urutan logis.                 |    |       |
| 3. | Saya merasa metode Think-Talk-Write membantu saya dalam menulis. |    |       |

#### B. Lembar Refleksi untuk Guru

Sekolah : MA Darul Hufaz

Mata Pelajaran : Bahasa Inggris

Materi : *Expository Text*

Nama Guru : .....

Kelas : .....

Hari, Tanggal : .....

Berikut adalah jurnal refleksi guru yang akan diisi setelah melaksanakan pembelajaran di kelas.

| No | Pernyataan                                                  | Ya | Tidak |
|----|-------------------------------------------------------------|----|-------|
| 1. | Apakah metode TTW membuat siswa lebih aktif menulis?        |    |       |
| 2. | Apakah waktu cukup untuk setiap tahap (Think, Talk, Write)? |    |       |
| 3. | Apakah hasil tulisan siswa menunjukkan peningkatan?         |    |       |

## LEMBAR KERJA PESERTA DIDIK (LKPD)

### A. Reading and Identifying Text Structure

#### ACTIVITY 1

**Read the text carefully and identify the generic structure of the expository text!**

Sample Text

#### The Importance of Reading Habit

Reading is one of the most important habits that students should develop. It helps improve knowledge and broaden the way people think. A good reading habit also builds creativity and critical thinking skills that are useful in everyday life.

First, reading helps students gain more knowledge. Through books, magazines, or online articles, students can learn about different cultures, science, and ideas. Reading regularly also improves vocabulary and language skills, which are helpful for communication.

Second, reading is a productive way to spend free time. Instead of spending too much time using gadgets, students can read books to reduce stress and improve concentration. As a result, they can focus better in class and achieve better academic performance.

In conclusion, reading is a valuable habit that provides both knowledge and personal development. Therefore, students should begin building this habit to become more intelligent and thoughtful individuals in the future.

#### Generic Structure    Sentence / Paragraph from the Text

|              |       |
|--------------|-------|
| Thesis       | ..... |
| Argument 1   | ..... |
| Argument 2   | ..... |
| Conclusion / | ..... |
| Reiteration  | ..... |

### B. Understanding Main Ideas and Language Features

#### ACTIVITY 2

**Read the following text and answer the questions below!**

Sample Text

#### Using Technology Wisely in Learning

Technology has become an important part of students' lives today. It helps students access unlimited sources of information quickly and easily. However, students need to use technology wisely to gain positive benefits from it.

First, technology provides many learning opportunities. Students can join online classes, watch educational videos, and read digital books. These resources allow students to study anytime and anywhere.

Second, students should avoid distractions while using technology. Social media and online games may reduce concentration during study time. Therefore, students need good time management and self-control to stay focused on their learning goals.

In conclusion, technology can become a useful learning tool if students use it responsibly. By using technology wisely, students can improve both their academic achievement and digital discipline.

**Questions:**

- 1. What is the main idea of the text?  
→ .....
- 2. Mention two arguments presented in the text!  
→ .....  
→ .....
- 3. Write the transition signals used in the text!  
→ .....
- 4. What tense is mostly used in the text?  
→ .....

**C. Analyzing Expository Text**

**ACTIVITY 3**

Analyze the text below based on its structure and language features!

Topic:

*Why Physical Exercise Matters for Students*

| Aspect to Analyze               | Answer |
|---------------------------------|--------|
| Thesis Statement                | .....  |
| Supporting Argument 1           | .....  |
| Supporting Argument 2           | .....  |
| Conclusion / Reiteration        | .....  |
| Logical Connectors Used         | .....  |
| Example of Simple Present Tense | .....  |

**D. Reflection**

- 1. What have you learned about expository text today?  
→ .....
- 2. Which part of expository text is the most important? Why?

- .....
3. What difficulties did you face while identifying the structure of the text?
- .....



## KEGIATAN PENGAYAAN DAN REMEDIAL

### Pengayaan:

- Siswa dengan hasil baik menulis eksposisi dengan 3–4 argumen dan mempresentasikannya.

### Remedial:

- Siswa yang belum memahami struktur teks akan dibimbing membuat outline sederhana dengan contoh tambahan.

### Rubrik Penilaian Teks Eksposisi

| Aspect              | Level     | Score Range | Indicators                                   |
|---------------------|-----------|-------------|----------------------------------------------|
| <b>Content</b>      | Excellent | 30–27       | Clear, relevant, and well-developed ideas    |
|                     | Good      | 26–22       | Clear ideas but less detailed                |
|                     | Fair      | 21–17       | Some ideas unclear                           |
|                     | Poor      | 16–13       | Limited ideas                                |
| <b>Organization</b> | Excellent | 20–18       | Well-organized (thesis–arguments–conclusion) |
|                     | Good      | 17–14       | Mostly organized                             |
|                     | Fair      | 13–10       | Some disorganization                         |
|                     | Poor      | 9–7         | Poor organization                            |
| <b>Vocabulary</b>   | Excellent | 20–18       | Wide and appropriate vocabulary              |
|                     | Good      | 17–14       | Adequate vocabulary                          |
|                     | Fair      | 13–10       | Limited vocabulary                           |
|                     | Poor      | 9–7         | Very limited vocabulary                      |
| <b>Language Use</b> | Excellent | 25–22       | Very few grammatical errors                  |
|                     | Good      | 21–18       | Some minor errors                            |
|                     | Fair      | 17–11       | Several errors                               |
|                     | Poor      | 10–5        | Frequent errors                              |
| <b>Mechanics</b>    | Excellent | 5           | Correct spelling and punctuation             |
|                     | Good      | 4           | Few errors                                   |
|                     | Fair      | 3           | Some errors                                  |
|                     | Poor      | 2           | Many errors                                  |

**Score Maximal:** 100

### Category:

- 86–100 = Excellent



- 71–85 = Good
- 56–70 = Fair
- 41–55 = Poor
- $\leq 40$  = Very Poor

Bandar Lampung, 20 July 2026

Menyetujui,

Guru Pamong

Guru Praktikum

Ummi Syafi'ah, S.Pd  
NIP. -

Aula Wirda  
NPM 2011040167





## Appendix 5

### Control Class English Teaching Module for Grade Eleventh

| INFORMASI UMUM |                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                     |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| K.             | IDENTITAS UMUM                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                     |
|                | <b>Penyusun</b><br><b>Instansi</b><br><b>Tahun Penyusunan</b><br><b>Jenjang Sekolah</b><br><b>Mata Pelajaran</b><br><b>Fase / Kelas (Semester)</b><br><b>Unit / Tema</b><br><br><b>Alokasi Waktu</b> | <b>Teacher A</b><br><b>MA Darul Hufaz</b><br><b>2025</b><br><b>Madrasah Aliyah (MA)</b><br><b>Bahasa Inggris</b><br><b>F / XI (ganjil)</b><br><b>3 / Healthy Life for a Healthy Future</b><br><br><b>2 JP (Jam Pelajaran) x 45 menit: 2 kali pertemuan</b>                                                                                                          |
| L.             | CAPAIAN PEMBELAJARAN FASE D                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                     |
|                | <b>Fase Capaian Pembelajaran (CP)</b>                                                                                                                                                                | <p>Pada akhir Fase F, peserta didik mampu mengungkapkan ide, pendapat, dan pengetahuan mereka dalam bentuk teks lisan maupun tulisan yang koheren dan terorganisasi dengan baik. Peserta didik mampu menulis teks eksposisi dengan struktur dan ciri kebahasaan yang sesuai untuk menginformasikan atau menjelaskan topik tertentu secara logis dan sistematis.</p> |
|                | <b>Elemen/Domain CP</b>                                                                                                                                                                              | <p>Peserta didik menunjukkan kemampuan menulis teks eksposisi dengan memperhatikan struktur (thesis statement, supporting paragraphs, conclusion) dan fitur kebahasaan seperti penggunaan conjunctions, transition signals, dan present tense secara tepat.</p>                                                                                                     |

