THE EFFECT OF PEER ASSESSMENT THROUGH TWITTER ON STUDENTS’ WRITING THE ANALYTICAL EXPOSITION TEXT ABILITY

(A Quasi-Experimental Study at Eleventh-Grade Students of SMA Negeri 1 Dramaga in Academic Year 2019/2020)

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATIONAL SCIENCES
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
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(A Quasi-Experimental Study at Eleventh-Grade Students of SMA Negeri 1 Dramaga in Academic Year 2019/2020)

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Presented to the Faculty of Educational Sciences in a Partial Fulfillment of the Requirements for the Degree of Strata 1 (Bachelor of Art) in English Education

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DEPARTMENT OF ENGLISH EDUCATION
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ENDORSEMENT SHEET

The Examination Committee of the Faculty of Educational Sciences certifies that the "Skrripsit" scientific paper entitled, The Effect of Peer Assessment Through Twitter on Students’ Writing The Analytical Exposition Text Ability (A Quasi-Experimental Study at Eleventh-Grade Students of SMA Negeri 1 Dramaga in Academic Year 2019/2020., written by Habiburrahman Afnal, student's registration number: 11150140090113, was examined by the Committee on, January 14th 2020. The skripsi has been accepted and declared to have fulfilled one of the requirements for the degree of S.Pd. (S-1) in English Education.

Jakarta, January 14th 2020

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Pernyataan ini dibuat sebagai salah satu syarat menempuh Ujian Munaqassah.

Jakarta, 8 Januari 2020
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ABSTRACT
Habiburrohman Aththoyyar (11150140000113). The Effect of Peer Assessment Through Twitter on Students’ Writing the Analytical Exposition Text Ability (A Quasi-Experimental Study at Eleventh-Grade Students of SMA Negeri 1 Dramaga in Academic Year 2019/2020.) A skripsi of Department of English Education, Faculty of Educational Sciences, Syarif Hidayatullah State Islamic University Jakarta, 2019.

Advisor I: Dr. Farida Hamid, M.Pd.
Advisor II: Atik Yuliani, M.A. TESOL

This research is aimed to get empirical evidence on the effect of peer assessment through Twitter on students’ writing the analytical exposition text ability at eleventh-grade students of SMA Negeri 1 Dramaga in academic year 2019/2020. This research used the quantitative method and quasi-experimental design. The samples that were chosen by using purposive sampling consisting of 60 students of eleventh-grade students of SMA Negeri 1 Dramaga. The samples were divided into two groups of 30: class XI IPS 2 as the control class and class XI IPS 3 as the experimental class. Then, the data were collected by using a writing test in the form of a pre- and post-test. The result of the research was obtained using t-test with 95% as the confidence interval and using effect size. The result shows that the mean score of the post-test in the experimental class is 78.133 with 17.633 as the gained mean score while the mean score of the post-test in the control class is 70.167 with 8.167 as the gained mean score. Besides, the result shows that sig (2 tailed) is 0.000. Then the t-value of the post-test (4.396) is higher than t-table (2.301) meaning Hₐ is accepted and H₀ is rejected. Then, the effect size of this research is 1.138 that makes it is considered has a strong effect. To sum up, peer assessment through Twitter has a strong effect on students’ writing analytical exposition text ability.

Keywords: Peer Assessment, Twitter, Students’ Writing Ability, Analytical Exposition Text.
ABSTRAK
Habiburrohman Aththoyyar (11150140000113). The Effect of Peer Assessment Through Twitter on Students’ Writing the Analytical Exposition Text Ability (A Quasi-Experimental Study at Eleventh-Grade Students of SMA Negeri 1 Dramaga in Academic Year 2019/2020.) Skripsi dari jurusan Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, UIN Syarif Hidayatullah Jakarta.

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Kata kunci: Peer assessment, Twitter, Kemampuan menulis siswa, Teks eksposisi analitis
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In the name of Allah, the Beneficent, the Merciful

All praise be to Allah, the Lord of the Worlds, who has been blessing the writer so that the writer can finish this research. Peace and salutation may be upon to the Prophet Muhammad who is a great model of a person for all human beings. Peace be upon him, his family, his companions, and his followers.

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Lastly, the writer realizes that this research is far from being perfect. Thus, the writer appreciates accepting criticism and suggestions to improve this research.

Jakarta, January 13th 2020

Habiburrohman Aththoyyar
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CHAPTER I
INTRODUCTION

A. Background of the Study

Writing is not about just putting words on paper or gadgets. It requires a lot of competencies like vocabulary, grammar, language features, organizing ideas, coherence, and cohesion. Then, Tricia Hedge writes a similar thought that she says in order to write effectively, the writer should master the development of ideas and the grammatical procedures and have good choices of vocabulary, have good accuracy to avoid multiple meanings, and organization of sentence.\(^1\) Besides, the writer should consider what audiences or readers that are targeted when it comes to deciding what kind and what level of vocabulary that is used. It is important because it can make certain about the message is whether or not sent with understanding.

Today, Indonesia is one of the countries that is facing industrial revolution 4.0 with the concept of “Internet of Things.” Then, according to the Indonesian Ministry of Education and Culture, Nadiem Makarim, he says that Indonesian school should be modernized and strengthen the role of technology.\(^2\) It can be said that the Indonesian school is prepared for the industrial revolution 4.0. Moreover, the students should have 21st-century skills called 4Cs (critical thinking, communication, collaborative, and creativity.) So, to face the industrial revolution the students are prepared to have the mastery of technology and 4Cs as the 21st-century skills.

In the context of Indonesian school, it is hard to achieve 21st-century skills when the teacher implements traditional method of teaching that is teacher-centered. Then, the students are classified as generation Z students so it is important to implement the methods of teaching that can be implemented alongside the technology and the internet. Furthermore,

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studying alongside technology and the internet are important because generation Z students prefer to have a learning process that is integrated with technology and the internet. They prefer that way because it makes more fun when they can learn using the product of the internet such as social media.

Then, in learning exposition text, students often face the difficulty that makes them hard to develop their skills. According to Peloghitis, organizing or structuring ideas is the most common problem in making exposition text followed by finding evidence(s), writing a counter-argument, grammar, and punctuation. The writer agrees with those aspects being the most common problems since the teacher in the school where the writer collected data and in the school where the writer did his internship used the presentation teaching method. This teaching method gives the students limited time to train their skills.

Furthermore, concerning Indonesia’s high school learning time, the teachers only have two hours a week to teach English course. Then, one subject in English course has four meetings to achieve the learning objective which is mastering the theory of the analytical exposition text, capturing contextual meaning related to social functions, text structure, and language features of analytical exposition text that is related to the actual issue, and writing analytical exposition about actual issues with correct elements/theory. It is not enough to master one text in writing skill which takes a lot of time to learn.

Referring to the writer’s statement above, the writer believes that good methods can overcome these teachers’ problems and improve students’ ability in writing the analytical exposition text. In learning the analytical exposition text, we can use a lot of methods. One method that can be used

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5 The Regulation of Indonesian Education and Culture Ministry Number 36 Year 2018 About Curriculum 2013 for High School
is peer assessment. This method allows students to evaluate each other’s output. Then, it also allows the teachers to assess the writing of different students by turn so that the teachers can have a clue about the students’ development while the students can practice their ability. This autonomous method can help students to organize their writing with their friends’ help without losing the teachers’ attention. Besides, peer assessment is considered by the students can make them independent, learn and think more, and gain confidence. Then, it can be concluded that peer assessment can give benefits that can give learning opportunities in the class.

Then, So, Twitter is used as a medium and as an intervening variable to make the learning process more attractive and interesting since the students who are classified as generation Z students are happy and intriguing with the way of teaching that involves technology. The writer also teaches using Twitter to face the challenge of industrial revolution 4.0 so the students can learn writing on the internet. Then, as we all know, technology is really helpful in the learning process. Then, according to Taskiran, Gumusoglu, and Aydin’s research, there are 68 of 75 students are satisfied with using Twitter and they use it mostly to practice their language skills. Furthermore, it can shorten the amount of time needed and make the students focus because it is handy.

Moreover, the writer believes that using Twitter can give several benefits in setting the students’ mood, attention, and focus. Simon Sinek says that dopamine is released when we get a response in social media

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8 Ying Li and Liping Chen, Peer- and Self-Assessment: A Case Study to Improve the Students’ Learning Ability, Journal of Language Teaching and Research Vol. 7, No. 4, p. 784.
9 Ayse Taskiran, Eylem Koral Gumusoglu, & Beglin Aydin, Fostering Foreign Language Learning with Twitter: Reflections from English Learners, Turkish Online Journal of Distance Education, Vol. 19, No. 1, p. 105-106.
whether it is a good or bad response.\textsuperscript{10} Dopamine is a hormone that plays a role in mood, focus, attention, and so on.\textsuperscript{11} The more dopamine is released, the better this hormone plays its roles meaning we can have a better mood, be better in learning, and can be more focus on something.

From the problems that have been mentioned above, the writer would like to conduct a quasi-experimental research entitled “The Effect of Peer assessment through Twitter on students’ Writing the Analytical Exposition Text Ability (A Quasi-Experimental Study at Eleventh-Grade Students of SMA Negeri 1 Dramaga in the Academic Year of 2019/2020)”

**B. Identification of the Problem**

Based on the background of the research explained above, the writer identifies problems as follow:

1. Limited time to learn analytical exposition text with all the process
2. Students are lack of clue in organizing or structuring ideas, finding evidence(s), writing a counter-argument, grammar, and punctuation.
3. The teachers teach using presentation method that gives limited time for students to train their skills.

**C. The Limitation of the Problem**

This research is concerned on the effect of peer assessment through Twitter on students’ writing the analytical exposition text ability at eleventh-grade students of SMA Negeri 1 Dramaga in the academic year of 2019/2020

**D. The Formulation of the Problem**

Based on the limitation of the problem above, the problem is formulated based on the question:


1. Is there any effect of using peer assessment through Twitter on students’ writing analytical exposition text ability at eleventh-grade students of SMA Negeri 1 Dramaga in the academic year of 2019/2020?

2. How strong is the effect of using peer assessment through Twitter on students’ writing the analytical exposition text ability at eleventh-grade students of SMA Negeri 1 Dramaga in the academic year of 2019/2020?

E. The Objective of the Study

The aim of this research is to find out empirical evidence on the effect of using peer assessment through Twitter on students’ writing the analytical exposition text ability at eleventh-grade students of SMA Negeri 1 Dramaga in the academic year of 2019/2020.

F. Significant of the Study

The writer expects that this research will be helpful for:

1. Teachers
   The writer hopes that peer assessment can be applied in the classroom with or without using Twitter as a platform and the result of the research is expected to give the teachers information and inspiration about improving students’ ability and interest in writing exposition text.

2. Students
   The result of the research can be useful for students, especially the students of SMA Negeri 1 Dramaga, as an interesting method in learning writing analytical exposition text that can improve their ability.

3. Further research
   The result of this research can give be helpful for other researchers who will conduct a research in a similar field. Besides, the writer expects this study can be a benchmark of this field of study so that the other researchers can conduct a more profound research.
CHAPTER II
THEORETICAL FRAMEWORK

A. Writing

1. General Concept of Writing

There are several definitions of writing that are explained by experts. Wagner says that writing is the way people use to make their thoughts visible. He also states that it is used by people to communicate.¹ Then, Jack Richards says one of the indications of good learning and a means of learning is what writing is used as. He also states that writing makes both teacher and learner responsive as it can be observed straightforwardly.² In another book, Renandy writes that the writers not only express their ideas arbitrarily, but also have to put attention to choosing words, grammatical procedures, avoiding typological errors, and so on.³ Based on the several definitions of writing, the writer concludes that writing is an activity that is used to express ideas by considering rules in written form.

Furthermore, to have effective and good writing, there are several aspects that should be considered according to several experts. Hegde states in her book Writing that to have effectivity in writing, the writer has to have a great standard of organization in the construction of ideas and thoughts, a great fidelity so that there is no ambiguity, a great comprehension of grammatical procedures, and have a good taste in choosing vocabulary, forming grammar/structure, and organizing sentences.⁴ Moreover, good and effective writing requires the presence of coherence and cohesion since it makes a text easier to read.

