

AN UNDERGRADUATE THESIS

THE USE OF PEN PALS LETTER STRATEGY TO INCREASE THE

WRITING SKILL OF THE ELEVENTH GRADERS OF MA

DARUSSALAM SEPUTIH BANYAK



By:

ELBY NOURMA MUDHA

1601070012

TARBIYAH AND TEACHERS TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1443H/2022

AN UNDERGRADUATE THESIS

**THE USE OF PEN PALS LETTER STRATEGY
TO INCREASE THE WRITING SKILL OF
THE ELEVENTH GRADERS OF MA DARUSSALAM SEPUTIH
BANYAK**

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S. Pd)
in English Education Department

By :
ELBY NOURMA MUDHA
Students Number: 1601070012

**TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

Sponsor: Dr. Mahrus As'ad, M.Ag
Co-Sponsor: Ning Setio Wati, M.Pd

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H/2022 M



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

APPROVAL PAGE

The Title : THE USE OF PEN PALS LETTER STRATEGY TO
INCREASE THE WRITING SKILL OF THE ELEVENTH
GRADE OF MA DARUSSALAM SEPUTIH BANYAK
Name : ELBY NOURMA MUDHA
St. Number : 1601070012
Department : English Education Department
Faculty : Tarbiyah and Teacher Training Faculty

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Institute of Islamic
Studies (IAIN) of Metro.

Sponsor

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

Metro, 10 Juni 2022

Co-Sponsor

Ning Setio Wati, M.Pd
NIP. 1987 08142042



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix : 1 (one) Bundle
Matter : In order to hold the munaqosyah Elby Nourma Mudha

To:
The Honorable the Head of Tarbiyah Department
of State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name : ELBY NOURMA MUDHA
Students Number : 1601070012
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education Department
Title : THE USE OF PEN PALS LETTER STRATEGY TO
INCREASE THE WRITING SKILL OF THE ELEVENTH
GRADE OF MA DARUSSALAM SEPUTIH BANYAK

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be examined in munaqosyah. Thank you very much.

Wassalmu'alaikum Wr. Wb

Sponsor

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

Metro, 10 Juni 2022

Co-Sponsor

Ning Setio Wati, M.Pd
NIP. 1987 08142042

The Head of English Education Department

Andianto, M.Pd
NIP. 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulya Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.ain@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran : 1 (Satu) Berkas
Perihal : Permohonan Sidang Munaqosyah Elby Nourma Mudha

Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro
di_
Metro

Assalamu'alaikum Wr.Wb

Setelah kami mengadakan pemeriksaan dan bimbingan seperlunya, maka proposal penelitian yang telah disusun oleh :

Nama : ELBY NOURMA MUDHA
NPM : 1601070012
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan
Yang berjudul : THE USE OF PEN PALS LETTER STRATEGY TO INCREASE THE WRITING SKILL OF THE ELEVENTH GRADE OF MA DARUSSALAM SEPUTIH BANYAK

Sudah kami setuju dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk dimunaqosyahkan sebagai syarat untuk menyusun skripsi.

Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

Wassalamu'alaikum Wr.Wb

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

Metro, 10 Juni 2022
Dosen Pembimbing II

Ning Setio Wati, M.Pd
NIP. 1987 08142042

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 1987 102 201503 1 004



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail:
iainmetro@metrouniv.ac.id

RATIFICATION PAGE

No. *B-3293/111-28-1/D/PP-00-9/2022*

The Undergraduate Thesis entitled: THE USE OF PEN PALS LETTER STRATEGY TO INCREASE THE WRITING SKILL OF THE ELEVENTH GRADERS OF MA DARUSSALAM SEPUTIH BANYAK written by: ELBY NOURMA MUDHA Student Number 1601070012, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, June 27th, 2022 at 15.00-17.00 p.m.

BOARD OF EXAMINERS

Chairperson : Dr. Mahrus As'ad, M.Ag
Examiner I : Drs. Kuryani, M. Pd
Examiner II : Ning Setio Wati, M. Pd
Secretary : Aisyah Sunarwan, M. Pd



The Dean of Tarbiyah and Teachers Training Faculty



ABSTRACT

**THE USE OF PEN PALS LETTER STRATEGY
TO INCREASE THE WRITING SKILL OF
THE ELEVENTH GRADERS OF MA DARUSSALAM SEPUTIH
BANYAK**

By: Elby Nourma Mudha

The purposes of this research are to increase the students' writing skill and the students' learning activities among the eleventh graders of MA Darussalam Seputih Banyak by using pen pals letter strategy. The researcher had outlined the problem in this research that focused on writing skill. It is related on the problem identification that the students have low ability in writing skill, low grammar mastery, difficulties to develop ideas and difficulties in applying the concept of writing mechanisms.

This research followed a classroom action research (CAR) at eleventh graders of MA Darussalam Seputih Banyak consisted of 20 students which was conducted in two cycles. Each cycle consists of planning, acting, observing and reflecting. In collecting the data, the researcher used test, observation, and documentation. The instruments of this research were writing test, observation sheet, and documentation sheet.

Finally, the data confirmed in the pre-test no one students that can fulfill MMC and mean of the pre-test is 43,3. It can said that the result of pre-test was unsatisfactory. Furthermore, in post-test I, there are 40% students that can fulfill MMC and mean of the post test 1 is 69,9. In addition, in post-test II there are 80% students that can fulfill MMC and mean of the post test II is 81,4. It is concluded that the use of Pen Pals Letter strategy can increase the students' writing skill and the students learning activity among the eleventh graders of MA Darussalam Seputih Banyak.

Keywords : *Classroom action research, learning activities, Pen Pals Letter strategy, Writing skill*

ABSTRAK

THE USE OF PEN PALS LETTER STRATEGY TO INCREASE THE WRITING SKILL OF THE ELEVENTH GRADERS OF MA DARUSSALAM SEPUTIH BANYAK

Oleh: Elby Nourma Mudha

Tujuan penelitian ini adalah untuk meningkatkan kemampuan menulis siswa dan kegiatan belajar siswa di kelas sebelas MA Darussalam Seputih Banyak dengan menggunakan strategi pen pals letter. Peneliti telah menguraikan masalah dalam penelitian ini yang berfokus pada keterampilan menulis. Hal ini terkait dengan identifikasi masalah bahwa siswa memiliki keterampilan menulis yang rendah, penguasaan tata bahasa yang rendah, kesulitan untuk mengembangkan ide dan kesulitan dalam menerapkan konsep mekanisme penulisan.

Dalam penelitian ini peneliti melakukan penelitian tindakan kelas (PTK) pada kelas sebelas MA Darussalam Seputih Banyak yang terdiri dari 20 siswa yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan, dan refleksi. Dalam mengumpulkan data, peneliti menggunakan tes, observasi, dan dokumentasi. Instrumen tersebut menggunakan tes menulis, lembar observasi, dan lembar dokumentasi.

Akhirnya, data yang dikonfirmasi dari pre-test adalah tidak ada siswa yang dapat memenuhi (KKM) dan rata-rata pada pre-test adalah 43,3. Dapat dikatakan bahwa hasil pre-test tidak memuaskan. Selanjutnya dalam post-test I terdapat 40% siswa yang dapat memenuhi (KKM) dan rata-rata dalam post-test I adalah 69,9. Selanjutnya, dalam post-test II ada 80% siswa yang dapat memenuhi (KKM) dan rata-rata dalam post-test II adalah 81,4. Dapat disimpulkan bahwa penggunaan strategi Pen Pals Letter dapat meningkatkan keterampilan menulis dan kegiatan belajar siswa sebelas MA Darussalam Seputih Banyak.

Kata Kunci : *Kegiatan belajar, keterampilan menulis, Penelitian tindakan kelas, strategi Opinion-Proof*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Elby Nourma Mudha

NPM : 1601070012

Study Program : English Education

Faculty : Tarbiyah and Teaching Training

States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are from the experts and it has already been mentioned in bibliographies.

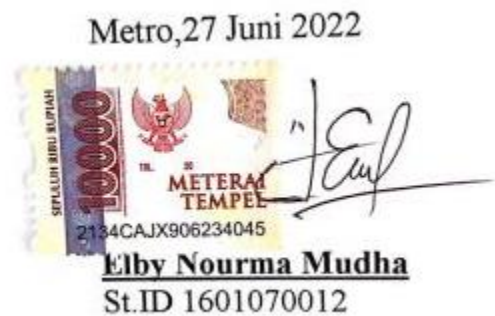


ORISINILITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : ELBY NOURMA MUDHA
NPM : 1601070012
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan (FTIK)

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.



MOTTO

فَسْأَلُوا أَهْلَ الذِّكْرِ إِنْ كُنْتُمْ لَا تَعْلَمُونَ

“maka bertanyalah kepada orang yang mempunyai pengetahuan jika kamu tidak mengetahui.”

(Q.S. An-Nahl: 43)

“The knowledge without experience is nil,
the experience without knowledge is blind”

DEDICATION PAGE

This undergraduate thesis is especially dedicated to:

My beloved parents, Mr. Abdul Rahman, Mrs. Juaria Wati

And my little brother Arga Mujib Maulana

who always support me by their endless love

My best friends,

who have given wonderful motivation for me

My beloved lectures of English Departement of State Institute

for Islamic of Metro, Lampung

My beloved almamater

ACKNOWLEDGEMENT

All praise due to Allah SWT, the most gracious and most merciful because of his wonderful blessing and his mercy, the researcher could finish this undergraduate thesis. Peace and salutation always be given to the beloved prophet Muhammad SAW was a great revolutionary and true educator who guided us from the darkness to the lightness.