|           |                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|           | <b>Tujuan Pembelajaran</b>                                                                 | <ol style="list-style-type: none"> <li>4. Peserta didik mampu mengidentifikasi struktur dan ciri kebahasaan teks eksposisi.</li> <li>5. Peserta didik mampu menyusun gagasan dan argumen berdasarkan topik tertentu melalui tahapan Think-Talk-Write .</li> <li>6. Peserta didik mampu menulis teks eksposisi sederhana dengan kohesi dan koherensi yang baik.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>M.</b> | <b>KRITERIA PENGUKURAN KETERCAPAIAN TUJUAN PEMBELAJARAN DAN ASESMEN (ASESMEN FORMATIF)</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|           | <b>Penilaian Kompetensi atau Kemampuan serta Pengetahuan</b>                               | <p><b>Pertemuan 1</b></p> <ol style="list-style-type: none"> <li>1. Students recognize (C1) the concepts, structure, and function of expository texts through activities such as watching videos or reading texts about social issues (such as environmental cleanliness or caring for others).</li> <li>2. Students interpret (C2) the main ideas, supporting arguments, and conclusions in the expository text provided through group discussions and identification of text elements (thesis, arguments, reiteration).</li> <li>3. Students write (C3) an outline of an expository text based on social issues related to the values of faith and caring (love for others), and reflect on the relationship between the content of the text and these values.</li> </ol> <p><b>Pertemuan 2</b></p> |

|           |                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------|------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|           |                                                | <ol style="list-style-type: none"> <li>1. Students develop (C4) expository paragraphs based on the results of brainstorming and group discussions using digital media (Google Jamboard, Miro, or Google Docs), emphasizing the values of honesty and caring.</li> <li>2. Students collaboratively compose (C5–C6) complete expository texts, paying attention to text structure (Thesis, Arguments, Reiteration) and linguistic elements, and conduct peer reviews to provide constructive feedback before final revision.</li> </ol> |
|           | <b>Cara melakukan asesmen</b>                  | <ol style="list-style-type: none"> <li>1. Tertulis (produk teks eksposisi)</li> <li>2. Observasi</li> <li>3. Rubrik penilaian terlampir.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                   |
|           | <b>Produk</b>                                  | Teks berisi teks eksposisi                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>N.</b> | <b>PROFIL PANCASILA</b>                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|           | <b>Profil Pelajar Pancasila yang Berkaitan</b> | <ol style="list-style-type: none"> <li>1. Beriman, bertaqwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia</li> <li>2. Mandiri</li> <li>3. Bergotong-royong</li> <li>4. Bernalar kritis</li> <li>5. Kreatif</li> </ol>                                                                                                                                                                                                                                                                                                               |
| <b>O.</b> | <b>SARANA DAN PRASARANA</b>                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|           | <b>Fasilitas</b>                               | <ol style="list-style-type: none"> <li>1. Laptop/HP dengan akses internet</li> <li>2. LCD atau layar proyektor</li> <li>3. Lembar kerja peserta didik (LKPD)</li> <li>4. Contoh teks eksposisi (digital atau cetak)</li> </ol>                                                                                                                                                                                                                                                                                                        |
| <b>P.</b> | <b>PESERTA DIDIK</b>                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|           | <b>Kategori Peserta Didik</b>                  | Peserta didik reguler                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|           | <b>Jumlah Peserta Didik</b>                    | ± 25 siswa                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

|                                         |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Q. MODEL DAN METODE PEMBELAJARAN</b> |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                         | <b>Model Pembelajaran</b>  | Discovery Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                         | <b>Metode Pembelajaran</b> | Cooperative Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                         | <b>Strategi</b>            | Problem-Based Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>R. ASESMEN</b>                       |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                         | <b>Cara Penilaian</b>      | Formatif dan sumatif                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                         | <b>Jenis Asesmen</b>       | Rubrik penilaian teks eksposisi (Kejelasan teks, Terorganisir, Ketepatan tata bahasa, Tanda baca, dan Kosakata)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>S. MATERI AJAR, ALAT, DAN BAHAN</b>  |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                         | <b>Materi Ajar</b>         | <p><b><i>Definition of Expository Text</i></b><br/> <i>A type of writing that aims to explain or inform readers about a topic using facts, logic, and examples.</i></p> <p><b><i>Generic Structure:</i></b></p> <ul style="list-style-type: none"> <li>• <i>Thesis (introduction of topic and position)</i></li> <li>• <i>Arguments (supporting points with evidence)</i></li> <li>• <i>Conclusion (restating position or summarizing ideas)</i></li> </ul> <p><b><i>Language Features:</i></b></p> <ul style="list-style-type: none"> <li>• <i>Simple Present Tense</i></li> <li>• <i>Logical connectors: because, therefore, moreover, however, for example</i></li> <li>• <i>Technical or factual vocabulary</i></li> </ul> <p><b><i>Example Topic:</i></b></p> <ul style="list-style-type: none"> <li>• <i>“The Importance of Reading Habit”</i></li> <li>• <i>“Using Technology Wisely in Learning”</i></li> <li>• <i>“Why Physical Exercise Matters for Students”</i></li> </ul> |

|                                        |                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                        | <b>Alat dan Bahan</b>     | 4. Worksheet/Lembar Kerja Peserta Didik (LKPD)<br>5. Lembar refleksi<br>6. Sample texts                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                        | <b>Media Pembelajaran</b> | Digital text, PowerPoint slides, and short text in sample text explanation about <i>Expository Text Writing</i>                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>T. URUTAN KEGIATAN PEMBELAJARAN</b> |                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                        | <b>Pertemuan 1</b>        | <b><u>(Kegiatan Pendahuluan (10 menit))</u></b><br>1. Mengucapkan salam, mengajak berdoa (menanamkan keimanan dan ketakwaan), memeriksa kehadiran, dan menanyakan kabar.<br>2. Mengaitkan materi dengan pengalaman siswa.<br>"Pernahkah kalian membaca artikel yang berusaha meyakinkan pembaca? Topik apa yang membuat kalian ingin tahu lebih banyak?"<br>3. Menyampaikan tujuan pembelajaran dan memantik rasa ingin tahu dengan pertanyaan pemantik pertama. Menekankan relevansi materi untuk menyuarakan kebaikan dan kepedulian (cinta sesama). |
|                                        |                           | <b><u>Kegiatan Inti (70 menit)</u></b><br>1. Stimulasi (Konkret) <ol style="list-style-type: none"> <li>Guru memutar video pendek atau menampilkan infografis tentang isu sosial lokal/nasional (misalnya pentingnya menjaga</li> </ol>                                                                                                                                                                                                                                                                                                                |

|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | <p>kebersihan lingkungan atau dampak bullying).</p> <p>b. Guru mengajukan pertanyaan pemantik:<br/>         “Apa masalah yang kalian lihat di sini?<br/>         Mengapa hal ini penting bagi kita sebagai bagian dari masyarakat?”</p> <p>c. Peserta didik menonton video atau mengamati infografis dengan saksama, kemudian menyampaikan tanggapan awal dan pendapat mereka terhadap isu yang disajikan.</p> <p>2. Identifikasi Masalah (Konkret ke Abstrak)</p> <p>a. Guru membagi peserta didik ke dalam kelompok kecil (3–4 orang).</p> <p>b. Guru membagikan satu contoh teks eksposisi sederhana yang berkaitan dengan isu sosial dan nilai <i>cinta sesama</i> (misalnya “<i>Why Volunteering is Crucial for Community Well-being</i>”).</p> <p>c. Peserta didik membaca teks secara berkelompok dan menggarisbawahi kalimat atau frasa penting yang menunjukkan gagasan utama dan argumen pendukung.</p> <p>3. Pengumpulan Data dan Analisis (Nalar Kritis)</p> <p>a. Guru memandu diskusi kelas untuk mengidentifikasi <i>core</i></p> |
|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | <p><i>sentence</i> (thesis statement), argumen pendukung, dan kesimpulan dari teks contoh.</p> <p>b. Peserta didik berpartisipasi aktif dalam diskusi dengan menyampaikan hasil analisis kelompok mengenai struktur teks (thesis, arguments, reiteration) dan unsur kebahasaannya.</p> <p>c. Guru menegaskan kembali konsep struktur teks dan unsur kebahasaan berdasarkan hasil diskusi peserta didik.</p> <p>4. Penjabaran Nilai (10 menit – Makna)</p> <p>a. Guru mengaitkan materi dengan nilai <i>cinta sesama</i> melalui pertanyaan reflektif, seperti:<br/> <i>“Bagaimana teks ini menunjukkan kepedulian atau ajakan untuk berbuat baik kepada orang lain?”</i><br/> dan<br/> <i>“Bagaimana kejujuran dalam menyampaikan fakta mencerminkan nilai keimanan?”</i></p> <p>b. Peserta didik mendiskusikan dan menyampaikan pendapat tentang hubungan isi teks dengan nilai kepedulian sosial, empati, dan</p> |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |                    | keimanan dalam kehidupan sehari-hari.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|  |                    | <p><b><u>Kegiatan Penutup (10 menit)</u></b></p> <ol style="list-style-type: none"> <li>1. Mengajak siswa merenungkan apa yang telah dipelajari.<br/>"Apa hal baru yang kalian pelajari hari ini?<br/>Bagaimana kalian bisa menerapkan pemahaman ini dalam kehidupan sehari-hari untuk menyuarakan hal baik?"</li> <li>2. Bersama siswa merangkum poin-poin penting materi.</li> <li>3. Memberikan penugasan membaca beberapa artikel eksposisi dari media online sebagai persiapan pertemuan berikutnya. Mengingatkan untuk tetap mempraktikkan "cinta sesama" di lingkungan sekitar. Mengucapkan salam penutup.</li> </ol> |
|  | <b>Pertemuan 2</b> | <p><b><u>Kegiatan Pendahuluan (10 menit)</u></b></p> <ol style="list-style-type: none"> <li>1. Mengucapkan salam, mengajak berdoa, memeriksa kehadiran, dan mengulas singkat materi pertemuan sebelumnya.</li> <li>2. Mengajukan pertanyaan:<br/>"Apa yang membuat sebuah argumen bisa sangat meyakinkan?<br/>Bagaimana kita bisa menggunakan tulisan untuk mengajak orang berbuat baik?"</li> <li>3. Menyampaikan tujuan pembelajaran hari ini: menyusun teks eksposisi dan</li> </ol>                                                                                                                                      |