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Coherence is the possession that differs writings from discretionary sets of sentences. One text is considered coherent if it is likely to develop a coherent representation of that writing. Furthermore, several aspects should be considered if the writers want their writings coherent, they are applying transition signals, applying consistent pronouns, and making sure the writer organizes the text in a logical order. Then, Harmer states that cohesion is the way the writers use to ensure that the text stays together by using some linguistic method. Moreover, the writers can use lexical (repetition of words and lexical set ‘chains’) and grammatical cohesion (pronoun and possessive reference, article reference, tense agreement, linkers, and substitution and ellipsis) to help the readers understand the text. By using all the considerations mentioned above, we can make good and effective writings.

2. The Purpose of Writing

Every writer must consider the purpose of the texts. Whitaker wrote that there are three common purposes in writing as follows:

a. Informative Purpose

The informative purpose of academic writing supplies the readers with some information and explains the subject which is the topic. This kind of purpose, just like the name, spoils the readers’ minds. Texts about experiences are the example of this kind.

b. Persuasive Purpose

The persuasive purpose of academic writing is used to prove the writers’ point of view. This kind of purpose is meant to influence or change the readers’ stance on the issues. This purpose includes advertisement, argumentative paper, position paper.

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c. Analytical Purpose

The analytical purpose of academic writing is to evaluate the explanation by using the greatest explanation that follows the writers’ measurement. This purpose includes analysis paper and critical analysis.  

3. The Process of Writing

Before the writer can produce a text, some procedures should be followed. Harmer said that those procedures are planning, drafting, revising, and final drafting as follows:  

a. Planning

Good writers usually prepare what they want to write. The preparation includes the process of thinking which means the writers do not or have not prepared the material on a paper but their heads. In this step, three aspects should be considered. The first aspect is the purpose. It is important since it affects the other element of writings like language use and the kind of text that they are going to produce.

b. Drafting

A draft is the earliest version of a text or writing. It is the version that will be revised in the next step of writing and then produce some other drafts until it reaches the final draft or version of the text.

c. Revising

In this step, the writers read the current draft to see if there is any mistake or not. Revising one text or writing frequently use editors’ help to get the best feedback that can help the writer to make a better draft.

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d. Final Drafting

Once writers have finished with their drafts, they can reach the final step of writing. It is normal to have a completely different version between the earliest draft and the final draft because that what the editing process does in this process, turning an unready material into a ready text.

B. Analytical Exposition Text

1. Definition of Analytical Exposition Text

Experts have defined the term exposition text in several definitions. John Langan wrote that exposition is a text that gives explanations and information about specific issues. It has some patterns of development to strengthen the writers’ stance like exemplification, comparing or contrasting, and analyzing causes and effects.\(^9\) Then, according to Knapp and Megan, an exposition text concentrate on providing proof and evidence to support the arguments used in the text.\(^10\) An exposition text is about arguing. It means analysis, judgment, and persuasion are involved.\(^11\) From the experts’ definition above, it can be concluded that exposition text is a text that provides proof or evidence in a form of analysis and judgment to support writers’ points of view on certain issues.

Then, there are two kinds of exposition text. The first one is analytical exposition and the other one is hortatory exposition. An analytical exposition is an exposition text that explains the writers’ thoughts or ideas about certain issues.\(^12\) Then, the definition of hortatory exposition is an exposition text that is meant to convince or

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persuade the readers to believe in or do something. The difference between these two kinds of exposition text is at the end part. A hortatory exposition ends the text with a suggestion while an analytical exposition ends it with a conclusion.

2. **The Purpose of Analytical Exposition Text**

   Since it is intended to explain the writers’ idea, an analytical exposition text has a purpose to analyze the issues and influence the reader to have a similar point of view with the writers’ point of view. Then, Kendal Haven states that an analytical exposition’s purpose is to provide accurate information and facts to the audience.

3. **Generic Structure of Analytical Exposition Text**

   As mentioned before, the difference between an analytical exposition and a hortatory exposition is at the end of the text. A hortatory exposition has a suggestion in the end meanwhile analytical exposition has a conclusion. Then, two other parts of the generic structure should exist before the conclusion. Knapp and Megan wrote that analytical exposition is organized into three parts:

   a. **Introductory**

      This is the part where the writers introduce the topic and acknowledge their position on that topic in the form of a thesis statement. In this part, the readers can have a vision about where the text will go.

   b. **Series of Arguments**

      After the writers introduce the topic and state their stance, the writers provide their series of arguments and explanations in this part. Furthermore, the writers also provide facts and statistics to support their argument to make their writings to have strong arguments.

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c. Conclusion

In the last part of the text, after the writers introduce the topic and provide arguments and facts, the writers close their texts with a conclusion or reiteration to strengthen the explanation.

4. Language Features of Analytical Exposition Text

In common exposition text, including analytical and hortatory ones, several language features are used to make the text better as Knapp and Watkins explain:15

a. Mental verbs

Mental verbs are used to express opinions. Mental verbs include words like and believe.

b. Connectives

Connectives are used to show the cause and effect in arguments and to link one argument to the other ones. There are several types of connectives as follows:

a) Temporal connectives. It is used to put the arguments in the right order. It includes first, secondly, lastly.

b) Casual conditional connectives. It is used to provide the cause and effect in arguments. For instance, “They die because the oil stops them from breathing.”

c) Comparative connectives. It is used to compare one argument with the opposite one. It includes however and on the other hand.

d) Connectives that can point out the result of something. For instance, “Therefore we should change the Australian flag.”

c. Movement from personal to impersonal voice.

a) The personal voice is used to provide personal arguments through the first-person pronoun. For instance: “You shouldn’t drop rubbish.”

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b) The impersonal voice is used to provide objective arguments through absolute statements or modelized statements. For instance: “Packaging is essential in preserving and transporting products.”

d. Modality. It is used to express the writers’ stance. Modality is used to express inevitability, probability, enthusiasm. It includes words should, ought to, and must.

e. Nominalization. It is used to shorten the writers’ argument. The process of normalization can make some words omitted from a sentence or changed to other words. For instance, “Junk food can make people sick” can be normalized to “Junk food can cause sickness.

5. Example of Analytical Exposition Text

1. Introduction

Drug users are ill people who need to be helped. Rehabilitation is one of the main things that they should get. Instead of punishing and stacking them in prison which are getting full, the government should provide rehabilitation for them.

2. Series of Arguments

Most users are victims of persuasive peddlers and they suffer from consuming the drugs. Therefore, by rehabilitating them, we are helping them out of a trap, which they might accidentally step on. They then can start a normal life again.

On the other hand, if we only arrest drug users and send them to jail, it doesn’t solve the problem because the drug users will still be addicts unless being properly treated. Jails will be filled up with drug users. Moreover, the users will still be users after released from prison. They then will be arrested again.

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3. Conclusion

By providing rehabilitating programs for drug users and forcing them to participate in the programs is way better than only arresting them and do nothing on their illness. Moreover, the prison will not be so full and packed up with users. Only drug dealers, traffickers, and wholesalers should be imprisoned instead.

C. Peer assessment method

1. Definition of Peer Assessment

Peer assessment is kind of assessment that implement student-centered and collective learning.\(^{17}\) Then, Brindley and Scoffield in Qu and Yang wrote that peer assessment makes students independent, mindful, and not always depend on the teacher.\(^{18}\) So it can be concluded that peer assessment is a student-centered assessment method that makes the students less dependence on the teacher and make them brave to give their thought on their pair’s work. Besides, McDowell in Meletiadou argues per-assessment can increase the students’ outcome and empower the quality of the learning process itself.\(^{19}\) Thus, peer assessment is not only useful for students, but also for teachers and the learning process itself because the more independent the student the more time the teacher will have to assist the students who are slow in learning in certain subjects. Having that kind of circumstance in the classroom will improve the outcome of the students.

According to O’Malley and Pierce, this kind of assessment method is meant to make students assess their pair’s works.\(^{20}\) So it is completely a different assessment method with a self-assessment method in which

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one student assesses his/her work. Not like a self-assessment method, a peer assessment method encourages students to be able to work as a team since it is considered to be able to set the students up to work collectively.

2. **The Advantages of Peer Assessment**

Having students assessing their pair’s works gives them several benefits as Donaldson and Topping in Elena Meletiadou states:\(^21\)

- a. Increasing students to be responsible for their improvement and learning process.
- b. Assessing an element of learning so that errors are considered as a chance rather than a failure.
- c. Practicing the convertible skills that are required for life-long learning.

Moreover, Spiller argues that there are several advantages of peer assessment as follows:\(^22\)

- b. Make students helpful to their friends in the learning process.
- c. Enhance communication in the assessment process.
- d. Make students more active in the learning process.
- e. Link students and teachers up.
- f. Advertise the students’ improvement in the learning process.
- g. Make the learning process faster.

3. **The Disadvantage of Peer Assessment**

Besides the advantages of peer assessment, it also has several disadvantages as follows:\(^23\)

- a. It can affect the reliability of assessment when the assessors are friends.
- b. The students are biased to give the same assessment to all students.

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\(^{21}\) Elena Meletiadou, op.cit. p.241


\(^{23}\) Center for Education Innovation, *Self- and Peer-Assessment*, retrieved from [http://cei.ust.hk](http://cei.ust.hk) on August 27th 2019
c. Several students can conspire to give the other students a bad assessment.

d. Students may not get the competence to assess with limited time given for the teacher to explain how to assess properly.

D. Twitter

1. Understanding of Twitter

Twitter is a text-based application that can be used on any platform. Kerstin Borau, et al. wrote that Twitter is a social network that allows its users to communicate with the other users by broadcasting a short post that is called *microblogging*. It is also very common that the terminology “Tweet” is used to call the users’ posts. Then, it can be used to do any communication purposes such as discussing, asking for direction, or just chit-chatting with friends or strangers.

Twitter uses the following-follower system that is different from Facebook that uses a friendship system in which one user should accept another user’s friend request to become a friend. In the following-follower system, one user can be followed by hundreds of people while following just a few people. Then, in one tweet the user can put up to 280 characters after previously it can only generate 140 characters. The user can insert up to four pictures, a video, another user’s tweet, or a link that generates the user to a certain website if clicked in one tweet to support the users’ tweets. Moreover, in one tweet, several features are served for the users such as:

a. Reply

A reply is used when the user wants to give respond to other users’ tweets. With this feature, the user can also reply to his/her tweet to make it a series of tweets called a *thread*. In a thread, the

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users can combine their tweets by inserting other users’ tweets with or without comment on it.

b. Retweet

If Twitter’s like is the rival of Facebook’s thumbs-up, then Twitter’s retweet is the rival of Facebook’s shares. It is one level above the like feature. A retweet indicates that the user agrees with the other users’ tweets and wants to share it with his/her followers. There are two kinds of retweets on Twitter: retweet and quote retweet. The first one is the old-fashioned retweet which is used just to indicate one user agrees and wants to share it. The second one is used to retweet with a comment on that.25

c. Like

A love symbol feature called Like is used when the user agrees with the others’ tweets. So, when a tweet gets a lot of love, it means there are plenty of people agree with that tweet.26

d. Share

The share feature seems to have the same usage with retweet feature since it is meant to share the tweet. The difference between these two features is retweet is meant to share a tweet to one user’s followers while the share feature is meant to share a tweet to the other applications.

2. The Advantages of Using Twitter

Nick Campbell in Mork states that there are several benefits in using Twitter as follows:27

a. Easy to communicate through Twitter
b. Enhance collaborative learning
c. Enhance to-the-point writing.

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26 Loc. cit.
3. **The Disadvantages of Using Twitter**

Chawinga states that there are several challenges in using Twitter in the classroom as follows:28

a. Require internet data.

b. Require a lot of time to train the students so they can be familiar with Twitter and make content on it.

c. If the school does not allow its students to bring a cellphone, the shortage of school computers can obstruct the learning process.