This undergraduate thesis entitled: “THE USE OF PEN PALS LETTER STRATEGY TO INCREASE THE WRITING SKILL OF THE ELEVENTH GRADERS OF MA DARUSSALAM SEPUTIH BANYAK”. The undergraduate thesis is presented to fulfill one of the requirements for the undergraduate thesis in the English Education Department.

The researcher would like thanks to :

1. Dr. Hj. Siti Nurjanah, M.Ag. PIA as the Head of IAIN Metro Lampung.
2. Dr. Zuhairi, M. Pd, as the Dean of Tarbiyah and Teacher Training Faculty of IAIN Metro
3. Andianto, M.Pd, as the Chief of English Education Department of IAIN Metro Lampung.
4. Dr. Mahrus As’ad, M.Ag as the first advisor who given the researcher, advice and suggestion for this undergraduate thesis.
5. Ning Setio wati, M.Pd as the second advisor, thank you so much for kindness and valuable knowledge and for your support in finishing this undergraduate thesis.
6. My lovely parents, Mr. Abdul Rahman and Mrs. Juaria wati who always support and pray for my life.

Metro, 27 Juni 2022

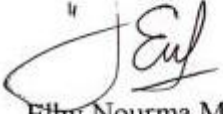

Elby Nourma Mudha
NPM. 1601070012

TABLE OF CONTENTS

COVER	i
TITLE	ii
APPROVAL PAGE	iii
NOTIFICATION PAGE	iv
NOTA DINAS.....	v
RATIFICATION PAGE.....	vi
ABSTRACT	vii
ABSTRAK	viii
STATEMENTS OF RESEARCH ORIGINALITY	ix
ORISINALITAS PENELITIAN	x
MOTTO	xi
DEDICATION PAGE	xii
ACKNOWLEDGMENT	xiii
TABLE OF CONTENTS	xiv
LIST OF TABLES	xvii
LIST OF FIGURES	xviii
LIST OF APPENDICES	xix
CHAPTER I INTRODUCTION.....	1
A. Background of Study	1
B. Problem Identification.....	5
C. Problem Limitation	5
D. Problem Formulation	6
E. The objective and Benefit of Study.....	6

F. Prior Research	7
CHAPTER II THEORETICAL REVIEW.....	11
A. Concept of Writing skills	11
1. Definition of Writing skills.....	11
2. The Skills Needed in Writing	12
B. Concept of Analytical Exposition Text	18
1. Definition of Analytical Exposition Text.....	18
2. The Structure of Analytical Exposition Text	19
3. The Language Feature of Analytical Exposition Text	20
4. The Measurement Rubrics of Writing Skills	21
5. The assesment of writing	22
C. Concept of Pen Pals Letter Strategy.....	24
1. Definition of Pen Pals Letter Strategy	24
2. The Structure of pen pals letter	25
3. The Principles of Pen Pals Letter Strategy of Teaching	27
4. The Advantages of Pen Pals Letter Strategy.....	29
D. The Use of Pen Pals Letter Strategy to Teach Writing Skills	30
1. Procedure of Teaching Writing by Using Pen Pals Letter Strategy	30
2. The Steps	31
E. Action Hyphotesis.....	32
CHAPTER III RESEARCH METHODOLOGY	33
A. The Variables and Operational Definition of Variables.....	33
1. Variables of Research.....	33
2. Operational Definition of Variable	33
B. Research Location	34
C. The Subject and object of The Study.....	35
D. Action Plan	35
E. Data Collecting Technique	44
F. Instrument of the Research.....	46
G. Data Analysis.....	47
H. Indicator of Success.....	48

CHAPTER IV RESEARCH RESULT AND DISCUSSION	49
A. Research Result.....	49
1. Description of Research Location	48
2. Description of the Research Data.....	53
B. Discussion	80
CHAPTER V CONCLUSION AND SUGGESTION	83
A. Conclusion	83
B. Suggestion	84

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF TABLES

1. Table 1 Table Data pre-survey result writing skill among the eleventh graders of MA DarussalamSeputihBanyak.....	3
2. Table 2 Measurements Standard score of Writing	22
3. Table 3 Total students of the eleventh graders MA Darussalam	35
4. Table 4 the teacher and official employees of MA Darussalam Seputih Banyak	50
5. Table 5 The number of the students of MA Darussalam Seputih Banyak	52
6. Table 6 Students' Pre-test Grade	54
7. Table 7 The Frequency Students' Activities in Cycle I.....	55
8. Table 8 schedule of action in cycle I.....	57
9. Table 9 The Frequency Students' Activity in Cycle I	60
10. Table 10 The Students' Grade of Post-test I.....	62
11. Table 11 The Students' percentage Grade of Post-test I.....	62
12. Table12 The Comparison of Students' Pre-Test and Post-test I in Cycle I	63
13. Table 13 schedule of action in cycle II	66
14. Table 14 The Frequency Students' Activity in Cycle II.....	68
15. Table 15 Students' grade on Post Test II	70
16. Table 16 The Students' percentage Grade of Post-test II	71
17. Table 17 The Comparison of Students' Grade in Post-test I and Post-Test II.....	72
18. Table 18 The Comparison of Students' Pre-Test, Post-Test I and post test II in Cycle II	75
19. Table 19 The Percentage of Students Activities in Cycle I and Cycle II....	77

LIST OF FIGURES

1. Figure 1 O'leary Action Research Design	37
2. Figure 2 the organization structure of MA Darussalam Seputih Banyak ...	51
3. Figure 3 The percentage of the Students' grade in pre-test	55
4. Figure 4 The percentage of the Students' activities in Cycle I.....	60
5. Figure 5 The percentage of the Students' grade on post-test I.....	63
6. Figure 6 The comparison of Percentage of the Students' Completeness Grade on Pre-test and post-test I.....	64
7. Figure 7 The percentage of the students activity in Cycle II.....	69
8. Figure 8 The percentage of students grade in post-test II.....	71
9. Figure 9 The percentage of comparison of students' grade on post- test I and post-test II	72
10. Figure 10 The comparison grade of students writing skill in pre-test, post-test I in cycle I, and post test II in cycle II.....	76
11. Figure 11 activity in cycle I and II.....	77

LIST OF APPENDICES

- Appendix 1 Pre-Test
- Appendix 2 Post-Test 1
- Appendix 3 Post-Test 2
- Appendix 4 Analytic Writing Criteria
- Appendix 5 Jadwal Kelas XI
- Appendix 6 Analytic Writing Criteria of Pre-Test
- Appendix 7 Analytic Writing Criteria of Post-Test 1
- Appendix 8 Analytic Writing Criteria of Post-Test 2
- Appendix 9 Table Observation Sheet of Students' Activities in Cycle 1
- Appendix 10 Table Observation Sheet of Students' Activities in Cycle 2
- Appendix 11 Documentation Sheet
- Appendix 12 Observation Sheet of Reseacher's Activities Cycle 1
- Appendix 13 Observation Sheet Of Reseacher's Activities Cycle 2
- Appendix 14 Documentation
- Appendix 15 Kartu Bimbingan I
- Appendix 16 Kartu Bimbingan II
- Appendix 17 Surat Izin Pra Survey
- Appendix 18 Surat Balasan Pra Survey
- Appendix 19 Surat Bimbingan Skripsi
- Appendix 20 Surat Bebas Pustaka Perpustakaan
- Appendix 21 Surat Bebas Pustaka Jurusan
- Appendix 22 Surat Tugas
- Appendix 23 Surat Izin Research
- Appendix 24 Surat Balasan Izin Research
- Appendix 25 Silabus
- Appendix 26 RPP
- Appendix 27 Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of Study

Writing is one of the English skills that has an essential part of communication. Writing is a way of communication that some people choose through work. In the process of communication, they can explore opinions, and feelings into written form. It is support by Nunan argue writing is both physical and mental activities.¹ It is physical activities of committing words or ideas like typing an email into computer. As a mental work, the activities of writing focus more on the act of inventing ideas, thinking about how to express and organize the into statements and paragraphs that enable a reader in understanding the ideas of the written work. Therefore, the students need to mastery writing skill because it can be used to express the students' ideas as well as feelings and communication.

In addition, writing is a challenging lesson for students because it is not easy to master writing skills. It is a challenge for students, as the method of learning to write takes place progressively by delivering instructions to know and understand how to write ideas and thoughts in writing. These challenges are considered to be the most difficult skills to learn because they require not only good grammar and vocabulary knowledge, but also writing skills such as

¹ David Nunan, ed., *Practical English Language Teaching*, 1st ed (New York: McGraw-Hill/Contemporary, 2003), p. 88.

determining the structure, content, and organization of the essays.² Therefore, students must mastery these skills in order to write well.

Teaching writing with the use of a great technique is important for developing skills in the writing teaching and learning process. Teachers must choose strategies before the learning process that can attract students' attention and facilitate their participation. The right strategy will make the teaching and learning process easier and increase students' motivation in learning English, especially writing. Therefore, it can be concluded that in teaching writing the teacher needs to use the right strategy in teaching in order to produce a good learning process.

Moreover, in teaching writing process, the students writing still have many problems. Based on the interview of the English teacher in MA Darussalam Seputih Banyak, the students' writing problems are lack of the students' English vocabulary mastery, weakness in grammar mastery and students are also lack of writing habits.³ Furthermore, the researcher had conducted a pre survey in the eleventh grades of MA Darussalam Seputih Banyak. The pre-survey was conducted on Tuesday, March 17, 2020 based on the students' grade result data of writing task the researcher asks for data from students' writing result, daily scores or midterm tests from the teacher. Data on students problems in writing obtained from the pre-survey were evaluated based on the writing rubric that included of content, organization, vocabulary, language use and mechanical skill. Based on

² Siti Yuliah, Agustia Widiastuti, and Ghea Resta Meida, "*The Grammatical and Mechanical Errors of Students in Essay Writing*" 5 (2019):p. 1.