|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | <p>mengintegrasikan nilai kepedulian. Menekankan bahwa menulis yang baik adalah bentuk dakwah/kontribusi positif (keimanan dan cinta sesama).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|  |  | <p><b><u>Kegiatan Inti (70 menit)</u></b></p> <ol style="list-style-type: none"> <li>1. Kolaborasi dan Curah Pendapat (Aplikasi &amp; Kreatif, Digital)             <ol style="list-style-type: none"> <li>a. Guru memfasilitasi penggunaan Google Jamboard (atau Miro) untuk kegiatan brainstorming kelompok. Peserta didik bekerja dalam kelompok kecil untuk memilih satu isu sosial yang relevan untuk diangkat, seperti                 <p><i>“Pentingnya Menjaga Lingkungan Sekolah Bersih,”</i></p> <p><i>“Manfaat Program Mentor Sebaya,”</i> atau</p> <p><i>“Kebaikan Berbagi Makanan untuk Tuna Wisma.”</i></p> </li> <li>b. Peserta didik secara aktif mencatat ide-ide argumen dan bukti pendukung yang mencerminkan nilai <i>cinta sesama</i> pada sticky notes digital di Jamboard, sementara guru berkeliling memberikan bimbingan dan penguatan konsep.</li> </ol> </li> <li>2. Penyusunan Draf (Nalar Tingkat Tinggi, Aplikasi, Kemitraan Digital)             <ol style="list-style-type: none"> <li>a. Guru mengarahkan setiap</li> </ol> </li> </ol> |

|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | <p>kelompok untuk mulai menyusun draf teks eksposisi secara kolaboratif menggunakan Google Docs (atau Padlet). Dalam kegiatan ini, peserta didik mengembangkan tesis, argumen pendukung, dan penegasan ulang dengan memperhatikan struktur teks (Thesis Statement, Arguments, Reiteration) serta unsur kebahasaan yang tepat.</p> <p>b. Guru menekankan pentingnya penggunaan data yang relevan, kejujuran dalam menyampaikan fakta, dan pemilihan bahasa yang santun sebagai wujud akhlak mulia dan keimanan, sementara peserta didik menerapkan prinsip-prinsip tersebut dalam penulisan draf mereka.</p> <p>3. Peer Review dan Refleksi (Bernalar Kritis, Kemitraan)</p> <p>a. Guru meminta setiap kelompok untuk menukar draf teks eksposisi dengan kelompok lain guna melakukan kegiatan <i>peer review</i>. Peserta didik membaca dan menelaah draf kelompok lain secara kritis dan empatik.</p> <p>b. Guru memberikan panduan penilaian, meliputi kejelasan tesis, kekuatan</p> |
|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |                                        | <p>dan relevansi argumen, keterkaitan dengan nilai <i>cinta sesama</i>, serta koherensi teks. Peserta didik memberikan dan menerima umpan balik secara konstruktif.</p> <p>c. Guru menegaskan bahwa kegiatan <i>peer review</i> merupakan bentuk pembelajaran kolaboratif yang melatih sikap saling menghargai, empati, dan tanggung jawab akademik.</p> <p>-</p>                                                                                                                                                                                                                                                            |
|  |                                        | <p><b><u>Kegiatan Penutup (10 menit)</u></b></p> <ol style="list-style-type: none"> <li>1. Beberapa siswa secara sukarela membacakan teks eksposisi mereka di depan kelas.</li> <li>2. Guru memberikan apresiasi atas keberanian, kejujuran, dan nilai-nilai cinta yang tercermin dalam tulisan.</li> <li>3. Refleksi bersama:<br/>“Apa yang kamu pelajari tentang menulis dengan hati? Bagaimana tulisanmu bisa menjadi sarana untuk menyebarkan kasih dan kepedulian?”</li> <li>4. Guru menugaskan siswa untuk memperbaiki teks mereka berdasarkan masukan dan menyiapkan final draft untuk penilaian formatif.</li> </ol> |
|  | <b>REFLEKSI</b>                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|  | Terlampir                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|  | <b>LEMBAR KERJA PESERTA DIDIK</b>      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|  | Terlampir                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|  | <b>KEGIATAN PENGAYAAN DAN REMEDIAL</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|  | Terlampir                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

| BAHAN BACAAN GURU DAN PESERTA DIDIK |                                   |                                                                                                                                                                    |
|-------------------------------------|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                     | <b>Bahan Bacaan Guru</b>          | Buku <i>Pathway to English</i><br>(Kemendikbud, 2022)                                                                                                              |
|                                     | <b>Bahan Bacaan Peserta Didik</b> | <ol style="list-style-type: none"> <li>1. Buku teks <i>English for Senior High School Grade XI</i></li> <li>2. Online articles about expository writing</li> </ol> |



## Lampiran

### LEMBAR REFLEKSI

#### C. Lembar Refleksi untuk Peserta Didik

Nama : .....

Kelas : .....

NIS : .....

Mata Pelajaran : Bahasa Inggris

Materi : *Expository Text*

Hari, Tanggal : .....

Berikan tanda centang (✓) pada kolom Ya/Tidak.

| No | Pernyataan                                                                   | Ya | Tidak |
|----|------------------------------------------------------------------------------|----|-------|
| 1. | Saya dapat mengenali struktur teks eksposisi (thesis–arguments–reiteration). |    |       |
| 2. | Saya mampu menulis pendapat dengan logis dan teratur.                        |    |       |
| 3. | Saya menulis dengan jujur dan menunjukkan kepedulian terhadap sesama.        |    |       |
| 4. | Saya belajar untuk menghargai dan mendengarkan pendapat teman.               |    |       |
| 5. | Saya memahami bahwa menulis bisa menjadi cara menebar kebaikan dan cinta.    |    |       |

#### D. Lembar Refleksi untuk Guru

Sekolah : MA Darul Hufaz

Mata Pelajaran : Bahasa Inggris

Materi : *Expository Text*

Nama Guru : .....

Kelas : .....

Hari, Tanggal : .....

Berikut adalah jurnal refleksi guru yang akan diisi setelah melaksanakan pembelajaran di kelas.

| No | Pernyataan                                                       | Ya | Tidak |
|----|------------------------------------------------------------------|----|-------|
| 1. | Siswa memahami struktur teks dan menulis dengan lebih terarah.   |    |       |
| 2. | Kegiatan berbasis cinta membuat siswa lebih aktif dan empatik.   |    |       |
| 3. | Nilai kejujuran dan kepedulian tampak dalam hasil tulisan siswa. |    |       |

|    |                                                  |  |  |
|----|--------------------------------------------------|--|--|
| 4. | Waktu pembelajaran berjalan efektif.             |  |  |
| 5. | Suasana kelas kondusif, penuh saling menghargai. |  |  |





## LEMBAR KERJA PESERTA DIDIK (LKPD)

**Nama Kelompok:** \_\_\_\_\_

**Anggota:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### A. Reading and Identifying Text Structure

#### ACTIVITY 1

Read the text carefully and identify the generic structure of the expository text!

Sample Text

The Urgent Need for Peer Mentoring Programs in Schools

(Use the sample text provided by the teacher.)

| Generic Structure           | Sentence / Paragraph from the Text |
|-----------------------------|------------------------------------|
| Thesis                      | .....                              |
| Argument 1                  | .....                              |
| Argument 2                  | .....                              |
| Argument 3                  | .....                              |
| Conclusion /<br>Reiteration | .....                              |

### B. Understanding Main Ideas and Language Features

#### ACTIVITY 2

1. What is the main idea of the text?

\_\_\_\_\_

2. Mention three arguments presented by the author.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What logical connectors are used in the text?