**E. Previous Study**

Before this study was conducted, there are several researchers that had conducted studies on whether about peer assessment as the independent variable or students’ writing analytics exposition text ability as the dependent variable. Moreover, there are three previous related studies. These researches were conducted by Endri Capri, Puritchaya Pueghprom, and Dea Annisa Syahputri.

The first previous study was conducted by Endri Capri entitled “The Effect of Peer Feedback Technique Toward Students’ Ability in Writing Analytical Exposition Text at The Second Year of Man 1 Teluk Kuantan – Kuantan Singingi Regency.” This study was conducted in MAN 1 Taluk Kuantan - Kuantan Singingi Regency with the second-year students as the participants consisting of 30 students in each control and experimental class. This study used a quantitative method with a quasi-experimental research design. It made this study used t-test to analyze the data. The finding of this study turned out that the peer feedback technique can give a positive effect on second-year students’ writing analytical exposition text ability at MAN 1 Taluk Kuantan – Kuantan Singingi Regency.29 This research title is pretty

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similar with the one the writer conducted, applying peer assessment to students’ ability of writing analytical exposition text. However, the difference between Endri Capri and the writer’s research is the writer used Twitter as the third and intervening variable. So, besides peer assessment method, the writer also wanted to know whether or not Twitter influenced the dependent variable although the effect of Twitter is not the prominent in the writer’s research.

Secondly, the related study was written by Puritchaya Pueghprom and Tanyapa Chiramanee entitled “The Effectiveness of Implementing Peer Assessment on Students’ Writing Proficiency.” This study was meant to measure the effectiveness of peer assessment on writing and the students’ attitude on the technique. This study was held in The English Gifted Program of Triam Udom Suska School of the South with 24 eleventh grade students as the participants. The finding of this study was that there is an improvement in students’ writing performance and attitude on the teaching technique. This research shares similarities with the writer’s research in applying peer assessment to students’ writing ability. However, unlike Pueghprom that applied peer assessment to students’ writing proficiency, the writer was more focus on the students’ ability of analytical exposition text.

The last related study was written by Dea Annisa Syahputri entitled “The Effect of Using Twitter Media on Students’ Writing Skill of Descriptive Text (A Quasi-Experimental Study at The Eighth Grade of SMP Negeri 87 Jakarta Selatan in Academic Year 2017/2018).” This study method was quantitative method with a quasi-experimental design. It took place in SMP Negeri 87 Jakarta Selatan. The participants of this study were second-year students including 30 students in each control and experimental class. This study found that Twitter gave a good effect on students’ writing descriptive text ability at SMP Negeri 87 Jakarta Selatan in academic year 2017/2018.

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The last previous study is to find out whether Twitter influenced students’ writing ability of descriptive text or not. It is different with the writer that used Twitter as the intervening variable and used the analytical exposition text as the dependent variable. The population of this study is also different since the writer chose senior high school students and Dea Annisa Syahputri chose junior high school where descriptive text is taught.

F. Thinking Framework

According to the explanation above, learning an analytical exposition requires a big amount of energy, therefore, students might have difficulties such as organizing or structuring the idea or too scared to write because of a bad comprehension in grammar. In some schools, teachers cannot solve this kind of problem because they still implement the old-fashioned way of teaching which is teacher-centered. School also has a lot of agenda that can distract students’ focus in the learning process despite the learning time for English is just 90 minutes a week. Thus, the writer offered the technique that might be the solution called Peer Assessment Method.

Peer assessment is implemented alongside Twitter as the intervening variable to solve several problems mentioned above. Peer assessment can shorten the time for evaluating the students because the students get involved in evaluating themselves. It is in accordance with the curriculum 2013 that is implemented to make the students have the 21st-century skills which are 4Cs (critical thinking, communication, collaborative, and creativity.) This assessment method also can decrease the students’ fear to write because they know that their text is assessed by their pair first before the teacher gets involved. Furthermore, Using Twitter as a medium can give pleasure to its users. Getting a reply from the other users can release a hormone called dopamine. Dopamine plays a role as a hormone that affects

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the body’s mood, attention, and focus. Therefore, Twitter is used to help the students to improve their mood, attention, and focus on learning analytical exposition text that should be mastered.

G. Theoretical Hypothesis

Based on the thinking framework above, theoretical hypothesis used in this research is described as follows:

1. Alternatives hypothesis ($H_a$): There is a significant effect of using peer assessment through Twitter on students’ writing analytical exposition text ability

2. Null Hypothesis ($H_0$): There is no significant effect of using peer assessment through Twitter on students’ writing analytical exposition text ability
CHAPTER III
RESEARCH METHODOLOGY

A. Place and Time of the Research

The writer conducted the research at SMA Negeri 1 Dramaga which is located at Jl. Nasional No. 11, Dramaga, Kecamatan Dramaga, Kota Bogor, Jawa Barat. This study was held from September to October in academic year 2019/2020.

B. Research Method and Design

The quantitative method was used as the study method in this research. Daniel Mujis explains that quantitative research means illustrative experiences by gathering numeral data analyzed by applying mathematically-based techniques.¹ Then, it provides information to have research questions answered.² So, a quantitative method is a method that the output data can be measured using numbers in order to answer research questions. Furthermore, this method was used alongside quasi-experimental as the research design. It is the classic way of organizing a quantitative method in order to cite the causality between the independent variable and the dependent variable besides pre-experimental design and true experimental design.³ In this research, peer assessment and Twitter were used as the independent variable and the dependent variable is students’ writing analytical exposition text ability.

The writer chose two classes of the second-year students in SMA Negeri 1 Dramaga having similarities in English writing abilities and then classified it into two groups; the experimental class which was given the treatment of

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peer assessment through Twitter and control class which was not given the treatment. The design of the research is shown in Table 3.1:

<table>
<thead>
<tr>
<th>Table 3.1</th>
<th>Quasi-experimental Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre- and Post-test Design</td>
<td>Time</td>
</tr>
<tr>
<td>Select Control Group</td>
<td>Pre-test</td>
</tr>
<tr>
<td>Select Experimental Group</td>
<td>Pre-test</td>
</tr>
</tbody>
</table>

C. Population and Sample

The population of this research was the second-year students of SMA Negeri 1 Dramaga in academic year 2019/2020 that was divided into nine classes consist of more or less 360 active students. Purposive sampling was used in this research which means the writer has the control over who the research participant is. Then, the writer chose 60 students as the participants of this research. In this case, two classes were chosen as the participants of this research because of the homogeneity of these class students. The two classes were class XI IPS 2 as control class and XI IPS 3 as experimental consisting 30 students each class.

D. The Instrument of the Research

The writer used a written test as the instrument of the research. The written test is meant to judge students’ ability in writing analytical exposition text ability. The written test was divided into two types of tests: pre-test and post-test. The pre-test was given to both control and experimental class to judge students’ ability in writing analytical exposition text before they were treated using peer assessment through Twitter. The students were asked to make an analytical exposition text by following determined criteria. The analytical exposition text that the students made should be in a maximum of 300 words. After that, the writers gave the post-

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test which is meant to measure student’s writing analytical exposition text ability after the treatment. In post-test, the students were asked to make an analytical exposition text in a maximum of 350 words. Moreover, both pre-test and post-test were measured by using rubric scoring which Jacob et al suggest in Arthur Hughes.\textsuperscript{5}

Table 3.2

The Scoring Rubric for Assessing Students’ Writing Text

<table>
<thead>
<tr>
<th>Components of Writing</th>
<th>Level</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>30-27</td>
<td>Excellent to very good: acquainted with knowledge, substantive, thoroughgoing development of thesis, relevant to the topic.</td>
</tr>
<tr>
<td></td>
<td>26-22</td>
<td>Good to average: some knowledge of subject, adequate range, limited knowledge of thesis, mostly relevant to the topic but deficiency detail.</td>
</tr>
<tr>
<td></td>
<td>21-17</td>
<td>Fair to poor: limited knowledge of subject, little substance, insufficient for developing the topic.</td>
</tr>
<tr>
<td></td>
<td>16-13</td>
<td>Very poor: does not show knowledge of subject, non-substantive, not relevant, or not enough to evaluate.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>20-18</td>
<td>Excellent to very good: fluent expression, ideas clearly stated/supported, concise, well-organized, logical sequencing, cohesive.</td>
</tr>
<tr>
<td></td>
<td>17-14</td>
<td>Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequence.</td>
</tr>
<tr>
<td></td>
<td>13-10</td>
<td>Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development.</td>
</tr>
<tr>
<td></td>
<td>9-7</td>
<td>Very poor: does not communicate, no organization, not enough to evaluate.</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>20-18</td>
<td>Excellent to very good: sophisticated range, effective word/idiom choice, and usage, mastery of word form, appropriate register.</td>
</tr>
<tr>
<td></td>
<td>17-14</td>
<td>Good to average: adequate range, infrequent errors of word/idiom form</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mechanics</th>
<th>Language Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>17-11</td>
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<tr>
<td>4</td>
<td>25-22</td>
</tr>
<tr>
<td>5</td>
<td>21-18</td>
</tr>
<tr>
<td>6</td>
<td>13-10</td>
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<tr>
<td>7</td>
<td>9-7</td>
</tr>
<tr>
<td>8</td>
<td>10-5</td>
</tr>
<tr>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>12</td>
<td>2</td>
</tr>
</tbody>
</table>
E. The Technique of Collecting Data

There were two types of tests that the writer used in this research. They were pre-test and post-test. First, a pre-test was given to both the control and the experimental class. It was a maximum of 300 words of analytical exposition text about determined topics that the students should make. The test is meant to measure students’ writing analytical exposition text ability before the treatment was given.

Then, after giving the pre-test, the writer gave the treatment to the experimental class for four meetings in a row meanwhile the control class was taught with no treatment. The experimental class students were asked to practice their writing analytical exposition text ability by making one and giving feedbacks on Twitter to their pair which has been arranged before. By giving feedback to their pair, the students can learn from their mistakes and then revise their writing at the next meeting. Moreover, the steps of treatment given to the experimental class is explained as follows:

1. Students are asked individually in the previous meeting to make an analytical essay on Twitter as their homework.
2. After the material is explained, the students are asked to read their pair’s work.
3. The students use the Twitter feature “Retweet with comment” to assess their pair’s work based on the assessment instrument.
4. On the assessment tweet, the students use a number to indicate what point that they assess as follows:⁶
   a) Number one (1) for appreciation
   b) Number two (2) for addition
   c) Number three (3) for adjustment.
5. The students fix their work.

6. Those steps below is repeated and then at the end of the meeting, the teacher gives several common errors that is made by the students and should be fixed in the next meeting.

Moreover, after for meetings of treatment, the students in both classes were given a post-test in order to judge students’ writing analytical exposition text ability after the treatment is given. The students were asked to make an analytical exposition text about determined topics in a maximum of 350 words. The result of pre-test and post-test is compared in order to know whether or not using peer assessment through Twitter is effective on students’ writing the analytical exposition text ability.

F. Technique of Data Analysis

To analyze the collected data, four analyses were tested including normality test, homogeneity of variances test, t-test, and effect size. The details of the three analysis are explained as follows:

1. Normality Test

The function of the normality test is to know whether or not the collected data in pre- and post-test are normally distributed. In this research, the writer uses IBM SPSS Statistics version 26 to find out the normality of the data. The data is proven normally distributed when the result of the test is higher than 0.05 since the confidence interval is 95%. Then, there are steps to compute normality test as follows: 7

a. Open the IBM SPSS Statistics program
b. Go to Variable View and fill out the first columns as follows:
   a) Name: fill it with “Pre-test”
   b) Select Numeric for Type column
c) Fill the Width column with “8”
d) Set the Decimal to “1”
e) Set Label, Value, and Missing to be blank
f) Fill Column with “8”

g) Set the Align to be right  

h) Set Measure to be Scale  

i) Set Role with input  

c. Go to Variable View and fill out the second columns as follows:  

j) Name: fill it with “Class”  

k) Select Numeric for Type column  

l) Fill the Width column with “8”  

m) Set the Decimal to “0”  

n) Set Label and Missing to be blank  

o) Click Value and input “1” to represent the experimental class and “2” to represent the control class  

p) Fill Column with “8”  

q) Set the Align to be right  

r) Set Measure to be Nominal  

s) Set Role with input  

d. Go to Data View and input the students’ scores in “Pre-test” column and then input “1” to represent the score of experimental class and “2” to represent the score of control class in “Class” column.  

e. Hit Analyze >> Descriptive Statistics >> Explore.  

f. In Explore box, input pre-test post-test score to Dependent list and input the sample groups (control and experimental class) to Factor List.  

g. Hit Plots >> Check normality plot with Test.  

h. Hit Continue and the result will show up.  