³ Fuad Nasrullah, *Interview an English Teacher*. MA Darussalam Seputih, Lampung Tengah, March 17th, 2020.

the results of the pre survey, it can be seen that the writing skill is illustrated in table 1.

Table 1
The result of pre-survey

No	Grade	Frequency	Percentage	Criteria
1.	<75	15 students	75%	Fail
2.	≥75	5 students	25%	Pass
Total		20 students	100%	

Source: The Result Test of The Researchers' Pra-survey that was taken on March 17th, 2020.

Based on the data above, it can be concluded that the students' writing was still low. It proved of eleventh graders of MA Darussalam Seputih Banyak, they are 20 students who have two categories. The first category is 5 students (25%) who obtained the pass criteria, and the second category is 15 students (75%) who obtained the fail criteria. The teacher said the students should be achieving grade 75 in order to be declared in complete criteria and MMC of English subject in MA Darrusalam Seputih Banyak is 75. From this data, it can be seen that a lot of students fail even more than half the number of students in the class.

Regarding the data I table 1, it is show that the writing skill of the students is still limited. Moreover, more that 75% students failed to achieve the MMC. There are many factors that caused of getting the problem in teaching writing. One of the factor is using a right strategy. It can help students to make it easier to understand the writing process. A right strategy can develop students' creativity in writing skills, but choosing a good strategy must also take into account the student's ability so that the strategy used can be successful in the teaching writing process.

Furthermore, in this research the researcher offers one of the right strategies in learning writing, namely the pen pals letter strategy. According to Woon Wern Lie and Melor Md Yunus, pen pals is one way to develop students' writing skills in English and teachers can see the effectiveness of this strategy in language exchange through practical writing experiences, which encourage students to learn what they make, take notes, and also respond to the thoughts of other students. This strategy has the advantage of making students learn not only writing in English but also different language functions⁴. This strategy can inspire students to learn English more because many studies have found encouragement as the biggest influence in student learning. Therefore the pen pals letter strategy is effective for teaching writing.

Moreover, the writer highlights some previous research relevant to this research to support the theories used in this research. The first previous research conducted by Dewi Tri Hatuti, about the Use of Pen Pal Project to Teach Writing Skill of Recount Text to the Tenth Grade Students of SMAN 1 Trenggalek. Her research stated that pen pals project can be effective teaching strategy in the teaching and learning of writing especially recount texts.⁵ In addition, previous research conducted by Clarena Larrotta and Arlena F. Serrano about Authentic Reading, Writing and Discussion An Exploratory Study of A Pen Pal Project. Their research stated that this research was effective in creating a learning community through an on students' writing skill explore whether engagement in

⁴ Woon Wern Lie and Melor Md Yunus, "Pen Pals Are Now in Your Finger Tips— A Global Collaboration Online Project to Develop Writing Skills," *Creative Education* 09, no. 15 (2018): p. 7, <https://doi.org/10.4236/ce.2018.915188>.

⁵ Dewi Tri Hastuti, "The use Of Pen Pal Project To Teach Writing Skill Of Recount Text To The Tenth Grade Students Of Sman 1 Trenggalek," n.d., 1.

such tasks creates a context for critical thinking.⁶ It can be concluded from previous research that the use of the pen pals letter strategy has proven to be effective in influencing and improving students' writing skills in English.

Based on the explanation above, the researcher will handle the writing problem of students of the eleventh grade at MA Darussalam Seputih Banyak. Hence, in order to achieve that, the researcher will conduct Classroom Action Research (CAR) research by applying pen pals letter strategy. Therefore, the researcher will conduct a research entitled “The Use of Pen Pals Letter Strategy to Increase the Writing Skill of the Eleventh graders of MA Darussalam Seputih Banyak”.

B. Problem Identification

Based on the background of study above, the researcher would like to identify some problems as follows:

1. The students' low skill in writing.
2. The students lack mastery of English grammar.
3. The students have lack English vocabulary mastery in writing.
4. The students have difficulties to develop ideas

C. Problem Limitation

Based on the identification of the problem above, the researcher would like to focus on the students' problem low in writing skill.

⁶ Linda B. Gambrell et al., “Authentic Reading, Writing, and Discussion: An Exploratory Study of a Pen Pal Project,” *The Elementary School Journal* 112, no. 2 (December 2011): 234–58, <https://doi.org/10.1086/661523>.

D. Problem Formulation

The writer has outlined the problem formulation related to the problem limitation above. The problem formulation of this research is, as follows: “Can the use of pen pals letter strategy to increase the students’ writing skill and the learning activities among the Eleventh graders of MA Darussalam Seputih Banyak?”

E. Objective and Benefits of the Study

1. Objective of Study

The purpose of this study is to increase the writing skill by using pen pals letter strategy at MA Darussalam Seputih Banyak.

2. Benefits of the Study

a. For the Students

The result of this research can give the additional information for the student related to how to using pan pals strategy in writing. In addition, it is beneficial to have the students understand the using pan pals strategy that make students creative and passionate to improve their writing skill.

b. For the Teacher

The benefits of this study to add techniques and strategies in learning to write, to be able to improve techniques teaching that has been used. In order to create teaching and learning activities that are interesting and not boring and can develop skills

specifically in applying learning to write with the pen pals letter strategy, especially in the MA Darussalam Seputih Banyak.

c. For the Next Researchers

This research for the next researcher will be one of the alternative references about the use pen pals letter strategy in writing. In addition, this research will be one of the strong foundation for the next researcher who will develop the topic of this research into other form of research.

F. Prior research

This research will be done taking into consideration some prior researchers. The first prior research has been conducted by Rizky Atika with the research title “Teaching Writing Descriptive Text by Combining Mind Mapping Strategy and Pen Pal Letters Strategy of The Second Grade in Junior High School”. The objective of the first prior research is to produce a good description text by combining two strategy in writing skill. In this strategy students are asked to be able to write a text taught. The first step is to use Mind Mapping strategy. This strategy helps students in develop his ideas. The second step is using the Pen Pal Letters Strategy. This strategy used so students are more interested in writing, it is hoped that by combining these two strategies mutual support between one strategy and another.⁷

⁷ Rizky Atika, M Khairi Ikhsan, and Sumatera Barat, “*Teaching Writing descriptive Text By Combining Mind Mapping Strategy And Pen Pal Letters Strategy Of The Second Grade In Junior High School*,” n.d.,

The first prior research and this research have similarity and differences. The similarity of research is the topic about pen pal letter strategy. The differences lies in the research sample and research method. This research focuses on MA Darussalam Seputih Banyak. Whereas the sample of the first prior research is the Second Grade in Junior High School. This research use Classroom Action Research (CAR) method, while the research of the first prior research use qualitative research method.

In addition, the second prior research had been conducted by Linda B. Gambrell and Elizabeth M. Hughes with the research title “Authentic Reading, Writing and Discussion an Exploratory Study of a Pen Pal Project”. The purposes of this descriptive study were to advance the knowledge in the field about student engagement in a pen pal intervention that focused on authentic reading, writing, and discussion experiences with respect to literacy motivation, and to explore whether engagement in such tasks creates a context for critical thinking. What the research wants to explain this study uses a design method with a triangulation-convergence model to develop relationships between authentic literacy tasks and primary students' literacy motivation, and seeks to document whether students are responsible for community, content and critical thinking during small group discussions. The finding of the second prior research, quantitative and qualitative data sources suggest that authentic literacy assignments have the potential to support and maintain student literacy motivation. Research analysis revealed that students showed accountability to the community, content, and critical thinking.⁸

⁸ Gambrell et al., “Authentic Reading, Writing, and Discussion.”

The second prior research and this research have similarity and differences. The similarity of research is the topic about pen pal letter strategy. The differences lies in the research sample and research method. This research focuses on MA Darussalam Seputih Banyak. Whereas the sample of the second prior research is the seven elementary teachers and 219 elementary students in grades3–5. This research use classroom action research (CAR) method, while the research of the second prior research use mixed-methods.

In the other prior research that was conducted by Joan L. Rankin with the research title “Connecting Literacy Learners: A Pen Pal Project”. This project grew out of a desire to move away from the more traditional experiences offered in special education by providing elementary students with an opportunity for interactive literacy experiences that were holistic and socially satisfying. The sample of this research are 30 to 35 elementary students in Clinton Elementary School in Lincoln, Nebraska.⁹

The last prior research and this research have similarity and differences. The similarity of research is the topic about pen pal letter strategy. The differences lies in the research sample and research method. This research focuses on MA Darussalam Seputih Banyak. Whereas the sample of the last prior research are 30 to 35 elementary students in Clinton Elementary School in Lincoln, Nebraska. This research use classroom action research (CAR) method, while the research of the last prior research use qualitative research method.

⁹ Joan L Rankin, “*Connecting Literacy Learners: A Pen Pal Project*” vol. 46. No. 3 (2016).

From the three prior research and this research, they have similarity and differences. The similarities and differences between the three prior research and this research lies in the similarity of the topic of research about pen pals letter. The differences in this research and the three prior research lies in the study sample and research method. The sample of this research will involve students MA Darussalam Seputih Banyak. While from the three prior research, there were research sample involving junior high school students and elementary school students. The research method of this research is quantitative method, while most of the three prior research used the qualitative method, and use a mixed method. Therefore, based on all of the main points of prior researches above, the researcher conducted the CAR research had been conducted by all of the researches above. It is because the researcher would like to investigate the use of Pen pals letter strategy to increase the students' writing.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Writing skill

1. Definition of Writing Skill

Writing is a skill used to transfer information and communicate with other humans using written language. Writing is the act of arranging ideas in sentences. Ideas must be well organized in order to be meaningful to the reader. Hayland stated that writing is a way to share personal meanings, ideas or goals in written form.¹ People develop their own views on certain topics and will share those views with others. One person's view may be different from others but it depends on their beliefs. Therefore, when constructing his views, the writer must make it understandable and accepted by many audiences. Harmer said, writing is a method used by humans to socialize through visible conventional signs or symbols². It is also used to convey or communicate non-verbal messages, ideas, expressions, feelings, or thoughts.