\_\_\_\_\_

4. What tense is mostly used in the text?

\_\_\_\_\_

5. Write two examples of Simple Present Tense from the text.

\_\_\_\_\_  
\_\_\_\_\_

**C. Analyzing Expository Text**

**ACTIVITY 3**

Analyze the text below based on its structure and language features.

| Aspect to Analyze               | Answer |
|---------------------------------|--------|
| Thesis Statement                | .....  |
| Supporting Argument 1           | .....  |
| Supporting Argument 2           | .....  |
| Supporting Argument 3           | .....  |
| Conclusion / Reiteration        | .....  |
| Logical Connectors Used         | .....  |
| Example of Simple Present Tense | .....  |

**D. Individual Writing Task**

**ACTIVITY 4**

Choose one topic below and write a short expository paragraph (100–150 words).

Topics:

1. The Importance of Keeping the School Environment Clean,
2. Why Students Should Read Books Regularly,
3. The Benefits of Helping Others.

Guidelines:

- Write a thesis statement
- Provide at least two supporting arguments.
- Write a conclusion.
- Use Simple Present Tense.
- Use logical connectors (first, second, therefore, moreover, etc.).

Write your paragraph here:

---

---

---

---

**E. Reflection**

1. What have you learned about expository text today?

---

2. Which part of expository text is the most important? Why?

---

3. What difficulties did you face while analyzing or writing the text?
- 

4. How can expository writing help you express your ideas clearly?
- 



## KEGIATAN PENGAYAAN DAN REMEDIAL

### Pengayaan:

- Siswa dengan hasil sangat baik diminta menulis teks eksposisi lanjutan dengan 3–4 argumen yang mencerminkan nilai kepedulian dan kejujuran.
- Siswa kemudian mempresentasikan tulisannya di depan kelas, menekankan bagaimana tulisan tersebut dapat menyebarkan nilai cinta sesama dan kebaikan sosial.

### Remedial:

- Siswa yang belum memahami struktur teks eksposisi dibimbing secara bertahap oleh guru untuk menyusun outline sederhana (thesis–arguments–reiteration).
- Guru memberikan contoh tambahan yang relevan dan mendampingi siswa menulis satu paragraf dengan fokus pada kejelasan ide utama dan hubungan logis antar kalimat.

### Rubrik Penilaian Teks Eksposisi

| Aspect              | Level     | Score Range | Indicators                                       |
|---------------------|-----------|-------------|--------------------------------------------------|
| <b>Content</b>      | Excellent | 30–27       | Clear, relevant, and well-developed <u>ideas</u> |
|                     | Good      | 26–22       | Clear ideas but less detailed                    |
|                     | Fair      | 21–17       | Some ideas unclear                               |
|                     | Poor      | 16–13       | Limited ideas                                    |
| <b>Organization</b> | Excellent | 20–18       | Well-organized (thesis–arguments–conclusion)     |
|                     | Good      | 17–14       | Mostly organized                                 |
|                     | Fair      | 13–10       | Some disorganization                             |
|                     | Poor      | 9–7         | Poor organization                                |
| <b>Vocabulary</b>   | Excellent | 20–18       | Wide and appropriate vocabulary                  |
|                     | Good      | 17–14       | Adequate vocabulary                              |
|                     | Fair      | 13–10       | Limited vocabulary                               |
|                     | Poor      | 9–7         | Very limited vocabulary                          |
| <b>Language Use</b> | Excellent | 25–22       | Very few grammatical errors                      |
|                     | Good      | 21–18       | Some minor errors                                |
|                     | Fair      | 17–11       | Several errors                                   |
|                     | Poor      | 10–5        | Frequent errors                                  |

|                  |           |   |                                  |
|------------------|-----------|---|----------------------------------|
| <b>Mechanics</b> | Excellent | 5 | Correct spelling and punctuation |
|                  | Good      | 4 | Few errors                       |
|                  | Fair      | 3 | Some errors                      |
|                  | Poor      | 2 | Many errors                      |

**Score Maximal: 100**

**Category:**

- 86–100 = Excellent
- 71–85 = Good
- 56–70 = Fair
- 41–55 = Poor
- $\leq 40$  = Very Poor

Bandar Lampung, 20 July 2026

Menyetujui,

Guru Pamong

Guru Praktikum

Umami Syafi'ah, S.Pd  
NIP. -

Aula Wirda  
NPM 2011040167



## Appendix 6

### Test Item for Pre-Test

Subject : English  
Time : 60 Minutes  
Grade / Semester : XI / Even  
Type of Questions : Writing Test (Expository Text)

---

Name :

Class :

---

#### Instructions:

1. Read the instructions carefully.
2. Write an expository text based on the chosen topic:
  - Reading habits
  - Learning English
  - Extracurricular activities
3. Write your text by following the generic structure of expository text, namely:
  - Thesis / Introduction
  - Arguments / Explanations
  - Conclusion / Reiteration
4. Your writing will be assessed based on the following writing aspects:
  - Content
  - Organization
  - Vocabulary
  - Language Use
  - Mechanics

## Appendix 7

### Test Item for Post-Test

Subject : English  
Time : 60 Minutes  
Grade / Semester : XI / Even  
Type of Questions : Writing Test (Expository Text)

---

Name :

Class :

---

#### Instructions:

1. Read the instructions carefully.
2. Write an expository text based on the chosen topic:
  - English for global communication
  - Energy conservation responsibility
  - Student discipline and academic success
3. Write your text by following the generic structure of expository text, namely:
  - Thesis / Introduction
  - Arguments / Explanations
  - Conclusion / Reiteration
4. Your writing will be assessed based on the following writing aspects:
  - Content
  - Organization
  - Vocabulary
  - Language Use
  - Mechanics

## Appendix 8

### Grade Xi C & Xi D Writing Scores at Ma Darul Hufaz

| No | Experimental Class (XIC) |        | No | Control Class (XID) |        |
|----|--------------------------|--------|----|---------------------|--------|
|    | Students' Name           | Scores |    | Students' Name      | Scores |
| 1  | Student C1               | 65     | 1  | Student E1          | 80     |
| 2  | Student C2               | 70     | 2  | Student E2          | 65     |
| 3  | Student C3               | 55     | 3  | Student E3          | 72,5   |
| 4  | Student C4               | 65     | 4  | Student E4          | 67,5   |
| 5  | Student C5               | 65     | 5  | Student E5          | 70     |
| 6  | Student C7               | 60     | 6  | Student E6          | 90     |
| 7  | Student C8               | 77,5   | 7  | Student E7          | 55     |
| 8  | Student C9               | 62,5   | 8  | Student E8          | 65     |
| 9  | Student C10              | 60     | 9  | Student E9          | 70     |
| 10 | Student C11              | 82,5   | 10 | Student E10         | 50     |
| 11 | Student C12              | 67,5   | 11 | Student E11         | 67,5   |
| 12 | Student C1               | 70     | 12 | Student E12         | 77,5   |
| 13 | Student C13              | 65     | 13 | Student E13         | 72,5   |
| 14 | Student C14              | 50     | 14 | Student E14         | 50     |
| 15 | Student C15              | 52,5   | 15 | Student E15         | 70     |
| 16 | Student C16              | 77,5   |    |                     |        |



## Appendix 9

### Documentation of Preliminary Research



## Appendix 10

### The Result of Validity Test

| No | Aspek Penilaian | r-hitung | Kriteria | Keterangan |
|----|-----------------|----------|----------|------------|
| 1  | Content         | 0,658    | 0,300    | Valid      |
| 2  | Organization    | 0,650    | 0,300    | Valid      |
| 3  | Vocabulary      | 0,896    | 0,300    | Valid      |
| 4  | Language Use    | 0,829    | 0,300    | Valid      |
| 5  | Mechanics       | 0,733    | 0,300    | Valid      |

### Item-Total Statistics

|              | Scale Mean<br>if Item<br>Deleted | Scale<br>Variance if<br>Item<br>Deleted | Corrected<br>Item-Total<br>Correlation | Cronbach's<br>Alpha if<br>Item<br>Deleted |
|--------------|----------------------------------|-----------------------------------------|----------------------------------------|-------------------------------------------|
| Content      | 50.58                            | 49.480                                  | .658                                   | .852                                      |
| Organization | 59.26                            | 56.982                                  | .650                                   | .837                                      |
| Vocabulary   | 59.79                            | 54.509                                  | .896                                   | .776                                      |
| LanguageUse  | 56.68                            | 51.117                                  | .829                                   | .786                                      |
| Mechanics    | 70.11                            | 78.655                                  | .733                                   | .876                                      |