2. Homogeneity of Variances Test  

The function of the homogeneity of variances test is to find out whether or not the data in the pre- and post-test come from homogenous variance. In this research, the IBM SPSS Statistics version 26 is used to do this test. The data of the two classes are considered as homogenous
if the test result is higher than 0.05 since the confidence interval is 95%.
Then, the steps to do this test are described as follows:⁸

a. Open the IBM SPSS version 26 program
b. Input the data in Data View
c. Hit Analyze >> Descriptive Statistics >> Explore
d. Fill the Dependent List with the pre- and post-test and Factor List with the name of the sample group.
e. Hit Plots >> check Power Estimation >> Ok and then the result will show up.

3. **T-Test**

The T-Test is used in this research in order to know whether or not there is an effect between the two classes and whether the null hypothesis or alternative hypothesis is accepted or rejected. Then, in this research, the writer uses IBM SPSS Statistics version 26 to do the T-Test which the result can determine whether there is an effect of peer assessment through Twitter on students’ writing analytical exposition text ability. The null hypothesis (H₀) is rejected and the alternative hypothesis (Hₐ) is accepted if the test result is lower than 0.05. Then, the steps to do this test is described as follows:⁹

a. Open the IBM SPSS version 26 program
   a) Click Variable View, make the column as follows: Name: fill in the name of the class to differentiate one class to another
   b) Select Numeric for Type column
c) Fill the Width column with “8”
d) Set the Decimal to “0”
e) Set Label, Value, and Missing to be blank
f) Fill Column with “8”
g) Set the Align to be right

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h) Set Measure to be unknown
i) Set Role with input

b. Go to Data View and then input “1” to represent the experimental class and “2” to represent the control class.
c. Hit Analyze >> Compare Means >> Independent Samples T-Test
d. Fill Grouping Variable with the score which is in Test Variable column.
e. Hit Continue and the result will show up.

4. Effect Size

After the t-test has been done, to know whether the effect size of the treatment effect is strong or weak, the effect size formula is used. Then, in this research, Cohen’s effect size formula is adapted as follows:

\[
d = \frac{\text{mean of group 1} - \text{mean of group 2}}{\sigma_{\text{pooled}}}\]

\[
\sigma_{\text{pooled}} = \frac{\text{Std Deviation 1} + \text{Std Deviation 2}}{2}
\]

Cohen’s d effect size criteria are used as the foundation in interpreting the result in order to know the significance level. The Cohen’s d criteria are:

- 0-0.20 = Weak effect
- 0.21-0.50 = Modest effect
- 0.51-1.00 = Moderate effect
- >1.00 = Strong effect

G. Statistical Hypothesis

The hypothesis of statistical measurement used in this research is described as follows:

\[H_0: \text{There is no significant effect (p-value > sig } \alpha = 0.05 \text{ (5%)) of the peer assessment through Twitter on students’ writing analytical exposition}\]

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text ability. It means that the alternative hypothesis (Hₐ) is rejected and the null hypothesis (H₀) is accepted.

Hₐ: There is a significant effect (p-value < sig α= 0.05 (5%)) of the peer assessment through Twitter on students’ writing analytical exposition text ability. It means that the alternative hypothesis (Hₐ) is accepted and the null hypothesis (H₀) is rejected.
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. Data Description

This part presents the analysis and result of the pre- and post-test in the experimental and the control class. The analyzed data is used to get empirical evidence whether teaching using peer assessment through Twitter on students’ writing analytical exposition text at the eleventh-grade students of SMA Negeri 1 Dramaga in the academic year 2019/2020 is effective or not.

a. Data of Experimental Class

The experimental class in this research is the class XI IPS 3 at SMA Negeri 1 Dramaga that consists of 30 students as the participants of the research. Before given the treatment, this class is given a pre-test. The result of the pre-test in the experimental class shows that the mean score is 60.5 with 77 as the highest score and 55 as the lowest score. From this pre-test, it can be seen that none of the students in the experimental class achieves the score of the KKM which is 78. Those scores indicate that the students of XI IPS 3 do not have a good ability in writing analytical exposition text.

Then, the experimental class is treated using peer assessment through Twitter in four meetings. In the post-test that given after the treatment, there is an improvement in the students’ score in writing analytical exposition text. The mean of the post-test is 78.133 with 95 as the highest score and 64 as the lowest. Therefore, the students’ scores show that there is an improvement although there are some students whose score is still under 78. The experimental class students’ scores are tabulated in Table 4.1:
<table>
<thead>
<tr>
<th>Students' Number</th>
<th>Experimental Class</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-test</td>
<td>Post test</td>
<td>Gained Score</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>63</td>
<td>84</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>55</td>
<td>79</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>74</td>
<td>74</td>
<td>0</td>
<td></td>
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<tr>
<td>4</td>
<td>60</td>
<td>81</td>
<td>21</td>
<td></td>
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<td>56</td>
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<td>19</td>
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<tr>
<td>MEAN</td>
<td>60.5</td>
<td>78.133</td>
<td>17.633</td>
<td></td>
</tr>
<tr>
<td>Minimum Score</td>
<td>55</td>
<td>64</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>
b. Data of Control Class

The control class in this research is the class of XI IPS 2 at SMA Negeri 1 Dramaga that consists of 30 students. The control class is not treated by any treatment but the old-fashioned method of teaching. In the pre-test, this class’ mean is 62 which is slightly higher than the experimental class’ mean. The highest score of the pre-test is 86 and the lowest is 62. Both the lowest and the highest score in this class are higher than the experimental class’ highest and lowest scores. Therefore, there are only three students who pass KKM which means their scores are equal or more than 78. Yet overall, the students of this class also do not have a good ability in writing analytical exposition text just like the experimental class.

After the material is taught by using an old-fashioned method, the post-test is given. In the post-test, the mean of this class improves from 8.167 to 70.167. The highest score in the post-test is 87 and the lowest is 58. These three aspects, which all are better than the experimental class, turn out to become worse than the other class. The control class students’ scores are tabulated in Table 4.2:

<table>
<thead>
<tr>
<th>Students' Number</th>
<th>Control Class</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gained score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>64</td>
<td>81</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>66</td>
<td>60</td>
<td>-6</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>74</td>
<td>71</td>
<td>-3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>74</td>
<td>66</td>
<td>-8</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>64</td>
<td>65</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>56</td>
<td>63</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>67</td>
<td>81</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>80</td>
<td>75</td>
<td>-5</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>70</td>
<td>76</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>72</td>
<td>83</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>86</td>
<td>87</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
2. **Data Analysis**

In this part, the pre- and post-test results of both classes are analyzed using a normality test, homogeneity of variances test, hypothesis test, and effect size test. The normality and homogeneity of variances test should be tested first to make sure the data is normally distributed and homogenous. After passing those two tests, then the data can be tested using hypothesis and effect size test to find out whether there is a significant effect or not in using the treatment and how big the effect size is. SPSS 26 is used to analyze the data.

**a. Normality Test**

The writer uses *Shapiro-Wilk* normality test since the sample is not more than 50 each class. This test is used to see whether the data in the pre-test are distributed normally or not. In this research,
the writer uses SPSS 26 to calculate the data. The result of the test shows that the data of pre-test of both classes are normally distributed. The test shows that the experimental class’ significance of the data is 0.142 while the control class’ significance is 0.659. So, both classes’ significances are higher than 0.05. Furthermore, the result of the test is presented in Table 4.3:

Table 4.3
Normality Test of Pre-Test in Control and Experimental Class

<table>
<thead>
<tr>
<th>Tests of Normality</th>
<th>Kolmogorov-Smirnov*</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLASS</td>
<td>Statistic</td>
<td>df</td>
</tr>
<tr>
<td>PRETEST</td>
<td>EXPERIMENTAL</td>
<td>.129</td>
</tr>
<tr>
<td>CONTROL</td>
<td>.106</td>
<td>30</td>
</tr>
</tbody>
</table>

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Furthermore, the result of this test shows that the data of the post-test in both classes are also normally distributed. The test shows that the experimental class’ significance of the data is 0.876 while the control class’ significance of the data is 0.363. So, both classes’ significances are higher than 0.05. Furthermore, the result of the test is presented in Table 4.4:
**Table 4.4**

Normality Test of Post-Test in Control and Experimental Class

<table>
<thead>
<tr>
<th>Tests of Normality</th>
<th>Kolmogorov-Smirnov*</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>df</td>
</tr>
<tr>
<td>POSTTEST EXPERIMENTAL</td>
<td>.095</td>
<td>30</td>
</tr>
<tr>
<td>CONTROL</td>
<td>.120</td>
<td>30</td>
</tr>
</tbody>
</table>

*, This is a lower bound of the true significance.

a. Lilliefors Significance Correction

**b. Homogeneity of Variances Test**

The homogeneity of variances test is applied to see whether the data of the pre-test in both classes are homogenous or not. The data is considered homogenous when the significances in both classes are higher than 0.05. The result proves that the significances of the data are 0.582. Those made the data of pre-test in both classes are homogenous. After passing the normality and homogeneity of variances test, the data can be tested with the hypothesis and then the effect size test. The result of homogeneity of variances test can be seen in Table 4.5:

**Table 4.5**

Homogeneity of Variances Test Result of Pre-Test

<table>
<thead>
<tr>
<th>Test of Homogeneity of Variances</th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRETEST Based on Mean</td>
<td>.307</td>
<td>1</td>
<td>58</td>
<td>.582</td>
</tr>
<tr>
<td>Based on Median</td>
<td>.229</td>
<td>1</td>
<td>58</td>
<td>.634</td>
</tr>
<tr>
<td>Based on Median and with adjusted df</td>
<td>.229</td>
<td>1</td>
<td>54.261</td>
<td>.634</td>
</tr>
<tr>
<td>Based on trimmed mean</td>
<td>.270</td>
<td>1</td>
<td>58</td>
<td>.605</td>
</tr>
</tbody>
</table>

Moreover, the result also shows that the significance of the post-test data of both classes is 0.178. It indicates that the post-test data in both classes are homogenous. Then, the result of the homogeneity of variances test of post-test can be seen in Table 4.6:
Table 4.6
Homogeneity of Variances Test Result of Post-Test
Test of Homogeneity of Variance

<table>
<thead>
<tr>
<th>Test of Homogeneity of Variance</th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSTTEST Based on Mean</td>
<td>1.861</td>
<td>1</td>
<td>58</td>
<td>.178</td>
</tr>
<tr>
<td>Based on Median</td>
<td>1.742</td>
<td>1</td>
<td>58</td>
<td>.192</td>
</tr>
<tr>
<td>Based on Median and with adjusted df</td>
<td>1.742</td>
<td>1</td>
<td>57.989</td>
<td>.192</td>
</tr>
<tr>
<td>Based on trimmed mean</td>
<td>1.819</td>
<td>1</td>
<td>58</td>
<td>.183</td>
</tr>
</tbody>
</table>

c. Hypothesis Test

The data that have been tested and have passed the test is analyzed by the hypothesis test to see the effectiveness of using peer assessment through Twitter on students’ writing analytical exposition text ability. To calculate the t-test, both classes’ means are used.

1) Post-Test Result

In Table 4.8 above the post-test result shows that the post-test score in the experimental class which is taught using peer assessment through Twitter got the score 78.133. It is a higher score than 70.167 that the control class gets. The test also shows that the t-value is 4.396 with p-value or sig (2-tailed) = 0.000.