According to Kaptan in Davut Hotaman, skill is defined as ‘proficiency, ability, and the proficiency of doing something’ or ‘the functionality of doing a work or activity appropriately’. Development of the skill is more related to learning in the level of knowledge. Skill is a new structure that combines of much information and incorporates the use of this

¹ Ken Hyland, *Second Language Writing* (Cambridge; New York: Cambridge University Press, 2003), 9, <http://hdl.handle.net/2027/heb.31742>.

² Jeremy Harmer, *How to Teach Writing* (England: Pearson Education Limited, 2004), 31.

information.³ The skill would possibly also be an obtained achievable to feature an exercise well, typically one that is made up of several coordinated approaches and actions.

Therefore, writing skills are the most complex language skills because when writing we must be able to remember and apply various elements of writing. Basically, writing skills require a well-structured way of conveying thoughts.⁴ Writing skills require mastery of grammar, the accuracy of expressing ideas must be supported by the accuracy of the language used, vocabulary, as well as concepts and mental aspects of assessment.⁵ Based on the statement above, it can be concluded that writing skills is skill and all knowledge related to expressing idea and information through the written word. It required mastery of grammar, accuracy of language use, vocabulary and so on.

2. The Skills Needed in Writing skills

Writing is an interesting lesson for students. They can express their ideas, information, experiences, and knowledge to others. Writing is one of the most difficult tasks for students to learn. That's because a lot goes into

³ Davut Hotaman, "The Examination of The Basic Skills Levels of The Students' in Accordance With The Perceptions of Teachers, Parents and Students," *International Journal of Instruction* 1 (July 2008): p. 41.

⁴ Muhammad Javed, "A Study of Students' Assessment in Writing Skills of the English Language" Vol 6 No. 2 (2013): 130.

⁵ J.B. Heaton, *Writing English Language Tests* (New York: Longman Group UK Limited, 1988), p. 135.

expressing thoughts in writing, or written expression. Here are six skills student need for written expression, and what can help struggling writers⁶:

a. Comprehension Skills

One of the most basic skills for writing is reading comprehension the ability to read and understand the text. To write, students first need to be able to sound out unfamiliar words (decoding) and instantly recognize many other words. Then they need to understand the meaning of strings of words, in sentences and in paragraphs. Having a good vocabulary helps with this. But new vocabulary words are mostly learned through reading. Without these skills, it's difficult for students to even start writing. They will likely struggle with spelling and with creating text that's meaningful. And they'll have trouble revising and editing their work. Those tasks require re-reading closely to catch and fix mistakes or weak spots.

b. Transcription

Transcription is the physical act of producing words. This skill covers handwriting, typing, and spelling. Students can struggle with transcription in lots of ways. Some have messy or illegible handwriting, even after being taught. Others write very slowly by hand. And others might write legibly or type quickly and accurately enough, but they

⁶ Andrew Lee. "Skills kids need for written expression". *Articles Journal of Understood*, no. 2 (December 9, 2021): <https://understood.org/articles/en/6-skill-kids-need-for-written-expression>.

struggle to spell words without help. For the students who struggle to type or spell, a spellcheck is a common tool student use in school.

c. Sentence construction

To write, students have to know how to construct sentences that make sense, but students often have a hard time understanding and using correct sentence structure. They may not understand the placement of verbs or how verb tenses work. They may also use sentences that are too simple or incomplete. Or they may string a lot of ideas together into long run-on sentences.

Using correct punctuation (like commas and apostrophes) can be a challenge, too. So can knowing when to use capital letters. One way to help the students who struggle with this skill is by teaching them basic, practical knowledge. Things like the difference between a statement and a question, and the difference between a subject and a verb. The students need a lot of practice using this knowledge to write sentences. They might work on splitting and combining sentences, for example, and using sentence connectors like and or but.

d. Genre and content knowledge

Genre knowledge means knowing how to use different types of writing. If the assignment is to write a story, students need to know what goes into the genre of report writing. It has to include the setting (general classification and description). Another example of a genre is the persuasive essay. To write one, students need to use a position

statement, reasons, facts to support reasons, and a conclusion that summarizes the main reasons.

Content knowledge means knowing something about the subject you're writing about. If asked to write a letter to a politician about pollution, students need to understand what pollution is. They'll also need to know how it affects people, animals, and the environment. And they may need to know what causes pollution.

e. Planning, drafting, revising, editing, and publishing

There's a process to writing. You have to plan, draft, revise, edit and publish work to express yourself well in writing. Researchers have found that good writers plan what to write in their heads or through brief notes before they write the first draft. That requires strong executive functioning skills, like working memory and focus.

To write, the students have to juggle lots of ideas. Then they have to decide how to organize those ideas into paragraphs and an overall structure. This requires pulling the right knowledge from memory, like genre and content knowledge. The students also need to go back through what they've written to fix errors and make improvements so the message is clear. That requires understanding why and how to make changes to the text to make it better.

The students will be easy to write if they know the composition skills of writing, especially in the writing report text. Students were graded on a set of compositions criteria that included content,

organization, vocabulary, grammar, and technical concerns in the pieces they would recreate:⁷

1) Content

The writer's content is how they express themselves and their ideas from personal experiences, illustrations, facts, and opinions.

2) Organization

Writing organization is a way of arranging everything associated with writing, such as writing ideas, the look of writing, and so on. Because the concepts included in a well-organized paragraph are already in an ordered structure, they will be simple to read and comprehend.

3) Vocabulary

The words a person knows and uses make up his or her vocabulary. Knowing a term does not indicate that the individual will be able to interpret or use it correctly. Then, while writing, it is necessary to use proper grammar and link to the ideas.

4) Grammar

Grammar is a set of rules for constructing sentences in a language. Grammar explains how words are joined, structured, and modified to achieve a certain meaning. If the writer does not

⁷ Brown, p. 356-358.

understand grammar, he or she will be unable to communicate with a wide range of readers in a variety of situations.

5) Mechanical considerations.

The usage of visual conventions of language like punctuation, capitalization, and spelling is referred to as mechanics. Students should double-check their spelling, grammar, and capitalization before completing the final form.

f. Self-regulation

The ability to self-regulate plays a big role in writing. Set a goal for how many words a paper should be and then check the word count as you write, that's self-regulation. If there is the end of a sentence, realize it doesn't make sense, and decide to rewrite it, that's self-regulation.

When the students get frustrated, they might give up on writing. But if they remind themselves that they're making progress and can do it, that's also self-regulation. Experienced writers do this naturally. How the students view themselves as writers can impact their ability to self-regulate.

Regarding the statement above, it should be remembered that the process of writing is an important aspect that determines the result of writing itself. Besides, a variety of measurement criteria for writing compositions, such as content, organization, vocabulary, grammar, and

mechanical considerations, must also be met by the final result of writing.

B. The Concept of Analytical Exposition Text

1. The Definition of Analytical Exposition Text

Analytical exposition text is one of text types which the students at eleventh grade requires a higher writing level because they try to analyze a topic rather than explain or give examples of it. Analytical exposition text will make students to think critically by giving some reasons based on the facts. According to Nurhikmah and April, analytical exposition text involve students to master the topic in order to provide the arguments as a support.⁸ It means that the students should accomplish some knowledge in which to be used by them to analyze the topic.

Analytical exposition text is a text that analyze a topic based on real events using arguments as the evidences. The topic that is taken in this text is only in one condition, that is only in a pro or in a contra condition. It cannot be in both condition because analytical exposition text analyzes a certain topic with just one perspective presented about the topic. It is supported by Priyana, Riandi, and Mumpuni who state that the topic suggested in analytical exposition text may only be in pro or contra, not both.⁹ By that statement,

⁸ Iik Nurhikmah and Rahayu Apriliaswati, Improving Students' Analytical Exposition Text Writing, Skills through Guided Prompt-Response Activity, *Jurnal Pendidikan Dan Pembelajaran Untar*, Vol. 9, No.2, 2013, p. 2.

⁹ Priyana, J., Riandi, & Mumpuni A. P., Interlanguage: English for Senior High School Students XI Science and Social Study Programme. (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, 2008). P.58

giving the reasons of the topic only consist of one prespective, it could be pro or contra.

Furthermore, the reasons given in this text is fact, so they are taken from the real events. It is in line with Wahidi's statement in Rakhmi and Amri that is analytical exposition text is a text that shows writers' perspective of topic based on occurrence around.¹⁰ It means that the students put the ideas used as point of view in this text based on phenomenon surrounding.

Based on statements above, the researcher conclude that analytical exposition text is one of the text type that require a higher writing level in which students should master the information of the topic based on occurrence around. The information is needed as the reasons to support the issue is being discussed.

2. The Structure of Analytical Exposition Text

Certainly, every text has a structure that is defined as a web of meaning relationships which relate the sentences to each other, give direction to the text and make it hold together.¹¹ It means that structure stands as a direction to write a text with a good coherence or meaning relationship.

Additionally, Priyana, Riandi, & Mumpuni also mentioned the generic structures of analytical exposition text that consists of three aspects:¹²

¹⁰ Rakhmi Eka Putri and Amri Isyam, Teaching Reading an Analytical Exposition Text Through Herringbone Technique to Senior High School Stduents, *Journal of English Language Teaching*, Vol. 2, No.1, 2013, p. 291.