## Appendix 11

### The Result of Reliability Test

#### Case Processing Summary

|       |                       | N  | %     |
|-------|-----------------------|----|-------|
| Cases | Valid                 | 19 | 100.0 |
|       | Excluded <sup>a</sup> | 0  | .0    |
|       | Total                 | 19 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .859             | 5          |



## Appendix 12

### Pre-Test Writing Scores of the Experimental Class

| Pretest of Experimental Class |                     |              |                   |                 |                   |               |             |                  |         |
|-------------------------------|---------------------|--------------|-------------------|-----------------|-------------------|---------------|-------------|------------------|---------|
| No                            | The Researcher (R1) |              |                   |                 |                   |               |             | The Teacher (R2) | Average |
|                               | Student             | Content (30) | Organization (20) | Vocabulary (20) | Language Use (25) | Mechanics (5) | Total Score | Total Score      |         |
| 1                             | S1                  | 18           | 13                | 12              | 14                | 3             | 60          | 62               | 61      |
| 2                             | S2                  | 19           | 14                | 13              | 16                | 3             | 65          | 65               | 65      |
| 3                             | S3                  | 17           | 12                | 11              | 13                | 3.5           | 56.5        | 57.5             | 57      |
| 4                             | S4                  | 20           | 14                | 14              | 16                | 4             | 68          | 70               | 69      |
| 5                             | S5                  | 18           | 13                | 12              | 15                | 3             | 61          | 61               | 61      |
| 6                             | S6                  | 19           | 14                | 13              | 15                | 3             | 64          | 66               | 65      |
| 7                             | S7                  | 20           | 15                | 14              | 17                | 4             | 70          | 70               | 70      |
| 8                             | S8                  | 17           | 12                | 10              | 14                | 3             | 56          | 58               | 57      |
| 9                             | S9                  | 21           | 15                | 14              | 17                | 4             | 71          | 73               | 72      |
| 10                            | S10                 | 18           | 13                | 12              | 14                | 3.5           | 60.5        | 61.5             | 61      |
| 11                            | S11                 | 19           | 14                | 13              | 15                | 3.5           | 64.5        | 65.5             | 65      |
| 12                            | S12                 | 16           | 11                | 10              | 12                | 3             | 52          | 54               | 53      |
| 13                            | S13                 | 18           | 13                | 12              | 15                | 3             | 61          | 61               | 61      |

|    |     |    |    |    |    |   |    |    |    |
|----|-----|----|----|----|----|---|----|----|----|
| 14 | S14 | 19 | 14 | 13 | 16 | 3 | 65 | 65 | 65 |
| 15 | S15 | 20 | 15 | 14 | 16 | 4 | 69 | 71 | 70 |
| 16 | S16 | 17 | 12 | 11 | 14 | 3 | 57 | 57 | 57 |



## Appendix 13

### Post-Test Writing Scores of the Experimental Class

| Posttest of Experimental Class |                     |              |                   |                 |                   |               |             |                  |         |
|--------------------------------|---------------------|--------------|-------------------|-----------------|-------------------|---------------|-------------|------------------|---------|
| No                             | The Researcher (R1) |              |                   |                 |                   |               |             | The Teacher (R2) | Average |
|                                | Student             | Content (30) | Organization (20) | Vocabulary (20) | Language Use (25) | Mechanics (5) | Total Score | Total Score      |         |
| 1                              | S1                  | 24           | 17                | 17              | 20                | 4             | 82          | 84               | 83      |
| 2                              | S2                  | 25           | 17                | 17              | 21                | 5             | 85          | 85               | 85      |
| 3                              | S3                  | 23           | 16                | 16              | 20                | 4.5           | 79.5        | 80.5             | 80      |
| 4                              | S4                  | 26           | 18                | 18              | 19                | 5             | 86          | 88               | 87      |
| 5                              | S5                  | 24           | 17                | 17              | 20                | 4             | 82          | 82               | 82      |
| 6                              | S6                  | 25           | 17                | 17              | 20                | 4             | 83          | 85               | 84      |
| 7                              | S7                  | 26           | 17                | 19              | 21                | 5             | 88          | 88               | 88      |
| 8                              | S8                  | 22           | 16                | 16              | 20                | 4             | 78          | 80               | 79      |
| 9                              | S9                  | 26           | 18                | 18              | 23                | 5             | 90          | 88               | 89      |
| 10                             | S10                 | 24           | 17                | 17              | 20                | 4.5           | 82.5        | 83.5             | 83      |
| 11                             | S11                 | 25           | 17                | 17              | 20                | 5.5           | 84.5        | 85.5             | 85      |
| 12                             | S12                 | 22           | 16                | 15              | 20                | 4             | 77          | 79               | 78      |
| 13                             | S13                 | 24           | 17                | 17              | 19                | 5             | 82          | 82               | 82      |

|    |     |    |    |    |    |   |    |    |    |
|----|-----|----|----|----|----|---|----|----|----|
| 14 | S14 | 25 | 17 | 17 | 21 | 4 | 84 | 84 | 84 |
| 15 | S15 | 26 | 18 | 18 | 19 | 5 | 86 | 88 | 87 |
| 16 | S16 | 23 | 16 | 16 | 20 | 5 | 80 | 80 | 80 |



## Appendix 14

### Pre-Test Writing Scores of the Control Class

| Pretest of Control Class |                     |              |                   |                 |                   |               |             |                  |         |
|--------------------------|---------------------|--------------|-------------------|-----------------|-------------------|---------------|-------------|------------------|---------|
| No                       | The Researcher (R1) |              |                   |                 |                   |               |             | The Teacher (R2) | Average |
|                          | Student             | Content (30) | Organization (20) | Vocabulary (20) | Language Use (25) | Mechanics (5) | Total Score | Total Score      |         |
| 1                        | S1                  | 18           | 13                | 12              | 14                | 3             | 60          | 62               | 61      |
| 2                        | S2                  | 19           | 14                | 13              | 16                | 3             | 65          | 65               | 65      |
| 3                        | S3                  | 17           | 12                | 11              | 13.5              | 3             | 56.5        | 57.5             | 57      |
| 4                        | S4                  | 20           | 14                | 13              | 15                | 3             | 65          | 67               | 66      |
| 5                        | S5                  | 18           | 13                | 12              | 15                | 3             | 61          | 61               | 61      |
| 6                        | S6                  | 19           | 14                | 13              | 15                | 3             | 64          | 66               | 65      |
| 7                        | S7                  | 20           | 15                | 14              | 17                | 4             | 70          | 70               | 70      |
| 8                        | S8                  | 15           | 11                | 10              | 13                | 3             | 52          | 54               | 53      |
| 9                        | S9                  | 20           | 14                | 13              | 15                | 3             | 65          | 67               | 66      |
| 10                       | S10                 | 18           | 13                | 12              | 14.5              | 3             | 60.5        | 61.5             | 61      |
| 11                       | S11                 | 19           | 14                | 13              | 15.5              | 3             | 64.5        | 65.5             | 65      |
| 12                       | S12                 | 17           | 12                | 11              | 13                | 3             | 56          | 58               | 57      |
| 13                       | S13                 | 18           | 13                | 12              | 15                | 3             | 61          | 61               | 61      |



|    |     |    |    |    |    |   |    |    |    |
|----|-----|----|----|----|----|---|----|----|----|
| 14 | S14 | 18 | 13 | 12 | 14 | 3 | 60 | 62 | 61 |
| 15 | S15 | 20 | 15 | 14 | 16 | 4 | 69 | 71 | 70 |