Moreover, the writer calculates the t-table and then finds that the t-table is 2.301 with the confidence interval = 95%. So, because the t-value (4.396) > t-table (2.301) and the p-value or sig (2-tailed) is lower than the significance level (0.05), then the null hypothesis (H₀) is rejected and the alternative hypothesis (Hₐ) is accepted. So, the writer concluded that there is a statistical significance of teaching using peer assessment through Twitter on students’ writing analytical exposition text ability at eleventh-grade students of SMA Negeri 1 Dramaga. The result of the test can be seen in Table 4.7:
Table 4.7
T-Test Result of Post-Test

<table>
<thead>
<tr>
<th>CLASS</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSTTEST</td>
<td>30</td>
<td>78.133</td>
<td>6.4580</td>
<td>1.1791</td>
</tr>
<tr>
<td>EXPERIMENTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONTROL</td>
<td>30</td>
<td>70.167</td>
<td>7.5388</td>
<td>1.3764</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Independent Samples Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levene's Test for Equality of Variances</td>
</tr>
<tr>
<td>POSTTEST Equal variances assumed</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
</tr>
</tbody>
</table>

2) Gained Score Result

The writer also analyzes the gained score of experimental and control class to strengthen the empirical evidence by adding the analyzed data as shown in Table 4.8:

Table 4.8
T-Test Result of Gained Score

<table>
<thead>
<tr>
<th>CLASS</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gained Score</td>
<td>30</td>
<td>13.200</td>
<td>10.0804</td>
<td>1.8404</td>
</tr>
<tr>
<td>EXPERIMENTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONTROL</td>
<td>30</td>
<td>3.700</td>
<td>8.6069</td>
<td>1.5714</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Independent Samples Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levene's Test for Equality of Variances</td>
</tr>
<tr>
<td>Gained Score Equal variances assumed</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
</tr>
</tbody>
</table>

In Table 4.8, the experimental class’ mean is higher than control class’ mean as the experimental class got 13.200 with 10.08 as the standard deviation while the control class only gets 3.700 and its standard deviation is 8.606. Then, to prove whether or not there is a significant effect of peer assessment through Twitter on students’ writing analytical exposition text ability, the t-value and t-table should be compared. Then, the t-value is 3.926 or higher than t-table which is 2.301 and the p-value or
sig (2-tailed) is 0.000 which indicated that the alternative hypothesis is accepted and the null hypothesis is rejected. Having said that, it means that there is a significant effect of teaching text using peer assessment through Twitter on students’ writing analytical exposition text ability eleventh-grade students of SMA Negeri 1 Dramaga.

d. Effect Size Test

Effect size is the final analysis after the t-test proved the post-test and gained score result. This test is applied to see the level of significance on the effect of using peer assessment through Twitter on students’ writing the analytical exposition text ability whether the effect is weak or strong.

Moreover, the writer uses Cohen’s d effect size calculation to do the test. The result of effect size test is shown in Table 4.9:

<table>
<thead>
<tr>
<th>Statistic of Post-Test</th>
<th>Experimental Class</th>
<th>Control Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean of Post-Test</td>
<td>78.133</td>
<td>70.167</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>6.458</td>
<td>7.5388</td>
</tr>
<tr>
<td>Effect Size</td>
<td></td>
<td>1.138</td>
</tr>
</tbody>
</table>

The calculation using Cohen’s d formula is done by manual calculation:

\[
d = \frac{\text{mean of group 1} - \text{mean of group 2}}{\sigma_{\text{pooled}}}
\]

\[
\sigma_{\text{pooled}} = \sqrt{\frac{\text{Std Deviation 1} - \text{Std Deviation 2}}{2}}
\]

\[
= \sigma_{\text{pooled}} = \sqrt{\frac{6.458 + 7.5388}{2}} = 6.9984
\]

\[
= d = \frac{78.133 - 70.167}{6.9984} = 1.138
\]
Table 4. 10 shows that the effect size result is 1.138. So, the writer concludes that the effect of teaching using peer assessment through Twitter on students’ writing the analytical exposition text is strong since it is higher than 1 which is Cohen’s d criteria for a strong level effect size.

B. Discussion

The result of this research proves that teaching using peer assessment through Twitter on students’ writing analytical exposition text ability at eleventh-grade students of SMA Negeri 1 Dramaga in the academic year 2019/2020 is effective. Besides, the treatment gives a strong effect. Then, the result of this research is in accordance with this research previous researches since result shows that there is an effect in teaching using the technique of peer assessment and Twitter. Moreover, teaching the students using peer assessment through Twitter gives a strong effect on the students’ writing analytical exposition text ability.

This result of research supports the theory that peer assessment is useful and influence students’ writing the analytical exposition text ability. According to Spiller, peer assessment is useful because it encourage collective learning, make the students help each other, enhance communication in the assessment process, and make the learning process faster.1 Moreover, in one of previous studies of this research conducted by Pueghprom and Chiramanee, learning writing is considered by the students as a way that helps them to know their errors and how to make a sentence with right grammar.2 Moreover, the students, through the peer assessment method, can learn about writing in a different way which is by being judged by their peers. Peer assessment is also considered to help them to recall their mistakes and language rules.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings in the previous chapter, the writer concluded that teaching using peer assessment through Twitter on students’ writing analytical exposition text ability at eleventh-grade students of SMA Negeri 1 Dramaga in the academic year 2019/2020 is effective. Besides, the effect size of this treatment is strong. It can be seen as the result of the t-test shows that t-value in post-test (4.396) and gained score (3.926) is higher than the t-table (2.301) and p-value (2-tailed) = 0.000 or lower than 0.05 as the significance level. This test result meant that the null hypothesis (H₀) is rejected and the alternatives hypothesis (H₁) is accepted. Besides, the result of Cohen’s d effect size test proves that this treatment had a strong level of effect. The result of this test shows a score of 1.138 or higher than 1 as Cohen’s d criteria for a strong level of effect size.

B. Suggestion

This research proved that teaching using peer assessment through Twitter on students’ writing analytical exposition text ability is effective. Thus, the writer has several suggestions for teachers, students, and any further researchers as follows:

1. For Teacher

For teacher using peer assessment through Twitter in the classroom activities, this technique really helps teachers in the assessing process but it matters to make sure the students know what they should do the peer assessment and Twitter. Give them clear explanations and examples about the material and the activities that are planned to be applied so the learning process in the classroom will go smoothly with just a little obstacle.
2. **For Students**

   For students wanting to improve their writing analytical exposition text ability, peer assessment through Twitter is proven as an effective technique that helps and also makes students discipline, pro-active, creative, productive, critical, collaborative, communicative, and have knowledge in technology. Do not hesitate to give a critical assessment to your pair since it improves your pair's writing and your critical thinking.

3. **For Further Researcher**

   For further researchers wanting to conduct a research about peer assessment through Twitter, it is important to bond with the research participants or the students so they will not hesitate to follow the researcher’s guidance. Furthermore, conducting a research using not only tests but also with a questionnaire might be really good. It can help us to get to know what factor makes the experiment gives whether a good or bad effect on the dependent variable. Besides, the writer hopes this research can be a reference that helps.
REFERENCES


APPENDICES
APPENDIX 1
RENCANA PELAKSANAAN PEMBELAJARAN
EXPERIMENTAL CLASS

A. Identitas Instansi
Nama Sekolah : SMA Negeri 1 Dramaga
Kelas/Semester : XI/1
Mata Pelajaran : Bahasa Inggris
Topik : Analytical Exposition Text
Alokasi Waktu : 8 x 45 menit

B. Kompetensi Inti

<table>
<thead>
<tr>
<th>No.</th>
<th>Kompetensi Inti</th>
<th>Deskripsi</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Kompetensi Inti 1</td>
<td>Menghargai dan menghayati ajaran agama yang dianutnya.</td>
</tr>
<tr>
<td>2.</td>
<td>Kompetensi Inti 2</td>
<td>Menghargai dan menghayati perilaku jujur, disiplin, dan tanggung jawab,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>peduli (toleransi, gotong royong), santun, percaya diri, dalam berintera</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pergaulan dan keberadaannya.</td>
</tr>
<tr>
<td>3.</td>
<td>Kompetensi Inti 3</td>
<td>Memahami dan menerapkan pengetahuan (factual, konseptual, dan procedural)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>budaya terkait fenomena dan kejadian tampak mata.</td>
</tr>
<tr>
<td>4.</td>
<td>Kompetensi Inti 4</td>
<td>Mencoba, mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipela-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>jari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.</td>
</tr>
</tbody>
</table>

C. Kompetensi Dasar dan Indikator

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Kompetensi Dasar</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Mensyukuri</td>
<td>2.2 Menunjukkan</td>
</tr>
<tr>
<td>kesempatan dapat</td>
<td>perilaku santun</td>
</tr>
<tr>
<td>mempelajari bahasa Inggris sebagai</td>
<td>dan peduli</td>
</tr>
<tr>
<td>bahasa pengantar komunikasi</td>
<td>dalam melaksanakan komunikasi</td>
</tr>
<tr>
<td>Internasional yang diwujudkan dalam</td>
<td>interpersonal dengan guru dan teman.</td>
</tr>
<tr>
<td>semangat belajar.</td>
<td></td>
</tr>
<tr>
<td>3.3 Membedakan fungsi sosial, struktur teks,</td>
<td>4.3 Teks eksposisi analitis</td>
</tr>
<tr>
<td>dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.</td>
<td>4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual.</td>
</tr>
<tr>
<td>4.3.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</td>
<td></td>
</tr>
</tbody>
</table>

### Indikator

<table>
<thead>
<tr>
<th>3.8.1 Menjelaskan pengertian dan tujuan teks eksposisi analitis dengan baik.</th>
<th>4.8.1 Membuat teks eksposisi analitis yang sesuai dengan tujuan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.8.2 Mengidentifikasi <em>generic structure</em> pada teks eksposisi analitis dengan baik.</td>
<td>4.8.2 Membuat teks eksposisi analitis dengan <em>generic structure</em> yang benar.</td>
</tr>
<tr>
<td>3.8.3 Mengidentifikasi <em>language features</em> seperti <em>modality, emotive words, words to link cause and effect, words that qualify, linking words, dan evaluative words</em> dalam teks eksposisi analitis dengan baik.</td>
<td>4.8.3 Membuat teks eksposisi analitis dengan menggunakan <em>language features</em> seperti <em>modality, emotive words, words to link cause and effect, words that qualify, linking words, dan evaluative words</em> dengan benar.</td>
</tr>
<tr>
<td>4.8.4 Membuat teks eksposisi analitis dengan topik yang sudah ditentukan.</td>
<td></td>
</tr>
</tbody>
</table>

**D. Materi Pembelajaran**

1. **Definition of Analytical Exposition Text**
   
   Analytical exposition is a text that gives explanation and information about specific issues.

2. **The Generic Structure of Analytical Exposition Text**
   
   a. **Introductory:**
      
      This is the part where the writers introduce the topic and acknowledge their position on that topic in the form of thesis statement.

   b. **Arguments:**
      
      It contains writers’ series of argument and explanation supported by facts.

   c. **Conclusion:**
      
      Part which the writer restates the writer’s position.
3. The Language Features of Analytical Exposition Text
   a. Mental verbs
      e.g. like, and believe
   b. Connectives
      a) Temporal connectives (firstly, secondly, and finally)
      b) Casual conditional connectives. (because, and caused by)
      c) Comparative connectives (however, and on the other hand)
      d) Connectives that can point out the result of something. For instance, “Therefore we should change the Australian flag.”
   c. Movement from personal to impersonal voice.
      e.g. “You shouldn’t drop rubbish” and “Packaging is essential in preserving and transporting products.”
   d. Modality
      e.g. should, ought to, and must

E. Examples and Structures of Analytical Exposition Text
1. Introduction
   Drug users are actually ill people who need to be helped. Rehabilitation is one of the main things that they should get. Instead of punishing and stacking them in prison which are getting full, the government should provide rehabilitation for them.
2. Series of Arguments
   Most users are actually victims of persuasive peddlers and they suffer from consuming the drugs. Therefore, by rehabilitating them, we are actually helping them out of a trap, which they might accidentally step on. They then, can start a normal life again.