¹¹ Graeme Kennedy, *Structure and Meaning*, p.321

¹² Priyana, Riandi, & Mumpuni, *op. cit.* p.58.

a. Thesis

Thesis means that the opinion given of something that will be written as a topic. For example: *I think children should go to school. It is a place where they can learn, make friends and have fun.*

b. Argument

The reasons of the thesis issue or the writer's perspective of the issue. For example: (1) *If they don't go to school children may never learn to read and write. This means that they might not get a good job or any job at all.* (2) *At school children can learn about lots of different things like maths, science, famous people and different countries. At school you can also play sport and go on excursions to visit interesting places.*

c. Reiteration

Reiteration is rewrite the statement from the thesis.

For example: *That's why children should go to school.*¹³

3. The Language Feature of Analytical Exposition Text

According to Mark and Khaty language features that used in writing an analytical exposition text are using modality, emotive words, and linking verbs:¹⁴

- a. Using words that present the author's point (modality). According to Knapp and Watkins, modality is used in showing arguments. There are three types of modality expressions, they are Modal auxiliaries, mental

¹³ Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Sydney: UNSW Press Book, 2005), p. 193.

¹⁴ Mark and Khaty, *loc. cit.*

verbs, and Temporal auxiliaries. The examples of modality are presented below:¹⁵*Modal auxiliaries*: You *should* put rubbish in the bin. *Mental verbs*: I *think* children should go to school. *Temporal auxiliaries*: It *will* make your class room look yucky.

- b. Using words that present the author's feelings (emotive words).
- c. Using linking verbs to connect the cause and effects. Knapp and Watkins mentioned about the connectives to link the points. They stated that there are several types of connectives, namely: temporal connectives (e.g *firstly, secondly, thirdly, finally...*), causal conditional connectives (e.g *because..*), comparative connectives (e.g *however, in other hand, eventhough, meanwhile...*) , and connective that show an effect or a result (e.g *so, therefore, consequently...*)¹⁶

4. The Measurement Rubrics of Writing skills

One of the important aspects in evaluation is scoring rubrics. According to Jabob et al in Sara Weigle, analytical scoring rubric consist of five elements to give score in writing. They are content, organization, vocabulary, language use, and mechanics.¹⁷ The analytical scoring rubric can be seen in the following table:

¹⁵ Knapp and Watkins, *op. cit.*, p. 189

¹⁶ *Ibid.*

¹⁷ Sara Cushing Weigle, *Assesing Writing*, (Cambridge: Cambridge University, 2002)., p.116.

Table 2
The Measurement Standard Score of Writing¹⁸

No	Components of Writing	Score	Criteria
1.	Content	30-27	Excellent to very good: knowledgeable, substantive, thorough development of thesis, relevant to the topic
		26-22	Good to average: some knowledge of subject, adequate range, limited knowledge of thesis, mostly relevant to the topic but lacks detail
		21-17	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic
		16-13	Very poor: does not show knowledge of subject, nonsubstantive, not pertinent, or not enough to evaluate
2.	Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated/supported, succinct, wellorganized, logical sequencing, cohesive
		17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
		13-10	Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development
		9-7	Very poor: does not communicate, no organization, not enough to evaluate
3.	Vocabulary	20-18	Excellent to very good: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
		17-14	Good to average: adequate range, occasional errors of word/idiom form choice, usage, and meaning confused or obscured
		13-10	Fair to poor: limited range, frequent errors of word/idiom form, choice, usage but meaning confused or obscured

¹⁸ J.B. Heaton., 146

		9-7	Very poor; essentially translation, little knowledge of english vocabulary, idiom, word form, or not enough to evaluate
4.	Language Use	25-22	Excellent to very good: effective complex constructions, few errors of agreements, tense, number, eord order/function, articles, pronouns, prepositions
		21-18	Good to average; effective but simple construction, several errors of agreement, tense, number, word form/function, articles, pronoun, preposition, but meaning seldom obscured
		17-11	Fair to Poor; major problem in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronoun, preposition an/or fragments run-ons, deletion, meaning confused or obscured
		10-5	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate
5.	Mechanic	5	Excellence to very good; demonstrated mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing
		4	Good to average; occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
		3	Fair to Poor; frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
		2	Very poor; no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting, illegible, or not enough to evaluate
	Total scores		

C. Concept of Pen Pals Later Strategy

1. Definition of Pen Pals Later Strategy

According to Hastuti and Nugroho pen pals are described as people who exchange letters with others to make friends.¹⁹ It can be said that pen pals are friendship to exchange letters with other people who have never known or met before. The meaning of pen pal is an activity carried out by two people, namely the sender and recipient of the letter with the aim of establishing friendship in the form of a letter.

In addition, Larrotta, Clarena and Serrano, Arlene F said pen pals could be from a local or a very distant place, and exchanges could include group letters or individual letters²⁰. This means that pen pals have an infinite range of distances and their interchangeability is not only for individual letters but also for group letters. On the other words, Writing to a pen pal is one way of developing English writing skills and encouraging teachers to take a closer look at language exchanges through practical writing experience.²¹ It means pen pals is one of the ways in which teachers develop their English writing skills and use practical writing experiences.

According to manzo and ulamanzo the pen pals letter strategy require students to engage in three important higher order literacy skill: evaluative thinking-forming, verification-supporting the opinion, persuasive articulation-

¹⁹ Dewi Tri Hastuti, "The use Of Pen Pal Project To Teach Writing Skill Of Recount Text To The Tenth Grade Students Of Sman 1 Trenggalek," n.d., P. 2.

²⁰ Clarena Larrotta and Arlene F Serrano, "Pen Pal Writing: A Holistic and Socio-Cultural Approach to Adult English Literacy," n.d., 9.

²¹ Woon Wern Lie and Melor Md Yunus, "Pen Pals Are Now in Your Finger Tips— A Global Collaboration Online Project to Develop Writing Skills," *Creative Education* 09, no. 15 (2018): p. 7, <https://doi.org/10.4236/ce.2018.915188>.

writing about the writing skill.²² This strategy is used to make students more interested in writing. The pen pals letter strategy can improve students' writing skills, and produce good writing.²³

It can be concluded that the pen pals strategy provides a separate task from the English writing tasks commonly applied in schools. Specifically, pen pal is an activity where a person exchanges letters with other people to make friends with someone they have never met. Writing pen pal letters allows students to share their personal interests and memories as they build relationships with their pen pals. While pen pals don't just practice writing and reading skills, they also offer lessons on how different cultures and practices exist in other cities or countries. Thus, the pen pals letter strategy is an effective strategy to do in improving students' writing skills.

2. The Structure of Pen Pals Letter

Until just a few decades ago, personal letters had been the common form of written personal communication since the 18th century. It really took off then because of mass-produced paper becoming widely available, a large rise in literacy rates, the advent of systematic message delivery, and the establishment of the postal system. However, the earliest letters date back to 500 BCE and the ancient Persians.²⁴

²² Athony V Manzo And Ula Casale Mano, *Content Area Reading*, (Columbus, Merrill Publishing Company, 1990), 228-230.

²³ Larrotta and Serrano, "*Pen Pal Writing: A Holistic and Socio-Cultural Approach to Adult English Literacy*,"

²⁴ Chevalier, Tracy, editor. "Letter" by Donald M. Hassler. *Encyclopedia of the Essay*, Fitzroy Dearborn Publishers, 1997.

A letter is a tool of communication to share the idea and information. A letter aims to strengthen a relationship, not just react to a situation. It can take both the writer and the reader on an excursion that sets off from a home base of mutual trust. The letter can be in form of traditional letter or electronic letter (e-mail) whether it comes into your life onscreen or through the mail slot, the well-thought-out letter is irresistible to read aloud, mull over, respond to, read again, and save. Good letter writing feels much like a good conversation, and it has the same power to nourish a relationship.²⁵ Warm letters have always had a powerful ability to build goodwill. And in an age of computers and e-mail, the old-fashioned personal letter stands out even more.²⁶ The good letters have the structure as following:

²⁵ Shepherd, Margaret with Sharon Hogan. *The Art of the Personal Letter: A Guide to Connecting Through the Written Word*. Broadway Books, 2008.

²⁶ Bly, Robert W. *Webster's New World Letter Writing Handbook*. Wiley, 2004.

Sukoharjo
Begajah 57551
Central Java

16 October 2021 *Date*

Dear my lovely best friend, *Salutation and name*

Hi, Brenda! How are you? I hope you are doing fine there. *Introduction*

I'm so glad to receive your early Christmas present. It's a very beautiful dress and it fits me very well. Thank you so much! Sorry for replying to your letter late. I was too caught up making some accessories for you, so you can use it on Christmas.

I also sent you some pictures of other accessories that I made. They look pretty, don't they?? I plan to sell these accessories at my school festival next week. I hope many people will buy them because some of the profit will be donated to an orphanage near my school.

I also have exciting news for you! Do you know what? I will go to Solo this Christmas to visit my grandparents! My mom and my dad also said that you can come over and we can have a sleepover at our house if you want, yeay! I can't wait to meet you soon and do many things together!

Anyway, how was your trip to Lombok last month? Is it any good?

I am waiting for your reply soon, and see you in 2 months! *Closing*

With love, *Complimentary close*

Tasya *Signature*

3. The Principles of Pen Pals Letter Strategy of Teaching

Writing letters to pen pals is a new concept, this strategy has been widely used in various formal education settings, has been used by

participants of all age groups and language proficiency levels. Pen pal writing has been used for a variety of purposes. In particular, Gambrell explained, pen pals are a strategy for exchanging letters between friends in the form of letters, this strategy is modeling a literature-based pen pal program focusing on written expression about literature, and the exchange can include group or individual letters²⁷. In addition to traditional letter writing, email exchanges can provide an incentive to write because of their fast response times. The method of implementing a pen pal project depends on the objectives of the activity and the state of the learning environment.