## Appendix 15

### Post-Test Writing Scores of the Control Class

| Posttest of Control Class |                     |              |                   |                 |                   |               |             |                  |         |
|---------------------------|---------------------|--------------|-------------------|-----------------|-------------------|---------------|-------------|------------------|---------|
| No                        | The Researcher (R1) |              |                   |                 |                   |               |             | The Teacher (R2) | Average |
|                           | Student             | Content (30) | Organization (20) | Vocabulary (20) | Language Use (25) | Mechanics (5) | Total Score | Total Score      |         |
| 1                         | S1                  | 20           | 14                | 13              | 17                | 4             | 68          | 70               | 69      |
| 2                         | S2                  | 21           | 15                | 14              | 17                | 4             | 71          | 71               | 71      |
| 3                         | S3                  | 19           | 14                | 12              | 17                | 4             | 66          | 68               | 67      |
| 4                         | S4                  | 21           | 15                | 14              | 17                | 4             | 71          | 73               | 72      |
| 5                         | S5                  | 20           | 14                | 13              | 16                | 4             | 67          | 69               | 68      |
| 6                         | S6                  | 21           | 15                | 14              | 15                | 4             | 69          | 71               | 70      |
| 7                         | S7                  | 22           | 15                | 15              | 17                | 4             | 73          | 73               | 73      |
| 8                         | S8                  | 18           | 13                | 12              | 16                | 5             | 64          | 66               | 65      |
| 9                         | S9                  | 21           | 15                | 13              | 18                | 4             | 71          | 73               | 72      |
| 10                        | S10                 | 20           | 14                | 13              | 17                | 4             | 68          | 70               | 69      |
| 11                        | S11                 | 21           | 15                | 14              | 16                | 4             | 70          | 72               | 71      |
| 12                        | S12                 | 19           | 13                | 12              | 17                | 4             | 65          | 67               | 66      |
| 13                        | S13                 | 20           | 14                | 13              | 18                | 5             | 70          | 70               | 70      |

|    |     |    |    |    |    |   |    |    |    |
|----|-----|----|----|----|----|---|----|----|----|
| 14 | S14 | 20 | 14 | 13 | 16 | 4 | 67 | 69 | 68 |
| 15 | S15 | 22 | 15 | 15 | 16 | 4 | 72 | 74 | 73 |



## Appendix 16

**N-Gain Score Experimental Class**

| <b>Student</b> | <b>Total<br/>Pre-Test</b> | <b>Total<br/>Post-Test</b> | <b>N-Gain</b> |
|----------------|---------------------------|----------------------------|---------------|
| S1             | 61                        | 83                         | 0,56          |
| S2             | 65                        | 85                         | 0,57          |
| S3             | 57                        | 80                         | 0,53          |
| S4             | 69                        | 87                         | 0,58          |
| S5             | 61                        | 82                         | 0,54          |
| S6             | 65                        | 84                         | 0,54          |
| S7             | 70                        | 88                         | 0,6           |
| S8             | 57                        | 79                         | 0,51          |
| S9             | 72                        | 89                         | 0,61          |
| S10            | 61                        | 83                         | 0,56          |
| S11            | 65                        | 85                         | 0,57          |
| S12            | 53                        | 78                         | 0,53          |
| S13            | 61                        | 82                         | 0,54          |
| S14            | 65                        | 84                         | 0,54          |
| S15            | 70                        | 87                         | 0,57          |
| S16            | 57                        | 80                         | 0,53          |
| <b>Mean</b>    | <b>63,06</b>              | <b>83,5</b>                | <b>0,56</b>   |

## Appendix 17

### N-Gain Score Control Class

| Student     | Total Pre-Test | Total Post-Test | N-Gain      |
|-------------|----------------|-----------------|-------------|
| S1          | 61             | 69              | 0,21        |
| S2          | 65             | 71              | 0,17        |
| S3          | 57             | 67              | 0,23        |
| S4          | 66             | 72              | 0,18        |
| S5          | 61             | 68              | 0,18        |
| S6          | 65             | 70              | 0,14        |
| S7          | 70             | 73              | 0,1         |
| S8          | 53             | 65              | 0,26        |
| S9          | 66             | 72              | 0,18        |
| S10         | 61             | 69              | 0,21        |
| S11         | 65             | 71              | 0,17        |
| S12         | 57             | 66              | 0,21        |
| S13         | 61             | 70              | 0,23        |
| S14         | 61             | 68              | 0,18        |
| S15         | 70             | 73              | 0,1         |
| <b>Mean</b> | <b>62,6</b>    | <b>69,6</b>     | <b>0,18</b> |

## Appendix 18

### Pretest And Posttest Samples in The Experimental Class

#### Test Item for Pre-Test

Subject : English  
 Time : 60 Minutes  
 Grade / Semester : XI / Odd  
 Type of Questions : Writing Test (Expository Text)  
 Name : Syntia Dwi Mahorani  
 Class : XI - C

70

#### Instructions:

1. Read the instructions carefully.
2. Write an expository text based on the chosen topic:
  - Reading habits
  - Learning English
  - Extracurricular activities
3. Write your text by following the generic structure of expository text, namely:
  - Thesis / Introduction
  - Arguments / Explanations
  - Conclusion / Reiteration
4. Your writing will be assessed based on the following writing aspects:
  - Content
  - Organization
  - Vocabulary
  - Language Use
  - Mechanics

#### Learning English

Thesis: Learning english is important for students. English helps students get information from books and the internet.

Argument: First, english helps students understand many websites and learning materials. Second, students can communicate with people from another countries. English is also use ful for future study and jobs. other

Conclusion: In conclusion, learning english is useful for students. Therefore, students should learn english seriously.

#### CATATAN PENILAIAN

Content : 20

Organization : 15

Vocabulary : 14

Language Use : 17

Mechanics : 4

Total : 70

## Test Item for Post-Test

Subject : English  
 Time : 60 Minutes  
 Grade / Semester : XI / Odd  
 Type of Questions : Writing Test (Expository Text)  
 Name : Cynthia Qai Indawruri  
 Class : XI C

88/11

## Instructions:

1. Read the instructions carefully.
2. Write an expository text based on the chosen topic:
  - English for global communication
  - Energy conservation responsibility
  - Student discipline and academic success
3. Write your text by following the generic structure of expository text, namely:
  - Thesis / Introduction
  - Arguments / Explanations
  - Conclusion / Reiteration
4. Your writing will be assessed based on the following writing aspects:
  - Content
  - Organization
  - Vocabulary
  - Language Use
  - Mechanics

## English for Global Communication

- ① English plays an important role in global communication. Today, people from different countries use English to exchange information ideas.

First, English is widely used in international business, education, and technology. People who can speak English have more opportunities to communicate globally. Second, English provides access to global information because many resources on the internet are written in English. In addition, English helps students prepare for future careers in multinational companies.

Provision

In conclusion, English is an essential language for global communication. Therefore, students should improve their English skills to succeed in the modern world.

## CATATAN PENILAIAN

Content : 26  
 Organization : 17  
 Vocabulary : 19  
 Language Use : 21  
 Mechanics : 5

Total : 88

## Test Item for Pre-Test

Subject : English  
 Time : 60 Minutes  
 Grade / Semester : XI / Odd  
 Type of Questions : Writing Test (Expository Text)  
 Name : Dewi Fortuna  
 Class : XI C

58

## Instructions:

1. Read the instructions carefully.
2. Write an expository text based on the chosen topic:
  - Reading habits
  - Learning English
  - Extracurricular activities
3. Write your text by following the generic structure of expository text, namely:
  - Thesis / Introduction
  - Arguments / Explanations
  - Conclusion / Reiteration
4. Your writing will be assessed based on the following writing aspects:
  - Content
  - Organization
  - Vocabulary
  - Language Use
  - Mechanics

## Reading Habits

Reading is good for students. Students can find books and magazines.

Reading can give information and help students know many things. It also help students learn new words. Some students do not like reading because they think reading is boring.

In conclusion, reading is important activity for can students.

## CATATAN PENILAIAN

Content : 17  
 Organization : 12  
 Vocabulary : 10  
 Language Use : 14  
 Mechanics : 3  
 Total : 56



## Test Item for Post-Test

Subject : English  
 Time : 60 Minutes  
 Grade / Semester : XI / Odd  
 Type of Questions : Writing Test (Expository Text)

80%

Name : Dwi fortuna

Class : XI C

## Instructions:

1. Read the instructions carefully.
2. Write an expository text based on the chosen topic:
  - English for global communication
  - Energy conservation responsibility
  - Student discipline and academic success
3. Write your text by following the generic structure of expository text, namely:
  - Thesis / Introduction
  - Arguments / Explanations
  - Conclusion / Reiteration
4. Your writing will be assessed based on the following writing aspect.:
  - Content
  - Organization
  - Vocabulary
  - Language Use
  - Mechanics

## Student Discipline And Academic Success

Student discipline is important for academic success. Disciplined students usually have better learning results.

First, discipline helps students manage their time effectively. They can finish assignments on time and prepare for examinations properly.

Second, disciplined students obey school rules and develop positive study habits. As a result, they can improve their academic achievement.

In conclusion, discipline has a positive impact on academic success. Therefore, students should practice discipline in their daily lives.