   On the other hand, if we only arrest drug users and send them to jail, it doesn’t solve the problem because the drug users will still be addicts unless being properly treated. Jails will be filled up with drug users. Moreover, the users will still be users after released from prison. They then, will be arrested again.
3. Conclusion

By providing rehabilitating programs for drug users and forcing them to participate on the programs is way better than only arresting them and do nothing on their illness. Moreover, the prison will not be so full and packed up with users. Only drug dealers, traffickers, and wholesalers should be imprisoned instead.

F. Pendekatan, Model, dan Metode
1. Pendekatan : Scientific Approach
2. Model : Lecturing
3. Metode : Peer-assessment

G. Media Pembelajaran
1. Media : Handphone, Proyektor, dan Laptop
2. Alat/bahan : Spidol dan papan tulis

H. Sumber Belajar
1. Buku Paket Bahasa Inggris
2. Lembar Kerja Siswa (LKS) Bahasa Inggris
3. Internet

I. Kegiatan Pembelajaran
Pertemuan pertama (2 X 45 Menit)

<table>
<thead>
<tr>
<th>Kegiatan Pendahuluan</th>
<th>Alokasi Waktu</th>
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</thead>
<tbody>
<tr>
<td>• Guru memasuki ruang kelas dengan mengucap salam</td>
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<tr>
<td>• Guru menjelaskan materi dan tujuan pembelajaran</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kegiatan Inti</th>
<th>Mengamati</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Guru menjelaskan definisi dan fungsi sosial dari <em>analytical exposition text</em> menggunakan proyektor</td>
<td>70 menit</td>
</tr>
<tr>
<td>• Guru menjelaskan <em>generic structure</em> pada <em>analytical exposition text</em> menggunakan proyektor</td>
<td></td>
</tr>
<tr>
<td>• Guru menjelaskan unsur kebahasaan yang digunakan pada <em>analytical exposition text</em> menggunakan proyektor</td>
<td></td>
</tr>
<tr>
<td>• Guru memberikan contoh <em>analytical exposition text</em> menggunakan proyektor</td>
<td></td>
</tr>
</tbody>
</table>
- Siswa mendengarkan penjelasan guru mengenai fungsi sosial, struktur teks, maupun unsur kebahasaan dari *analytical exposition text*
- Guru mengenalkan metode *peer-assessment* dan Twitter untuk memfasilitasi siswa dalam mempelajari *analytical exposition text* dengan mengilustrasikannya di papan tulis

**Menanya**
- Siswa diberi kesempatan untuk bertanya terkait penjelasan yang belum dipahami

**Mengeksplorasi**
- Siswa dibagi menjadi berpasang-pasangan
- Guru memberikan beberapa pertanyaan yang ditulis di papan tulis dan harus dijawab oleh siswa kepada pasangannya dan begitu pun sebaliknya.
  - What is *analytical exposition text*?
  - What is the language feature of *analytical exposition text*?
  - What is the generic structure of *analytical exposition text*?
- Guru melakukan kontrol dengan berkeliling
- Siswa diarahkan untuk menganalisa penulisan *analytical exposition text* yang baik dari buku paket

**Mengasosiasi**
- Siswa diminta untuk mengasosiasikan *analytical exposition text* tersebut dengan berfokus pada fungsi sosial, struktur, dan unsur kebahasaan
- Guru memfasilitasi setiap siswa dengan menghampiri setiap pasangan dan menanyakan progres pekerjanyaannya.

**Mengomunikasikan**
- Setiap siswa memberikan *feedback* kepada setiap pasangannya terhadap hasil kerja pasangannya
- Setelah mendapatkan *feedback*, siswa memperbaiki tugas mereka.

<table>
<thead>
<tr>
<th>Kegiatan Penutup</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Guru memberikan tugas pada siswa untuk membuat <em>analytics exposition text</em> tentang bahaya merokok</td>
<td>10 menit</td>
</tr>
</tbody>
</table>
- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya
- Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini
- Guru menutup pertemuan dengan mengucapkan hamdalah dan memberi salam

Pertemuan Kedua (2 X 45 Menit)

<table>
<thead>
<tr>
<th>Kegiatan Pendahuluan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guru memasuki ruang kelas dengan mengucap salam</td>
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</tr>
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<tbody>
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</tr>
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<table>
<thead>
<tr>
<th>Mengeksplorasi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siswa dibagi menjadi berpasang-pasangan</td>
</tr>
</tbody>
</table>
• Guru meminta siswa untuk menganalisis *analytical exposition text* milik temannya yang telah diunggah ke Twitter dalam format utas.

   **Mengasosiasi**

• Siswa diminta untuk mengasosiasikan *analytical exposition text* pasangannya masing-masing dengan berfokus pada fungsi sosial, struktur, dan unsur kebahasaan

• Guru memfasilitasi setiap siswa dengan menghampiri setiap siswa dan menanyakan progres pekerjaannya.

   **Mengomunikasikan**

• Setiap siswa memberikan *feedback* kepada setiap pasangannya terhadap hasil kerja pasangannya menggunakan fitur *reply* yang ada di aplikasi Twitter.

• Setelah mendapatkan *feedback*, siswa memperbaiki tulisan mereka.

• Guru meminta siswa membandingkan tulisan mereka sebelum dan sesudah mendapat *feedback*.

**Kegiatan Penutup**

• Guru memberikan tugas pada siswa untuk membuat *analytics exposition text* tentang bahaya seks bebas

• Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya

• Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini sebagai refleksi diri

• Guru menutup pertemuan dengan mengucapkan hamdalah dan memberi salam

---

**Pertemuan Ketiga (2 X 45 Menit)**

<table>
<thead>
<tr>
<th>Kegiatan Pendahuluan</th>
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<td>Setiap siswa memberikan <em>feedback</em> kepada setiap pasangannya terhadap hasil kerja pasangannya menggunakan fitur <em>reply</em> yang ada di aplikasi Twitter.</td>
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</thead>
<tbody>
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</tr>
</tbody>
</table>
Guru meminta setiap pasangan untuk membandingkan hasil kerja mereka dari pertemuan sebelumnya hingga yang terakhir dan menanyakan ada atau tidaknya peningkatan pemahaman.

- Guru memberikan tugas pada siswa untuk membuat *analytics exposition text* tentang kenalakan remaja
- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya
- Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini sebagai refleksi diri
- Guru menutup pertemuan dengan mengucapkan hamlalah dan memberi salam

### Pertemuan Keempat (2 X 45 Menit)

<table>
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</tr>
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**Menanya**
- Siswa diberi kesempatan untuk bertanya terkait pelajaran yang belum dipahami

**Mengeksplorasi**
- Siswa dibagi menjadi berpasang-pasangan
- Guru meminta siswa untuk menganalisis *analytical exposition text* milik temannya yang telah diunggah ke Twitter dalam format utas.

**Mengasosiasi**
- Siswa diminta untuk mengasosiasikan *analytical exposition text* pasangannya masing-masing dengan berfokus pada fungsi sosial, struktur, dan unsur kebahasaan
- Guru memfasilitasi setiap siswa dengan menghampiri setiap siswa dan menanyakan progres pekerjaannya.

**Mengomunikasikan**
- Setiap siswa memberikan *feedback* kepada setiap pasangannya terhadap hasil kerja pasangannya menggunakan fitur *reply* yang ada di aplikasi Twitter.
- Setelah mendapatkan *feedback*, siswa memperbaiki tulisan mereka.
- Guru meminta siswa membandingkan tulisan mereka sebelum dan sesudah mendapat *feedback*.

### Kegiatan Penutup
- Guru meminta setiap pasangan untuk membandingkan hasil kerja mereka dari pertemuan sebelumnya hingga yang terakhir dan menanyakan ada atau tidaknya peningkatan pemahaman.
- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.
- Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini sebagai refleksi diri.
- Guru menutup pertemuan dengan mengucapkan *hamdalah* dan memberi salam

### 10 menit

**J. Rubrik Penilaian**

Kelas: _______ 

Hari/ Tanggal: 

________________________

a. Penilaian proses (sikap)
<table>
<thead>
<tr>
<th>No</th>
<th>Nama Siswa</th>
<th>Jujur</th>
<th>Disiplin</th>
<th>Percaya diri</th>
<th>bertanggung Jawab</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>D</td>
</tr>
</tbody>
</table>

Keterangan:
A = amat baik
B = baik
C = cukup
D = kurang

b. Indikator, Teknik, dan Bentuk

<table>
<thead>
<tr>
<th>No.</th>
<th>Kriteria</th>
<th>Teknik</th>
<th>Bentuk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dalam mengunggah <em>analytical exposition text</em></td>
<td>Tes tertulis</td>
<td>Essay</td>
</tr>
<tr>
<td>2.</td>
<td>Mengidentifikasi kata-kata mental process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Menjelaskan pola kalimat dalam bentuk <em>simple present tense</em> dan <em>present perfect tense</em> dalam konteks <em>analytical exposition text</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Memahami makna pada <em>analytical exposition text</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c. Instrument Penilaian
a. Lembar kerja siswa
b. Lembar penilaian sikap
d. Pedoman Penilaian

Score: content + Organization + Vocabulary + Language Use + Mechanics

<table>
<thead>
<tr>
<th>Language Use</th>
<th>25-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanics</td>
<td>5-1</td>
</tr>
</tbody>
</table>

Mengetahui,

Jakarta, 1 September 2019
Praktikum

Habiburohman Aththoyyar
APPENDIX 2
RENCANA PELAKSANAAN PEMBELAJARAN
CONTROL CLASS

A. Identitas Instansi
Nama Sekolah : SMA Negeri 1 Dramaga
Kelas/Semester : XI/1
Mata Pelajaran : Bahasa Inggris
Topik : Analytical Exposition Text
Alokasi Waktu : 8 x 45 menit

B. Kompetensi Inti

<table>
<thead>
<tr>
<th>No.</th>
<th>Kompetensi Inti</th>
<th>Deskripsi</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kompetensi Inti 1</td>
<td>Menghargai dan menghayati ajaran agama yang dianutnya.</td>
</tr>
<tr>
<td>2</td>
<td>Kompetensi Inti 2</td>
<td>Menghargai dan menghayati perilaku jujur, disiplin, dan tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.</td>
</tr>
<tr>
<td>3</td>
<td>Kompetensi Inti 3</td>
<td>Memahami dan menerapkan pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.</td>
</tr>
<tr>
<td>4</td>
<td>Kompetensi Inti 4</td>
<td>Mencoba, mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.</td>
</tr>
</tbody>
</table>

C. Kompetensi Dasar dan Indikator

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Kompetensi Dasar</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.</td>
<td>2.2 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</td>
</tr>
</tbody>
</table>
3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.

4.3 Teks eksposisi analitis
4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual.
4.3.2 Menyusun teks eksposisi analitis tulis, terkait isu actual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

<table>
<thead>
<tr>
<th>Indikator</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.8.1 Menjelaskan pengertian dan tujuan teks eksposisi analitis dengan baik.</td>
</tr>
<tr>
<td>4.8.1 Membuat teks eksposisi analitis yang sesuai dengan tujuan</td>
</tr>
<tr>
<td>3.8.2 Mengidentifikasi generic structure pada teks eksposisi analitis dengan baik</td>
</tr>
<tr>
<td>4.8.2 Membuat teks eksposisi analitis dengan generic structure yang benar</td>
</tr>
<tr>
<td>3.8.3 Mengidentifikasi language features seperti modality, emotive words, words to link cause and effect, words that qualify, linking words, dan evaluative words dalam teks eksposisi analitis dengan baik.</td>
</tr>
<tr>
<td>4.8.3 Membuat teks eksposisi analitis dengan menggunakan language features seperti modality, emotive words, words to link cause and effect, words that qualify, linking words, dan evaluative words dengan benar.</td>
</tr>
<tr>
<td>4.8.4 Membuat teks eksposisi analitis dengan topik yang sudah ditentukan.</td>
</tr>
</tbody>
</table>

D. Materi Pembelajaran
1. Definition of Analytical Exposition Text
   Analytical exposition is a text that gives explanation and information about specific issues.
2. The Generic Structure of Analytical Exposition Text
   a. Introductory:
      This is the part where the writers introduce the topic and acknowledge their position on that topic in the form of thesis statement.
   b. Arguments:
      It contains writers’ series of argument and explanation supported by facts.
   c. Conclusion:
      Part which the writer restates the writer’s position
3. The Language Features of Analytical Exposition Text
   a. Mental verbs
      e.g. *like*, and *believe*

   b. Connectives
      a) Temporal connectives (*firstly, secondly, and finally*)
      b) Casual conditional connectives. (*because, and caused by*)
      c) Comparative connectives (*however, and on the other hand*)
      d) Connectives that can point out the result of something. For instance, “*Therefore* we should change the Australian flag.”

   c. Movement from personal to impersonal voice.
      e.g. “*You* shouldn’t drop rubbish” and “*Packaging is essential in preserving and transporting products.*”

   d. Modality
      e.g. *should, ought to, and must*

E. Examples and Structures of Analytical Exposition Text
1. Introduction
   Drug users are actually ill people who need to be helped. Rehabilitation is one of the main things that they should get. Instead of punishing and stacking them in prison which are getting full, the government should provide rehabilitation for them.