Hughes set out several principles regarding pen pal activity. First, the Pen pal strategies were matched with students in the class closest to their program. Second, the willingness of the classroom teacher to participate in the program and dedicate class time so that all students in the class write letters to their pen pals. And furthermore, Teachers and instructors monitor exchanges for personally identifiable (eg, address, email) and appropriate content to provide protection and protect participants²⁸.

The relevant theory also comes from McMillion, with the pen pal letter strategy it can increase their awareness of how to modify their language, improve vocabulary and skills in writing²⁹. It is evident that they do

²⁷ Gambrell dkk, *Authentic Reading, Writing, and Discussion: An Exploratory Study of a Pen Pal Project*. (The Elementary School Journal 112, no. 2 December 2011), P. 234–58.

²⁸ Elizabeth M. Hughes and Laura Mahalingappa, “*Experiences and Perceived Benefits of a Digital Pen Pal Experience on Preservice Teachers’ Preparation for Working with English Learners*”. (Routledge taylor and francis group, Vol. 40 No. 3, 10 Juli 2018), P. 258-259

²⁹ McMillion, “*Pen pals without borders: A cultural exchange of teaching and learning*”. (Education and Urban Society, 42(1) 2009), P. 119–135. doi:10.1177/0013124509336066

internalize this information to the extent that they are able to structure their vocabulary and sentence structures to make their language understood. The principles and techniques of learning pen pals are tools used by teachers to encourage students in writing skills.

Based on the description of the pen pal strategy above, it can be noted that pen pals have a goal to improve individual abilities in learning. The application of the pen pal strategy helps them to improve their individual skills in students' writing skills and can reduce boredom so that they can actively participate in the learning process. Pen pal letter strategies can also be a solution to develop student motivation in the learning process.

4. The Advantages of Pen Pals Letter Strategy

Since the use of the Pen Pal Program has shown significant success in language teaching and learning, it certainly has several advantages in teaching and learning English. The advantages are:³⁰

- a. Providing useful learning opportunities for students, and enriching language skills for students.
- b. Encourage shy or slow learners to express themselves in writing and become more familiar with syntactic aspects and semantic knowledge as students have more opportunities to interact with their pen pals using the target language.

³⁰ Larrotta and Serrano, "*Pen Pal Writing: A Holistic and Socio-Cultural Approach to Adult English Literacy*," 9.

- c. Writing pen pal will inspire students to learn more English as many studies have found encouragement to be the greatest influence of student learning.
- d. Make students learn not only writing in English but also different language functions. Grammar, vocabulary, language and culture, encourage students to engage in compilation of letters, which can contribute to higher reading and writing achievement.³¹

D. The Use of Pen Pals Letter Strategy to Teach Writing skills

1. The Procedures of Teaching Writing by Using Pen Pals Letter Strategy

Pen Pals Letter Strategy recommended to assist in developing and improving students' writing skills. The researcher designs a teaching procedure of analytical exposition writing by the use of pen pals letter strategy are as follows:

- a. The teacher explains the material about analytical exposition text; understanding, structure, linguistic features, and examples.
- b. The teacher divides the students into several groups consisting of two people. Those the people become partner to exchange the letter both of the students should be in the different group of learning. For example the pair as the following AG (the students in the morning class) is paired with KA (the students in afternoon class).

³¹ Carlie S. Wiener and Karen Matsumoto, "Ecosystem Pen Pals: Using Place-Based Marine Science and Culture to Connect Students," *Journal of Geoscience Education* 62, no. 1 (February 26, 2014): p. 41, <https://doi.org/10.5408/12-401.1>.

- c. The teacher gives several analytical exposition writing topics for the students.
- d. After that, the students write the analytical exposition text to share their opinion about this topic with their partner. The text is written in form of letter. This letter allow students to share and discuss their opinion regarding the topic given by the teacher.
- e. After the students finish writing the letter, the teacher collects the letter and give the letter to the next class (afternoon class).
- f. The students read and reply the letter.
- g. The teacher will check and appreciate the letter.

2. Steps of Writing Pen Pals Letter

Some steps of the writing Pen Pal Letter Strategy can be as follows:

- a. Students prepare a pen and a piece of paper on their desks.
- b. The teacher gives several topics to students to be developed into a paragraph.
- c. After students choose the topic they want, students develop the topic into a paragraph, with the allowed time.
- d. The teacher collects the letters and distribute the letters to the students in the next class (afternoon class).
- e. Then, the students exchange letters through the teacher and read each other's letters.
- f. The teacher checks the students' lettter and also give the suggestion to improve the quality of the students' writing.

E. Action Hypothesis

The use of pen pals letter strategy can increase the students` writing skill and learning activities among the eleventh grade of MA Darussalam Seputih Banyak

CHAPTER III

RESEARCH METHOD

A. Variables and Operational Definition of Variables

1. The Variables of Research

This research consists of two variables, they are independent and dependent variables. The independent variable in this research is pen pals letter strategy that will be implemented to increase the students' writing skill in easy way. This strategy is useful to make their writing is excellent in paragraphs of sentences. The dependent variable of this research is writing skill. Writing is one of the four of language skills that has to be mastered by the students in order to be able to write their ideas effectively.

2. The Operational Definition of Variable

Operational definition is the definition that based on characteristic of the things that will be defined, and it can be observed or measured. According to Creswell an operational definition is the specific cation of how you will define and measure the variable in your study.¹ Meanwhile, a variable refers to a characteristic or attribute of an individual or an organization that can be measured or observed and that varies among the people or organization being studied.²

¹ John W. Creswell , *Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, ed.4 (United States of America: by Pearson Education, Inc, 2012),151.

² John W. Creswell, *RESEARCH DESIGN Qualitative, Quantitative, and Mixed Methods Approaches*, ed.3 (United States of America: SAGE Publications. Inc, 2009), 235.

Based on the statement, the definition operational of the variable in this research are:

a. Dependent Variable

According to O'leary, dependent variable is the things you are trying to study or what you are trying to measure.³ The dependent variable of this research is students' writing skill that focuses on the students' skill. To measure writing skill of students, the writer will take the writing test by giving the writing test.

b. The independent Variable

According to O'leary, independent variable is what might be causing an effect on the things you are trying to understand.⁴ In a sense, the dependent variable "depends" on the independent variable. The independent variable of this research is pen pals letter strategy. This variable will be measured by observation. To observe this variable the writer will use observation sheet.

B. The Research Location

The writer will conduct Classroom Action research (CAR) at MA Darussalam Seputih Banyak. The object of this research is the students' writing skill at XI IPS of Ma Darussalam Seputih Banyak, consists of 30 students. The school was built at 1984 and located at Monas Kembar 16-17 Timur Pasar Seputih Banyak Street.

³ Zina O'leary, *The Essential Guide To Doing Research*, (London: SAGE Publications Ltd, 2004), 188.

⁴ Loc.cit..

C. The Subject and object of the Study

This research is the Classroom Action Research (CAR). The subject of this action research is the students of XI IPS at MA Darussalam Seputih Banyak. MA Darussalam is one of the oldest schools in East Lampung, it has 74 students and 16 teachers. The object of this research is the students' writing skill at XI of Ma Darussalam Seputih Banyak. The teacher chooses a class where students have a lower average score in writing. Based on the teacher's experience during teaching and learning activities in writing of English subject, the teacher indicated that the students are difficult lack in writing skill for developing idea, exactly the pen pals letter strategy is the problem solution for making the students better.

Table 3
Total students of the eleventh graders MA Darussalam

No	Class	Gender		Total
		Male	Female	
1.	XI IPS	10	10	20

D. Action Plan

The design of this research is classroom action research. It is called CAR because the research is aimed at developing a certain instructional technique to solve problems in a class. According to McNiff and Whitehead, Action research is about practitioners creating new ideas about how to improve practice, and putting those ideas forward as their personal theories of practice.⁵

⁵ Jean McNiff and Jack Whitehead, *All You Need About Action Research*, (London: Sage Publication Ltd, 2006), 5.

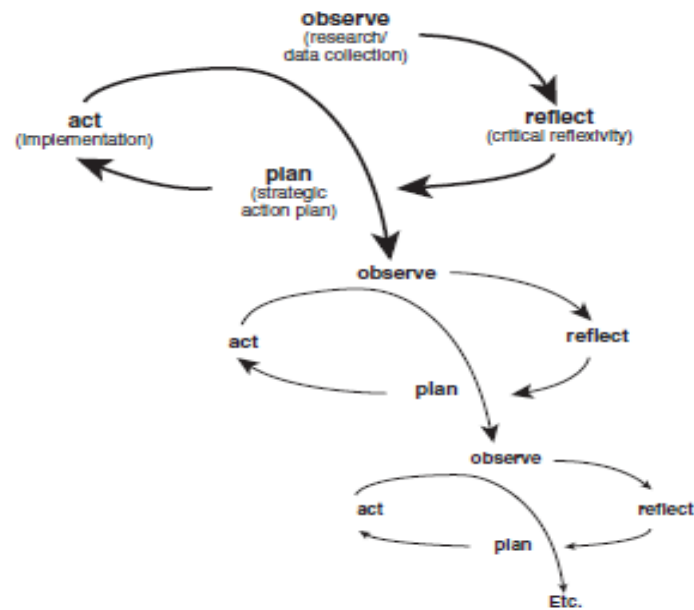
Cooper in McIntosh suggests that action research may not be a method of research at all, or even a set of methods, but a way of approaching the study of human beings from a philosophical construct in which some form of sharing takes place within mutually supportive environments.⁶Based on the statement above, the writer can say that Classroom Action Research is a reflective study done by the teacher in a classroom for getting solution about the problem until it can be solved. In addition, classroom action research helps the teacher to solve problem by applying a new method, strategy, or technique as an alternative way leading to innovation.