## CATATAN PENILAIAN

Content : 22

Organization : 16

Vocabulary : 16

Language Use : 20

Mechanics : 4

Total : 78

## Test Item for Pre-Test

Subject : English  
 Time : 60 Minutes  
 Grade / Semester : XI / Odd  
 Type of Questions : Writing Test (Expository Text)  
 Name : Dika Heta Putri  
 Class : XI C

73

## Instructions:

1. Read the instructions carefully.
2. Write an expository text based on the chosen topic:
  - Reading habits
  - Learning English
  - Extracurricular activities
3. Write your text by following the generic structure of expository text, namely:
  - Thesis / Introduction
  - Arguments / Explanations
  - Conclusion / Reiteration
4. Your writing will be assessed based on the following writing aspects:
  - Content
  - Organization
  - Vocabulary
  - Language Use
  - Mechanics

Topic : Extracurricular Activities

Thesis: Extracurricular activities are important for students. These activities provide opportunities for students to learn new skills outside the classroom.

Argument: Students can join sports clubs, music groups, and other organizations. Students learn teamwork and communication skills. They also become more confident and responsible.

Conclusion: In conclusion, extracurricular activities give many benefits to students and should be supported by schools.

## CATATAN PENILAIAN

Content : 21  
 Organization : 15  
 Vocabulary : 14  
 Language Use : 17  
 Mechanics : 4

Total : 71

## Test Item for Post-Test

Subject : English  
 Time : 60 Minutes  
 Grade / Semester : XI / Odd  
 Type of Questions : Writing Test (Expository Text)

Name : Dita Hana Putri

Class : XI c

## Instructions:

1. Read the instructions carefully.
2. Write an expository text based on the chosen topic:
  - English for global communication
  - Energy conservation responsibility
  - Student discipline and academic success
3. Write your text by following the generic structure of expository text, namely:
  - Thesis / Introduction
  - Arguments / Explanations
  - Conclusion / Reiteration
4. Your writing will be assessed based on the following writing aspects:
  - Content
  - Organization
  - Vocabulary
  - Language Use
  - Mechanics

## Energy Conservation Responsibility

Thesis : Energy conservation is everyone's responsibility because energy resources are limited and should be used wisely.

Argument : First, conserving energy can reduce electricity consumption and lower household expenses. Second, energy conservation ~~help~~ <sup>helps</sup> reduce pollution and greenhouse gas emissions. People can save energy by turning off electrical appliances when they are not in use and by using energy-efficient equipment.

Conclusion : In conclusion, energy conservation is an important responsibility for all people. Therefore, everyone should develop energy-saving habits in daily activities.

## CATATAN PENILAIAN

Content : 26

Organization : 18

Vocabulary : 18

Language Use : 23

Mechanics : 8

Total : 90

## Appendix 19

### Pretest And Posttest Samples in The Experimental Class

#### Test Item for Pre-Test

Subject : English  
 Time : 60 Minutes  
 Grade / Semester : XI / Odd  
 Type of Questions : Writing Test (Expository Text)  
 Name : Faith Abiyu Jamil  
 Class :

70

#### Instructions:

1. Read the instructions carefully.
2. Write an expository text based on the chosen topic:
  - Reading habits
  - Learning English
  - Extracurricular activities
3. Write your text by following the generic structure of expository text, namely:
  - Thesis / Introduction
  - Arguments / Explanations
  - Conclusion / Reiteration
4. Your writing will be assessed based on the following writing aspects:
  - Content
  - Organization
  - Vocabulary
  - Language Use
  - Mechanics

\* Topic : Extracurricular Activities

\* Arguments

Extracurricular activities are useful for students.

Students can learn many things outside the classroom.  
 These activity help students improve learnwork and confidence. Student can also make new friends through extracurricular activities. In addition, extracurricular activities help students develop their talents and interest.  
 \* Conclusion  
 In conclusion, extracurricular activities are beneficial for students and should be supported by schools.

CATATAN PENILAIAN

Content : 20

Organization : 15

Vocabulary : 14

Language Use : 17

Mechanics : 4

Total : 70

## Test Item for Post-Test

X/11

Subject : English  
 Time : 60 Minutes  
 Grade / Semester : XI / Odd  
 Type of Questions : Writing Test (Expository Text)  
 Name : Fitri Azzahra  
 Class : \_\_\_\_\_

## Instructions:

1. Read the instructions carefully.
2. Write an expository text based on the chosen topic:
  - English for global communication
  - Early conservation responsibility
  - Student discipline and academic success
3. Write your text by following the generic structure of expository text, namely:
  - Thesis / Introduction
  - Arguments / Explanations
  - Conclusion / Recommendation
4. Your writing will be assessed based on the following writing aspects:
  - Content
  - Organization
  - Vocabulary
  - Language Use
  - Mechanics

Answer:

"Student Discipline and Academic Success"

Discipline is important for students. It helps students focus on their learning activities. Discipline helps students complete assignments on time. Students who are disciplined usually follow school rules and respect teachers. As a result, they can achieve better academic performance. In conclusion, discipline is important for academic success.

(TATAHATAN PENYAJIAN)

Mechanics : 17  
 Language Use : 17  
 Vocabulary : 17  
 Organization : 17  
 Content : 25

Total : 76  
 X/11

## Test Item for Pre-Test

Subject : English  
 Time : 60 Minutes  
 Grade / Semester : XI / Odd  
 Type of Questions : Writing Test (Expository Text)  
 Name : Faqih Aiman Rafudin  
 Class :

SA

## Instructions:

1. Read the instructions carefully.
2. Write an expository text based on the chosen topic:
  - Reading habits
  - Learning English
  - Extracurricular activities
3. Write your text by following the generic structure of expository text, namely:
  - Thesis / Introduction
  - Arguments / Explanations
  - Conclusion / Reiteration
4. Your writing will be assessed based on the following writing aspects:
  - Content
  - Organization
  - Vocabulary
  - Language Use
  - Mechanics

## Reading Habits

Thesis : Reading ~~habit~~ book is good. books helps students. Students can get information.

Arguments : Reading help ~~student~~ students learn many thing. do not Some student not like reading because boring.

Conclusion : In conclusion, reading make student know new word. it is make students important.

## CATATAN PENILAIAN

Content : 15  
 Organization : 11  
 Vocabulary : 10  
 Language Use : 13  
 Mechanics : 3

Total : 52

## Test Item for Post-Test

Subject : English  
 Time : 60 Minutes  
 Grade / Semester : XI / Odd  
 Type of Questions : Writing Test (Expository Text)  
 Name : Faah Aiman Rafaudin  
 Class :

66%

## Instructions:

1. Read the instructions carefully.
2. Write an expository text based on the chosen topic:
  - English for global communication
  - Energy conservation responsibility
  - Student discipline and academic success
3. Write your text by following the generic structure of expository text, namely:
  - Thesis / Introduction
  - Arguments / Explanations
  - Conclusion / Reiteration
4. Your writing will be assessed based on the following writing aspects:
  - Content
  - Organization
  - Vocabulary
  - Language Use
  - Mechanics

in "English for Global Communication"

English is important language. Many people use English in different countries.

helps English help communication and education. Students can learn English for future job and ~~stud~~ study. English also useful in modern life. jobs  
 In conclusion, English is useful for global communication.

## CATATAN PENILAIAN

Content : 18

Organizational : 13

Vocabulary : 12

Language Use : 16

Mechanics : 5

Total : 64

## Test Item for Pre-Test

Subject : English  
 Time : 60 Minutes  
 Grade / Semester : XI / Odd  
 Type of Questions : Writing Test (Expository Text)

Name : Fauzan Milandzari  
 Class :

## Instructions:

1. Read the instructions carefully.
2. Write an expository text based on the chosen topic:
  - Reading habits
  - Learning English
  - Extracurricular activities
3. Write your text by following the generic structure of expository text, namely:
  - Thesis / Introduction
  - Arguments / Explanations
  - Conclusion / Reiteration
4. Your writing will be assessed based on the following writing aspects:
  - Content
  - Organization
  - Vocabulary
  - Language Use
  - Mechanics

Topic : Learning English

Learning english is important for students. English is used in many countries around the world. Student can use English to communicate with others and understand information from books and websites. English are useful for future careers and education.

In conclusion, learning english is beneficial for students.