2. Series of Arguments
   Most users are actually victims of persuasive peddlers and they suffer from consuming the drugs. Therefore, by rehabilitating them, we are actually helping them out of a trap, which they might accidentally step on. They then, can start a normal life again.

   On the other hand, if we only arrest drug users and send them to jail, it doesn’t solve the problem because the drug users will still be addicts unless being properly treated. Jails will be filled up with drug users.
Moreover, the users will still be users after released from prison. They then, will be arrested again.

3. Conclusion

By providing rehabilitating programs for drug users and forcing them to participate on the programs is way better than only arresting them and do nothing on their illness. Moreover, the prison will not be so full and packed up with users. Only drug dealers, traffickers, and wholesalers should be imprisoned instead.

F. Pendekatan, Model, dan Metode
1. Pendekatan : Scientific Approach
2. Model : Lecturing
3. Metode : Conventional Teaching

G. Media Pembelajaran
1. Media : Proyektor, dan Laptop
2. Alat/bahan : Spidol dan papan tulis

H. Sumber Belajar
1. Buku Paket Bahasa Inggris
2. Lembar Kerja Siswa (LKS) Bahasa Inggris

I. Kegiatan Pembelajaran

<table>
<thead>
<tr>
<th>Pertemuan pertama (2 X 45 Menit)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kegiatan Pendahuluan</strong></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>• Guru memasuki ruang kelas dengan mengucap salam</td>
</tr>
<tr>
<td>• Guru dan siswa berdo’a dengan dipimpin oleh ketua kelas</td>
</tr>
<tr>
<td>• Guru menanyakan kabar siswa</td>
</tr>
<tr>
<td>• Guru mengabsen siswa</td>
</tr>
<tr>
<td>• Guru menjelaskan materi dan tujuan pembelajaran</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Kegiatan Inti</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mengamati</strong></td>
</tr>
<tr>
<td>• Guru menjelaskan definisi dan fungsi sosial dari <em>analytical exposition text</em> menggunakan proyektor</td>
</tr>
<tr>
<td>• Guru menjelaskan <em>generic structure</em> pada <em>analytical exposition text</em> menggunakan proyektor</td>
</tr>
<tr>
<td>• Guru menjelaskan unsur kebahasaan yang digunakan pada <em>analytical exposition text</em> menggunakan proyektor</td>
</tr>
</tbody>
</table>
- Guru memberikan contoh *analytical exposition text* menggunakan proyektor
- Siswa mendengarkan penjelasan guru mengenai fungsi sosial, struktur teks, maupun unsur kebahasaan dari *analytical exposition text*

**Menanya**
- Siswa diberi kesempatan untuk bertanya terkait penjelasan yang belum dipahami

**Mengeksplorasi**
- Guru memberikan beberapa pertanyaan yang ditulis di papan tulis dan harus dijawab oleh siswa kepada pasangannya dan begitu pun sebaliknya.
  - What is *analytical exposition text*?
  - What is the language feature of *analytical exposition text*?
  - What is the generic structure of *analytical exposition text*?
- Siswa diarahkan untuk menganalisa penulisan *analytical exposition text* yang baik dari buku paket

**Mengasosiasi**
- Siswa diminta untuk menganalisis *analytical exposition text* dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan
- Guru memfasilitasi setiap siswa dengan menghampiri setiap pasangan dan menanyakan progres pekerjaannya.

**Mengomunikasikan**
- Guru memberi feedback kepada setiap siswa
- Setelah mendapatkan feedback, siswa memperbaiki tugas mereka.

<table>
<thead>
<tr>
<th>Kegiatan Penutup</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya</td>
</tr>
<tr>
<td>Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini</td>
</tr>
<tr>
<td>Guru menutup pertemuan dengan mengucapkan hamdalah dan memberi salam</td>
</tr>
</tbody>
</table>

10 menit
### Pertemuan Kedua (2 X 45 Menit)

<table>
<thead>
<tr>
<th>Kegiatan Pendahuluan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
</table>
| • Guru memasuki ruang kelas dengan mengucap salam  
• Guru dan siswa berdo’a dengan dipimpin oleh ketua kelas  
• Guru menanyakan kabar siswa  
• Guru mengabsen siswa  
• Guru menstimulasi siswa dengan memberikan pertanyaan terkait pembelajaran sebelumnya  
• Guru menjelaskan materi dan tujuan pembelajaran | 10 menit |

<table>
<thead>
<tr>
<th>Kegiatan Inti</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mengamati</strong></td>
</tr>
</tbody>
</table>
| • Guru mengulas ulang materi sebelumnya dengan menanyakan definisi dan fungsi sosial dari *analytical exposition text* pada siswa  
• Guru menanyakan *generic structure* pada *analytical exposition text* pada siswa  
• Guru menanyakan unsur kebahasaan yang digunakan pada *analytical exposition text* pada siswa  
• Siswa menjelaskan fungsi sosial, struktur teks, maupun unsurkebahasaan dari *analytical exposition text*  
• Guru memberikan penjelasan ulang terkait fungsi sosial, struktur teks, maupun unsurkebahasaan dari *analytical exposition text* | 70 menit |
| **Menanya** |
| • Siswa diberi kesempatan untuk bertanya terkait pelajaran yang belum dipahami |
| **Mengeksplorasi** |
| • Siswa diminta untuk mengerjakan latihan di LKS |
| **Mengomunikasikan** |
| • Guru dengan siswa sama-sama mengoreksi jawaban yang telah dikerjakan  
• Setelah mendapatkan feedback dari guru |

<table>
<thead>
<tr>
<th>Kegiatan Penutup</th>
</tr>
</thead>
</table>
| • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya  
• Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini sebagai refleksi diri | 10 menit |
Guru menutup pertemuan dengan mengucapkan hamdalah dan memberi salam

### Pertemuan Ketiga (2 X 45 Menit)

<table>
<thead>
<tr>
<th>Kegiatan Pendahuluan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guru memasuki ruang kelas dengan mengucap salam</td>
<td>10 menit</td>
</tr>
<tr>
<td>Guru dan siswa berdo’a dengan dipimpin oleh ketua kelas</td>
<td></td>
</tr>
<tr>
<td>Guru menanyakan kabar siswa</td>
<td></td>
</tr>
<tr>
<td>Guru mengabsen siswa</td>
<td></td>
</tr>
<tr>
<td>Guru menstimulasi siswa dengan memberikan pertanyaan terkait pembelajaran sebelumnya</td>
<td></td>
</tr>
<tr>
<td>Guru menjelaskan materi dan tujuan pembelajaran</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kegiatan Inti</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mengamati</strong></td>
</tr>
<tr>
<td>Guru mengulas ulang materi sebelumnya dengan menanyakan definisi dan fungsi sosial dari <em>analytical exposition text</em> pada siswa</td>
</tr>
<tr>
<td>Guru menanyakan <em>generic structure</em> pada <em>analytical exposition text</em> pada siswa</td>
</tr>
<tr>
<td>Guru menanyakan unsur kebahasaan yang digunakan pada <em>analytical exposition text</em> pada siswa</td>
</tr>
<tr>
<td>Siswa menjelaskan fungsi sosial, struktur teks, maupun unsurkebahasaan dari <em>analytical exposition text</em></td>
</tr>
<tr>
<td>Guru memberikan penjelasan ulang terkait fungsi sosial, struktur teks, maupun unsurkebahasaan dari <em>analytical exposition text</em></td>
</tr>
</tbody>
</table>

| **Menanya** |
| Siswa diberi kesempatan untuk bertanya terkait pelajaran yang belum dipahami |

| **Mengeksplorasi** |
| Guru meminta siswa untuk membuat *analytical exposition text* tentang bahaya bahaya merokok |

| **Mengasosiasi** |
| Siswa diminta untuk menganalisis *analytical exposition text* masing-masing dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan |
- Guru memfasilitasi setiap siswa dengan menghampiri setiap siswa dan menanyakan progres pekerjaannya.

**Mengomunikasikan**
- Guru memberi feedback kepada setiap siswa
- Setelah mendapatkan feedback, siswa memperbaiki tulisan mereka.

<table>
<thead>
<tr>
<th>Kegiatan Penutup</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Kegiatan Pendahuluan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 menit</td>
</tr>
</tbody>
</table>

### Pertemuan Keempat (2 X 45 Menit)

<table>
<thead>
<tr>
<th>Kegiatan Pendahuluan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guru memasuki ruang kelas dengan mengucap salam</td>
<td>10 menit</td>
</tr>
<tr>
<td>Guru dan siswa berdo’a dengan dipimpin oleh ketua kelas</td>
<td></td>
</tr>
<tr>
<td>Guru menanyakan kabar siswa</td>
<td></td>
</tr>
<tr>
<td>Guru mengabsen siswa</td>
<td></td>
</tr>
<tr>
<td>Guru menstimulasi siswa dengan memberikan pertanyaan terkait pembelajaran sebelumnya</td>
<td></td>
</tr>
<tr>
<td>Guru menjelaskan materi dan tujuan pembelajaran</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kegiatan Inti</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mengamati</strong></td>
<td></td>
</tr>
</tbody>
</table>

- Guru mengulas ulang materi sebelumnya dengan menanyakan definisi dan fungsi sosial dari *analytical exposition text* pada siswa
- Guru menanyakan *generic structure* pada *analytical exposition text* pada siswa
- Guru menanyakan unsur kebahasaan yang digunakan pada *analytical exposition text* pada siswa
- Siswa menjelaskan fungsi sosial, struktur teks, maupun unsurkebahasaan dari *analytical exposition text*
- Guru memberikan penjelasan ulang terkait fungsi sosial, struktur teks, maupun unsurkebahasaan dari *analytical exposition text* | "70 menit"
Menanya

- Siswa diberi kesempatan untuk bertanya terkait pelajaran yang belum dipahami

Mengeksplorasi

- Siswa diminta untuk menjawab soal latihan yang terdapat pada buku paket

Mengomunikasikan

- Guru dengan siswa sama-sama mengoreksi jawaban yang telah dikerjakan
- Setelah mendapatkan feedback dari guru

Kegiatan Penutup

- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya
- Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini
- Guru menutup pertemuan dengan mengucapkan hamdalah dan memberi salam

10 menit

J. Rubrik Penilaian

Kelas: ________  Hari/Tanggal: ____________

d. Penilaian proses (sikap)

<table>
<thead>
<tr>
<th>No</th>
<th>Nama</th>
<th>Jujur</th>
<th>Disiplin</th>
<th>Percaya diri</th>
<th>bertanggung jawab</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Siswa</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
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<td>4</td>
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</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Keterangan:
A = amat baik
B = baik
C = cukup
D = kurang

e. Indikator, Teknik, dan Bentuk

<table>
<thead>
<tr>
<th>No.</th>
<th>Kriteria</th>
<th>Teknik</th>
<th>Bentuk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dalam mengunggah <em>analytical exposition text</em></td>
<td>Tes Tertulis</td>
<td>Essay</td>
</tr>
<tr>
<td>2</td>
<td>Mengidentifikasi kata-kata mental process</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

66
3. Menjelaskan pola kalimat dalam bentuk *simple present tense* dan *present perfect tense* dalam konteks *analytical exposition text*

<table>
<thead>
<tr>
<th>Proficiency Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>30-13</td>
</tr>
<tr>
<td>Organization</td>
<td>20-7</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>20-7</td>
</tr>
<tr>
<td>Language Use</td>
<td>25-5</td>
</tr>
<tr>
<td>Mechanics</td>
<td>5-1</td>
</tr>
</tbody>
</table>

4. Memahami makna pada *analytical exposition text*

f. Instrument Penilaian  
   c. Lembar kerja siswa  
   d. Lembar penilaian sikap  

Pedoman Penilaian

Score: content + Organization + Vocabulary + Language Use + Mechanics

Mengetahui,

Jakarta, 1 September 2019  
Praktikum

Habiburrohman Aththoyyar
APPENDIX 3
INSTRUMENT OF THE RESEARCH
(This instrument used for pre-test and post-test)

A. GENERAL DESCRIPTION

The test is meant to measure the students’ writing analytical exposition text ability. The material of analytical exposition text is given in the second year of senior high school in the first semester and is included in writing skill. So, the objective of the test is to know whether or not the students comprehend the material as follows:

1. Definition of analytical exposition text
2. The purpose of analytical exposition text
3. Kinds of analytical exposition text
4. The language features of analytical exposition text
5. The generic structure of analytical exposition text
6. How to make a good analytical exposition text by considering its content, organization, vocabulary, language use, and mechanics.