According to O'leary action research is a research strategy that pursues action and knowledge in an integrated fashion through a cyclical and participatory process. In this Classroom Action Research (CAR), consisted of the cycle and consisted of four steps, namely planning, acting, observing and reflecting.⁷ The writer describes the cycles through the scheme of action research design by O'leary as follows:⁸

⁶ Paul McIntosh, *Action Research and Reflective Practice*, (New York: Routledge, 2010), 32.

⁷ Zina O'leary, 139.

⁸ Zina O'leary, 141



**Figure 2. O'leary Action Research Design
(Source: O'leary, 2004)**

CAR will be applied in this research since it is regarded important to develop writing skill of the eleventh graders of MA Darussalam Seputih Banyak by pen pals letter strategy applying, by applying this strategy it is expected to solve students' problems in teaching-learning process of writing skill.

The classroom action research design applied in this research is a collaborative classroom action research. In conducting the research, the writers will collaborate with the real English teacher of MA Darussalam Seputih Banyak he is Fuad Nasrullah as an observer and collaborator. The writer will play a role as an English teacher who teaches writing skill through pen pals letter strategy to the students, while the real English teacher's role is as an observer who observes the action of the research while teaching-learning

activities happens in the classroom. Also the real English teacher acts as a collaborator when helps the writer in designing lesson plan, carrying out the reflection, and determining the follow up of the study. Here, the writer is not only as an observer but the writer also took actions by making lesson plan and giving assessment. Then, the writer also collecting and analyzing data together with the teacher to know the result of their student writing result.

The writer wants to describe a plan for CAR as follows:

1. Cycle 1

a. Planning

After interviewing, observing and conducting test before CAR. The teacher and the writer make instruments, as follows:

- 1) The writer prepares the lesson plan based on the 2013 curriculum and English syllabus.
- 2) The writer prepares the observational note and guidelines
- 3) The writer prepares the instrument of written test before and after CAR.

b. Acting

In this phase, the writer acts as the teacher and the real teacher becomes the observer. The writer conducts some activities in the class as follows:

1) Pre-Teaching

- a) The writer greets the students and checks the attendance list.
- b) The writer gives warm up activities.

- c) The writer explains general overview related to the topics of text.
- d) The writer confirms the students their comprehension about the text.

2) While Teaching Activities

- a) The writer applies the lesson plan.
- b) The writer explains the material about analytic descriptive text by using the Pen Pals Letter strategy.
- c) The writer gave a test to the students to make a simple paragraph based on the topic of the group. This test as practice and provide feedback to measure the skill of the students. Students prepare a pen and a piece of paper on their desks. The teacher gives several topics to students to be developed into a paragraph.
- d) After students choose the topic they want, students develop the topic into a paragraph, with the allotted time. Next, the teacher instructs the students to look for groups of two with the aim of becoming friends to exchange their letters.
- e) Then, students exchange letters and read each other's letters, as well as correcting errors in student writing. This strategy can be one of the learning strategies that can develop students' thinking ideas in written form.
- f) Peer editing, in this step, students (1) develop specific criteria for evaluating their writing, (2) divide into pairs or small groups and read and react to each other's paragraphs to exchange letters or

students' writing, and (3) edit and/or revise their own paragraphs before submitting a final draft for teacher evaluation.⁹

3) Post-Teaching

- a) The writer gives a conclusion about analytical exposition text.
- b) The writer closes the class.

c. Observing

In this phase, the writer will conduct some activities as follows:

- 1) The real teacher observers teaching learning activity in the classroom, such as class situation, teacher's performance, and students' response.
- 2) Identifies the students' achievement in learning writing skill by giving the test after CAR in cycle 1.
- 3) The writer calculates students' improvement scores from test before CAR to test after CAR in cycle 1 whether improving or not.

d. Reflecting

In this phase, the writer and teacher have some activities as follows:

- 1) The teacher and the writer discuss not only about the result of the implementation of CAR, but also students' achievement and the media.

⁹ Athony V. Manzo and UlaCasaleManzo, *Content Area Reading*, (Columbus, Merrill Publishig Company, 1990), 228-230.

- 2) The teacher and the writer prepare the lesson plan for the next cycle and for test after CAR in cycle 2 in order to know the improvement of students' score and to solve the problem unfinished yet.

1. Cycle 2

a. Planning

After interviewing, observing and conducting test before CAR. The teacher and the writer make instruments, as follows:

- 1) The writer prepares the lesson plan based on the 2013 curriculum and The writer prepares the observational note and guidelines
- 2) The writer prepares the instrument of written tests before and after CAR.

b. Acting

In this phase, the writer acts as the teacher and the real teacher becomes the observer. The writer conducts some activities in the class as follows:

1) Pre-Teaching

- a) The writer greets the students and checks the attendance list.
- b) The writer gives warm up activities.
- c) The writer explains general overview related to the topics of text.
- d) The writer confirms the students their comprehension about the text.

2) While Teaching Activities

- a) The writer applies the lesson plan.
- b) The writer explains the material about analytic descriptive text by using the Pen Pals Letter strategy.
- c) The writer gave a test to the students to make a simple paragraph based on the topic of the group. This test as practice and provide feedback to measure the skill of the students. Students prepare a pen and a piece of paper on their desks. The teacher gives several topics to students to be developed into a paragraph.
- d) After students choose the topic they want, students develop the topic into a paragraph, with the allotted time. Next, the teacher instructs the students to look for groups of two with the aim of becoming friends to exchange their letters.
- e) Then, students exchange letters and read each other's letters, as well as correcting errors in student writing. This strategy can be one of the learning strategies that can develop students' thinking ideas in written form.
- f) Peer editing, in this step, students (1) develop specific criteria for evaluating their writing, (2) divide into pairs or small groups and read and react to each other's paragraphs to exchange letters or students' writing, and (3) edit and/or revise their own paragraphs before submitting a final draft for teacher evaluation.¹⁰

¹⁰ Athony V. Manzo and UlaCasaleManzo, *Content Area Reading*, (Columbus, Merrill Publishig Company, 1990), 228-230.

3) Post-Teaching

- a) The writer concludes about analytical exposition text.
- b) The writer closes the class.

c. Observing

- 1) The real teacher observes of teaching learning activity in the classroom, which includes class situation, teacher's performance, and students' response.
- 2) Students are given the test after CAR in cycle 2.
- 3) The writer calculates students' improvement scores from test before CAR to test after CAR in cycle 1 to test after CAR in cycle 2.

d. Reflecting

- 1) The writer and the teacher discuss about the result of the implementation CAR by modifying a new strategy in action, about students' response with the media, about improvement students' score in writing and about analyzing the result from test after CAR in cycle 1 to test after CAR in cycle 2.
 - 2) The writer and the teacher make an agreement, if the target is not achieved, the action will be continued to cycle 3, but if the target is achieved, the action will be stopped.
-

E. The Data Collecting Technique

There are two type of collecting data: qualitative and quantitative data. The writer uses observation dealing with the qualitative data. On the other side, the writer uses the students' final result score of writing as a pre-test and post-test to obtain the quantitative data. Some instruments are applied to obtain the data in this study. The completely explanation of those instruments as follow:

1. Test

The writer uses test to get data result of the students' writing skill. The result of this test is students' writing score based on the strategy applied. The aim of this test is to measure the students' writing skill. The tests consist of the some types, as follows:

a. Pre-test

The pre-test will be conducted before implementing pen pals letter strategyin preparations study. Pre-test of this research will be in the form of essay test that ask the students to write a composition of analytical exsposition text in English.

b. Post-test

The post-test is implemented after using pen pals letter strategy in teaching writing skill. Post-test of this research will be in the form of essay test that ask the students to write a composition of analytical exsposition text in English.

2. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.¹¹ In this case, the writer observes the students directly in the classroom and gets the description about students' activity in learning writing process. The real teacher also observes the writer who teaches in the classroom and the implementation of CAR based on observation notes which already made before.

3. Documentation

Documentation is the process by which researchers record and organize their data for interpretation.¹² The writer uses the documentation method to get some information about:

- a. The history of MA Darussalam Seputih Banyak.
- b. The condition teachers and officials employes in MA Darussalam Seputih Banyak.
- c. The quantity of the students of MA Darussalam Seputih Banyak.
- d. Organization structure of MA Darussalam Seputih Banyak.
- e. Writing worksheet, course overviews and classroom materials of the students at MA Darussalam Seputih Banyak.

¹¹ John W. Creswell, 213.

¹² Glenda Mac Naughton and Patrick Hughes, *Doing action research in early childhood studies*, (New York: Open University Press, 2009), 150.

F. The Data Collecting Instrument

1. Writing Test

To identify the students' writing skill of the eleventh grade of MA Darussalam Seputih Banyak, the writer will apply writing test. The test measures the skill of the students about writing topic. The test consists of pre-test and post-test, of this research will be in the form of writing a composition in English.

2. Observation sheet

To observes the students' activity in learning writing process the writer will do observation. The data is taken based on the students' participation during teaching and learning activity based on lesson plan. The information obtained from this observation is used as a basis to determine the planning for next cycle.