## CATATAN PENILAIAN

Content : 20  
 Organizational : 14  
 Vocabulary : 13  
 Language Use : 15  
 Mechanics : 3

Total : 65

67



## Test Item for Post-Test

Subject : English  
 Time : 60 Minutes  
 Grade / Semester : XI / Odd  
 Type of Questions : Writing Test (Expository Text)  
 Name : Fauzan Milan Dzaki  
 Class :

73 //

## Instructions:

1. Read the instructions carefully.
2. Write an expository text based on the chosen topic:
  - English for global communication
  - Energy conservation responsibility
  - Student discipline and academic success
3. Write your text by following the generic structure of expository text, namely:
  - Thesis / Introduction
  - Arguments / Explanations
  - Conclusion / Reiteration
4. Your writing will be assessed based on the following writing aspects:
  - Content
  - Organization
  - Vocabulary
  - Language Use
  - Mechanics

## Energy Conservation Responsibility

Thesis → Saving energy is important because energy is needed in daily life.

Arguments → People can save energy by turning off light and electrical devices when they are not being used. This habit can reduce waste and help protect the environment. Saving energy can also reduce electricity costs.

Conclusion → In conclusion, everyone should conserve energy in daily activities.

## CATATAN PENILAIAN

Content : 21

Organizational : 15

Vocabulary : 13

Language Use : 18

Mechanics : 4

Total : 71 //

## Appendix 20

### The Result of Descriptive Statistics

| Descriptive Statistics |    |         |         |       |                |
|------------------------|----|---------|---------|-------|----------------|
|                        | N  | Minimum | Maximum | Mean  | Std. Deviation |
| Pre_Experi<br>mental   | 16 | 53      | 72      | 63,06 | 5,507          |
| Post_Expe<br>rimental  | 16 | 78      | 89      | 83,50 | 3,266          |
| Pre_Control            | 15 | 53      | 70      | 62,60 | 4,763          |
| Post_Control           | 15 | 65      | 73      | 69,60 | 2,473          |
| Valid N<br>(listwise)  | 15 |         |         |       |                |



## Appendix 21

### The Result of Normality Test

| Tests of Normality                    |                                 |    |       |              |    |       |
|---------------------------------------|---------------------------------|----|-------|--------------|----|-------|
| class                                 | Kolmogorov-Smirnov <sup>a</sup> |    |       | Shapiro-Wilk |    |       |
|                                       | Statistic                       | df | Sig.  | Statistic    | df | Sig.  |
| N_Gain_Score experimental class       | 0,197                           | 16 | 0,099 | 0,946        | 16 | 0,428 |
| control class                         | 0,202                           | 15 | 0,100 | 0,935        | 15 | 0,326 |
| a. Lilliefors Significance Correction |                                 |    |       |              |    |       |



Appendix 22

The Result of Homogeneity Test

|                             | Levene's Test for<br>Equality of Variances |       |
|-----------------------------|--------------------------------------------|-------|
|                             | F                                          | Sig.  |
| N_Gain_Score                | 1,802                                      | 0,190 |
| Equal variances assumed     |                                            |       |
| Equal variances not assumed |                                            |       |



## Appendix 23

### The Result of Independent Sample T-Test

| Independent Samples Test    |                              |        |                 |                 |                       |                 |         |
|-----------------------------|------------------------------|--------|-----------------|-----------------|-----------------------|-----------------|---------|
|                             | t-test for Equality of Means |        |                 |                 |                       |                 |         |
|                             | t                            | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Interval of the |         |
|                             |                              |        |                 |                 |                       | Lower           | Upper   |
| N_Gain_Score                | 28,866                       | 29     | 0,000           | 0,37395         | 0,01295               | 0,34746         | 0,40045 |
| Equal variances assumed     |                              |        |                 |                 |                       |                 |         |
| Equal variances not assumed | 28,406                       | 22,443 | 0,000           | 0,37395         | 0,01316               | 0,34668         | 0,40122 |



## Appendix 24

### Documentation of The Resarch



Research Letter



KEMENTERIAN AGAMA  
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Alamat: Jl. Letkol H. Endro Suratmin Sukarame Bandar Lampung Tlp. 0721 703260

Perihal : Permohonan Surat Penelitian  
Lampiran : 1 (Satu) berkas

Kepada :  
Yth. Dekan Fakultas Tarbiyah dan Keguruan  
UIN Raden Bandar Lampung  
Di  
Bandar Lampung,

Assalamu'alaikum Wr. Wb.

Saya yang bertanda tangan di bawah ini:

Nama : Aula Wirda  
NPM 2211040021  
Jurusan : Pendidikan Bahasa Inggris  
Semester : 8 (Delapan)

Judul Skripsi : *The effect of Think-Talk-Write in Teaching Expository Text Writing Ability.*

Instansi/Tempat Penelitian : MA Darul Huffazh Pesawaran

Telah menyelesaikan skripsi Bab I dan Bab II dan Bab III telah disetujui /ACC Oleh Pembimbing I dan Pembimbing II, untuk itu mohon diterbitkan Surat Penelitian, sebagai bahan pertimbangan Bapak/Ibu berikut ini saya lampirkan:

1. Foto Copy KTM
2. Foto Copy Cover Skripsi yang sudah di ACC

Demikian permohonan ini saya buat dengan sebenarnya. Atas perhatian dan perkenannya diucapkan terima kasih.

Wassalamu'alaikum Wr.Wb

Bandar Lampung, 27 Januari 2026  
Permohonan,

  
Aula Wirda  
NPM. 2211040021

Research Response Letter



**YAYASAN PONDOK PESANTREN DARUL HUFFAZH LAMPUNG**  
**MADRASAH ALIYAH DARUL HUFFAZH**

Jl. Raya Bermang No.36, Desa Bermang Kec. Gedong Tataan Kab. Pesawaran, Lampung - 35366  
Email: madarulhuffazh@gmail.com Website: www.ppdhlampung.id  
NBM:131218090017 NPSN:69941634

**SURAT KETERANGAN**

Nomor : 09.150.007/SKet/MA\_DH/IV/2026

Dengan ini Kepala Madrasah Aliyah (MA) Pondok Pesantren Darul Huffazh (PPDH) Lampung pada dasarnya menerangkan bahwa saudara/i:

Nama : **Aula Wirda**  
NIM : 2211040021  
Jurusan : Pendidikan Bahasa Inggris  
Judul : **"The Effect of Think-Write in Teaching Expository Text Writing Ability"**

Benar adanya telah melaksanakan penelitian di MA Darul Huffazh Lampung sebagai syarat menyelesaikan studi di Universitas Islam Negeri Raden Intan Lampung (UINRIL).

Demikian surat keterangan ini disampaikan agar dapat dipergunakan dengan sebagaimana mestinya. Serta diharapkan kepada yang bersangkutan agar berkenan untuk melampirkan hasil penelitiannya.

Pesawaran, 16 April 2026  
Kepala MAS Darul Huffazh,  
  
**Muhammad Ja'far M., S.Pd.**

Tembusan :  
1. Direktur Pendidikan PPDH  
2. Arsip



## Validation Letter



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

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

### SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Nurul Puspita, M.Pd  
Instansi : UIN Raden Intan Lampung  
Jabatan : Dosen Bahasa Inggris

Telah membaca instrumen penelitian yang akan digunakan dalam penelitian skripsi dengan judul **"The Effect of Think-Talk-Write In Teaching Expository Text Writing Ability"** oleh peneliti:

Nama : Aula Wirda  
NPM : 2211040021  
Program Study : Pendidikan Bahasa Inggris

Setelah memperhatikan instrumen penelitian maka masukan untuk peneliti tersebut adalah:

.....  
This instrument can be used in this research.

Demikian surat keterangan ini dibuat agar dapat digunakan dalam penelitian.

Bandar Lampung, April 2026  
Validator

*[Signature]*

Nurul Puspita, M.Pd  
NIP.198907172015032004



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIT PELAKSANA TEKNIS PERPUSTAKAAN  
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
Alamat : Jl. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. 0721 703278

#### SURAT KETERANGAN

Nomor: B-3214/Un.16/P1/KT/VII/2026

*Assalamu'alaikum Wr.Wb.*

Saya yang bertandatangan dibawah ini:

Nama : **Dr. Eni Amaliah, S.Ag., S.S., M.Ag.**  
NIP : 197005121998032002  
Jabatan : Kepala UPT Perpustakaan UIN Raden Intan Lampung  
Menerangkan bahwa Artikel Ilmiah dengan judul :

**THE EFFECT OF THINK-TALK-WRITE STRATEGY IN TEACHING EXPOSITORY  
TEXT WRITING ABILITY**  
Karya

| NAMA       | NPM        | FAKULTAS/PRODI         |
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Demikian Keterangan ini kami buat, untuk dapat dipergunakan sebagaimana mestinya.

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Kepala UPT Perpustakaan



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**NIP.197005121998032002**

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### THE EFFECT OF THINK-TALK-WRITE STRATEGY IN TEACHING EXPOSITORY TEXT WRITING ABILITY

 FTK 7

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