B. THE QUESTIONS

There will be a writing section in the test. Students will be asked to write analytical exposition text about determined topics.

C. THE ITEMS OF THE WRITING TEST

The writing test will be given to both the experimental and the control class and will be conducted twice for each group. The instrument of writing test for the experimental and the control groups are the same.
TEST INSTRUMENT
(PRE-TEST)

Class : XI
Subject : English
Text : Analytical exposition text
Topics : Globalization, Junk Food, or Drugs (Choose one)
Instruction :
1. Write one analytical exposition text that consists 250-300 words based on one of the topics that you choose.
2. You have 60 minutes to create your analytical exposition text
3. Tips for writing descriptive text:
   a. Use all generic structure of analytical exposition text (Thesis, argument, elaboration, and reiteration)
   b. Use mental verbs (I think, I feel, etc.)
   c. Use modality (should, must, have to)
   d. Movement from personal to impersonal voice
   e. Use connectives if needed (Firstly, Third, The last, etc.)
4. Pay attention to content, organization, vocabulary, language use, and mechanics
TEST INSTRUMENT
(POST-TEST)

Class : XI
Subject : English
Text : Analytical exposition text
Topics : Corruption, Climate change, or Racism (Choose one)
Instruction :
1. Write one analytical exposition text that consists 300-350 words based on one of the topics that you choose.
2. You have 60 minutes to create your analytical exposition text.
3. Tips for writing descriptive text:
   a. Use all generic structure of analytical exposition text (Thesis, argument, elaboration, and reiteration)
   b. Use mental verbs (I think, I feel, etc.)
   c. Use modality (should, must, have to)
   d. Movement from personal to impersonal voice
   e. Use connectives if needed (Firstly, Third, The last, etc.)
4. Pay attention to content, organization, vocabulary, language use, and mechanics
STUDENTS WORKSHEET
(PRE- AND POST-TEST)

Name :
Class :

...
APPENDIX 4
STUDENTS’ WORKSHEETS

STUDENTS WORKSHEET (PRE- AND POST-TEST)

Name: ABDULRASAH
Class: XI IPS 1

Junk Food

Junk food is fast food that have a busy schedule and there is no time to cook. Tastes od junk food vary from pizza, burgers, French fries, fried chicken and others. I think consuming the often junk food is not good for health because it contains high levels of fats, salt, sugar and calories.

According to a research the human body consumes a lot of junk food can cause various diseases such as obesity and others that are harmful to our body.

Therefore, we not only consume too much junk food but it is better to eat healthy foods. Our own bodies will be healthy and active, thereby keeping our body healthy.

250 words!!!
APPENDIX 5

STUDENTS’ TWEETS

1. promiscuity has taken many things from the future of this future generation, each year the number of associations increases, which means that more and more, the future of adolescents is destroyed and lost in vain. Especially in Indonesia, @GURU82233322

11:38 PM · Oct 21, 2019 · Twitter for Phone

...there are many cases of incidents involving the problem of promiscuity, which are caused by teenagers who always violate without thinking of the consequences. As a result of promiscuity itself is the number of free sex.

...wrong associating, and lack of knowledge about the dangers of free sex.

...it is the role of the family that is really needed in the discussion of free sex, because the family or parents who will always be reminded of the dangers of free sex, and who will always guide to choose the right path. The role of adolescents themselves is also very necessary.

...to always remind themselves that it brings more negative values that are very negative than positive values, strengthens faith, and always asks God to improve the right path, and begs to be conscious to do what is desirable.

Therefore, keep in mind to do moral guidance so that the teenager will understand free sex and understand the risks involved when doing so. Teenagers must develop into adults without free sex and drugs.
Thread

1. Smoking is a habit of society that is often done wherever and whenever. Though smoking can lead us to death. In Indonesia itself there have been many victims from all walks of life, ranging from young to old though. In my opinion smoking is a bad habit that is a major...

2. ...factor causing death and smoking also makes us a wasteful person.

3. In my opinion smoking is a bad habit that is difficult to get rid of because it contains substances that are addictive and a major factor in death. This is because there are a lot of harmful substances in...

...cigarettes, as evidenced by evidence from senior researchers from the University of Washington, Emmanuela Gakidou, that the death rate from smoking in 2015 reached 6.4 million people.

3. Smoking that has become a bad habit makes smokers become addicted to cigarettes, like active smokers, when they don't smoke they will feel their mouths sour and bitter because they don't smoke.

@GURU82233322

8:08 AM · Oct 21, 2019 · Twitter for Android
APPENDIX 6
SURAT PENGESAHAN PROPOSAL SKRIPSI

<table>
<thead>
<tr>
<th>Name</th>
<th>Habiburrahman Akhmad</th>
</tr>
</thead>
<tbody>
<tr>
<td>NIM</td>
<td>1907491000113</td>
</tr>
<tr>
<td>Jurusan/Prodi</td>
<td>Pendidikan Bahasa Inggris</td>
</tr>
<tr>
<td>Judul Proposal</td>
<td>The Effect of Peer Assessment on Students' Writing Accuracy</td>
</tr>
</tbody>
</table>


Pengujii

Drs. Hanif, M.Pd.
NIP. 195606161981070019

Pengujii II

NIP. 196004101983071005

Jakarta, 8 Mei 2019
APPENDIX 7
SURAT BIMBINGAN PENELITIAN

Kementerian Agama
UIN Jakarta
F.I.T.K.
G. Al-Ittihad No. 163, Depok 16424 Jabodetabek

FORM (FR)
No. Dokumen : FITK/FR/A2D-081
Tgl. Terbit : 19 Maret 2010
No. Ranah : 61
Tgl. : 17

SURAT BIMBINGAN SKRIPSI

Nama : B-0765/S.T./KEM.01.3/V/2019
Lamp. : Bimbingan Skripsi
Hal : Bimbingan Skripsi

Jakarta, 8 Mei 2019

Kepada Yth.

Dr. Farida Hamid, M.Pd.
Pembimbing Skripsi
Fakultas Jurusan Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamualaikum w.b w.b

Dengan ini diharapkan kehadiran Saudara untuk menjadi pembimbing U/F (materi/teknik) penelitian skripsi mahasiswa:

Nama : Habiburohman Athofyuar
NIM : 1115010000113
Jurusan : Pendidikan Bahasa Inggris
Semester : VIII (Delapan)

Judul Skripsi : The Effect of Peer-Assessment Through Twitter in Improving Students’ Writing Ability of Argumentative Text


Bimbingan skripsi ini diharapkan sesuai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Assalamualaikum w.b w.b.

[Signature]
[Name]

[Signature]
[Name]

Tembusan:
1. Dekan FITK
2. Mahasiswa jkr.
KEMENTERIAN AGAMA
UN JAKARTA
FORM (FR)

SURAT BIMBINGAN SKRIPSI

Nomor : B-0765/F.1/01/3/V/2019
Lamp. : -
Hal. : Bimbingan Skripsi

Jakarta, 8 Mei 2019

Kepada Yth,
Atik Yuliani, M.A., TESOL
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu'alaikum wr.wb.

Dengan ini diumumkan kehadiran Saudara untuk menjadi pembimbing VII (materi/teknik) pembimbing skripsi mahasiswa:
Nama : Halo Budiayu
NIM : 11150140000113
Jurusan : Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Judul Skripsi : The Effect of Peer-Assessment Through Twitter in Improving Students’ Writing Ability of Argumentative Text.


Bimbingan skripsi ini diadakan selama dalam waktu 6 (enam) bulan, dan dapat dipanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

Tanda tangan:

1. Dosen FTIK
2. Mahasiswa yth.

[Signature]
APPENDIX 8

SURAT IZIN PENELITIAN

KEPADA Yth,
Kepala Sekolah
SMAN 1 Dramaga

Dengan hormat kami sampaikan bahwa,

Nama : Habiburrohman Asthoyyar
NIM : 1115014000113
Jurusan : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)

JUDUL SKRIPSI: The Effect of Peer-Assessment Through Twitter on Students’ Writing Analytics Exposition Text Ability

adalah benar mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyelesaikan Skripsi, dan akan mengadakan penelitian (tes) di Instansi sekolah/madrasah yang Saudara pimpin.

Untuk itu kami mohon Saudara dapat mengizinkan mahasiswa tersebut melakukan penelitian dimaksud.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum Wr. Wb.

Jakarta, 26 September 2019

a.n. Dekan
Kabag Tata Usaha,

[Signature]

Imam Djibril, SE.
NIK: 19730605199803 1 001

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan
APPENDIX 9
SURAT KETERANGAN PENELITIAN

PEMERINTAH DAERAH PROVINSI JAWA BARAT
DINAS PENDIDIKAN
CABANG DINAS PENDIDIKAN WILAYAH 1
SMA NEGERI 1 DRAMAGA
Jalan Raya Dramaga KM 07 Telepon : 0251-3828168
email : smandramaga@yahoo.co.id NSS : 30102303122 NPSN : 20232377

SURAT KETERANGAN
Nomor: 424.8/570/SMAN1DRAMAGA/CDP/Wil.1

Yang bertanda tangan di bawah ini :

Nama : Dra. Hj. Eli Supartini, M.Si
NIP : 196410181991032007
Jabatan : Kepala Sekolah
Unit Kerja : SMA Negeri 1 Dramaga

Menerangkan bahwa :

Nama : HABIBURROHMAN ATTHOYAR
NPM : 11150140000113
Program Studi : Pendidikan B.Inggirs
Instansi : Universitas Islam Negeri Syarif Hidayatullah Jakarta

Telah mengadakan penelitian di SMA Negeri 1 Dramaga dengan jenis Penelitian berjudul “THE EFFECT OF PEER ASSESSMENT THROUGH TWITTER ON STUDENTS WRITING EXPOSITION TEKST ABILITY (A QUR'ASY EXPERIMENTAL STUDY AT ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 DRAMAGA IN ACADEMIC YEAR OF 2019/2020)”.

Demikian surat keterangan ini Kami buat untuk dapat diketahui dan dipergunakan sebagaimana mestinya.

Dramaga, 28 Oktober 2019
Kepala Sekolah

Dra. Hj. Eli Supartini, M.Si
NIP. 196410181991032007
### APPENDIX 10
### REFERENCE EXAMINATION PAPER

#### References Examination Paper

Name: Habiburohman Aththogyar  
Students' Number: 11150140000113  
Title: The Effect of Peer Assessment Through Twitter on Students' Writing Analytical Exposition Text Ability (A Quasi-Experimental Study at Eleventh-Grade Students of SMA Negeri 1 Dramaga in Academic Year 2019/2020)

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# CHAPTER III

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