3. Documentation Sheet

The documentation will be use in this resarch to get the data about the history of MA Darussalam Seputih Banyak, the condition teachers and officials employes in MA Darussalam Seputih Banyak, the quantity of the students of MA Darussalam Seputih Banyak, organization structure of MA Darussalam Seputih Banyak, writing worksheet, course overviews and classroom materials of the students at MA Darussalam Seputih Banyak. In addition the documentation will be used as the technique to get the data about the primer resource that are the student's written document in the form of their assignment about writing a composition in english.

G. The Data Analysis Technique

Data analysis is a process of organizing and sifting your data, then looking for and mapping any patterns or regularities in your data as a way to interpret it.¹³ Data analysis in this reasearch will be conducted by taking the average score of the pre-test. The writer uses a statistical technique. In scoring the test, the students score is counted with the following formula:

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

Notes:

\bar{X} = Mean

$\sum X$ = The total number of students' scores

N = Number of students¹⁴

Moreover, to know the result the researcher would compare between pre-test and post-test. The result will be matched by the minimum standard in this school at least 75. If from cycle 1, there are some students not successful, so the researcher will conduct cycle II. The minimum cycle in CAR is two cycles if from cycle II of the students were successful, the cycle able to be stop until cycle II only. The formula to figure out the percentage of the students who pass the MSC in each cycle as follows:

$$P = \frac{f}{N} \times 100\%$$

P = Class percentage

F = Frequency

N = Number of student¹⁵

¹³ *Ibid*,172.

¹⁴ Donald Ary et al, *Introduction to Research in Education*, (Canada; Wadsworth, 2010), 108-109.

¹⁵ Neils a weiss, *imtroductory statistic*, (new york, Pearson Education Inc, 2012), 41.

H. The Indicator of Success

The indicator of success takes from the process and the result of the action research. This research is called success if 75% of the students gain minimal score of 75 and 75% of the students are active in the learning activities.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Result of The Research

1. Description of Research Location

The general description of a research location intended as complementary data, subjectively certainly pays attention to some important things related to the condition of the school. These are the history of the school, the geography of the school, the condition of the school building, and the organizational structure of the school.

a. The History of MA Darussalam Seputih Banyak

Based on the collected documents, it was obtained that Madrasah Aliyah (MA) Darussalam Seputih Banyak was established in 1986. MA Darussalam Seputih Banyak has area of 1.310 m² with ownership status and located at monas kembar 16-17 Seputih Banyak street. Teaching and learning activities in MA Darussalam Seputih Banyak occurred from 07.00 am until 12.00 pm.

b. School Condition

1) Infrastructure

The condition of MA Darussalam Seputih Banyak has following buildings: 1 Principal's room, 1 Vice Principal's room, 1 Teacher's room, 1 Administration's room, 1 Living room, 21 Classroom, 1 Library, 3 Laboratory, 1 School health service room, 1

Counselor room, 1 Mosque, 1 Physical Educations room, 14 Toilet, 10 Canteen, and 2 parking area.

2) Existence of Teachers and staffs

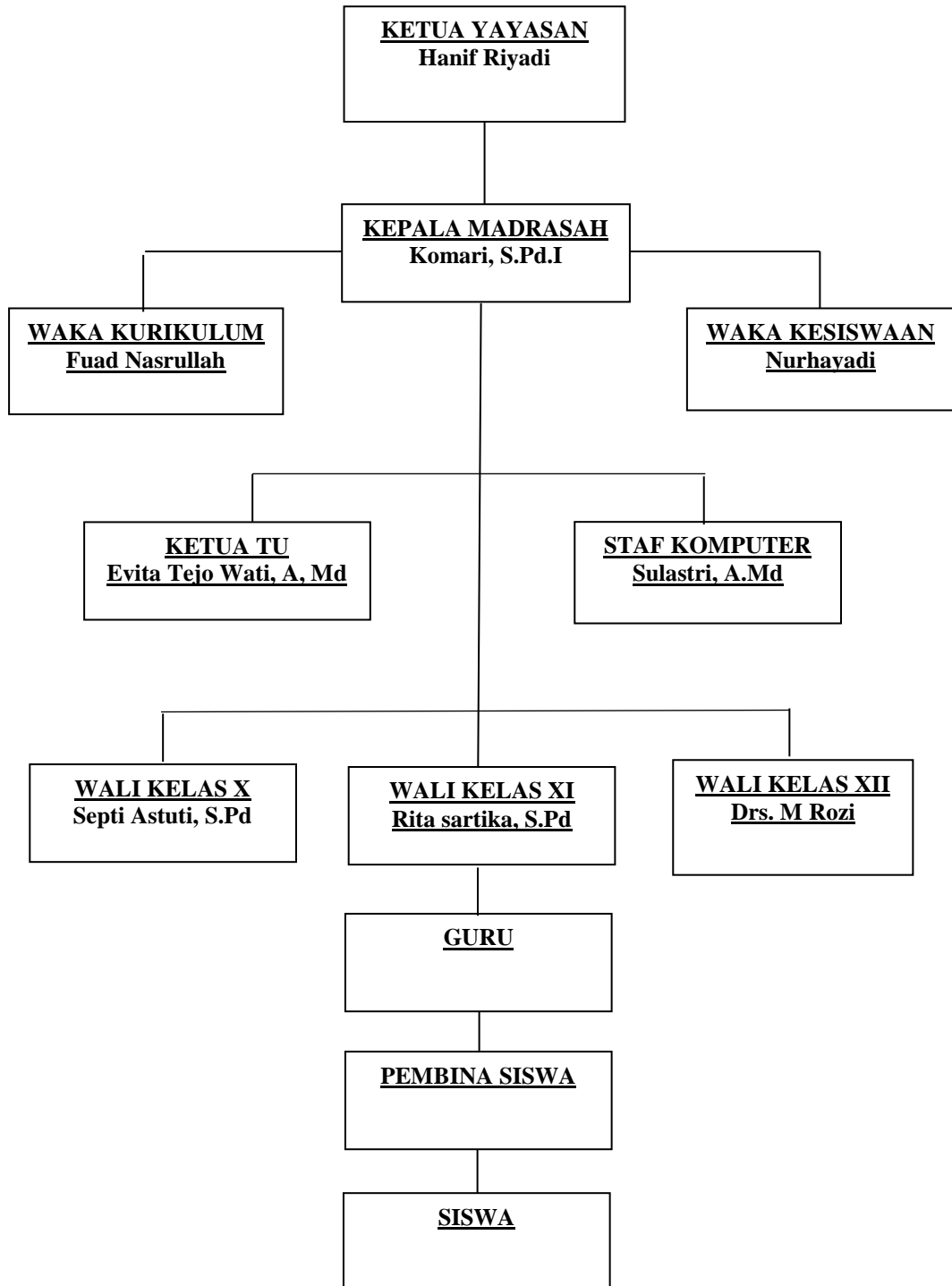
The conditions of teachers and official employers in MA Darussalam Seputih Banyak have been good enough for the learning process. The numbers of teacher and official employers in MA Darussalam Seputih Banyak can be identified as follows:

Table 4
The Teacher and Official Employees at MA Darussalam Seputih Banyak

No	Name	Position
1.	Hanif riyadi	Foundation president
2.	Kamari, S.Pd.I	Headmaster
3.	Drs. Rohmad	Teacher
4.	Nur Khayadi	Teacher
5.	Fuad Nasrullah, S.Pd	Teacher
6.	Drs. M. Suyadi	Teacher
7.	Drs. M Rozi	Teacher
8.	Ma. Mubayyinah, S.Pd	Teacher
9.	Niswati Hasanah, S.Pd.I	Teacher
10.	Rita Sartika, S.Pd	Teacher
11.	Tarmizi, S.Pd	Teacher
12.	Aprilian Dwi C, S.Pd	Teacher
13.	Ahmad effendi, M.Pd	Teacher
14.	Orin Neta Julia, S.Pd	Teacher
15.	Evita Tejowati, A.Md	Administration
16.	Sulastri, A.Md	Administration

Source: Documentation of MA Darussalam Seputih Banyak, 2021

Figure 2
The Organization Structure of MA Darussalam Seputih Banyak



c. The number of the Students of MA Darussalam Seputih Banyak

The quantities of the students in MA Darussalam Seputih Banyak are 74 students of MA Darussalam Seputih Banyak. Each grader consists of 1 class. The tenth grade consists of one class with 26 students, the eleventh grade consists of one class with 20 students, and the twelfth grade consists of one class with 28 students. The quantities of the students at MA Darussalam Seputih Banyak that could be identified as follows:

Table 5

The number of the students of MA Darussalam Seputih Banyak

No	Class	Male	Female	Total
1	X	17	7	26
2	XI	10	10	20
3	XII	16	12	28
Total				74

Source: Documentation at MA Darussalam Seputih Banyak, 2021

d. The School Identity and the Map of MA Darussalam Seputih Banyak.

School Identity of MA Darussalam Seputih Banyak

Number of School : 13 1 21 80 20 005
 Name of School : MA Darussalam Seputih Banyak
 Address : Jln. Monas Kembar no. 15-16 Timur Pasar
 Tanjung Harapan Kec. Seputih Banyak
 Lampung Tengah
 Postal Code : 34156
 Status : Accreditation B

e. Vision and Mission of MA Darussalam Seputih Banyak

1) Vision of School

Efforts to educate and develop the potential of human resources that have science, imtaq, and akhlakul karimah, as well as make systematic, targeted and intensive efforts, so that they can be diligent, prosperous, peaceful, respected, and accounted for by others.

2) Mission of School

- a) Increase and develop human resource potential.
- b) Optimize the implementation of computer learning guidance.
- c) Implement intra and extra-curricular education programs.
- d) Seek to improve religious skills.

2. Description of the Research Data

This research used classroom action research. It was conducted in two cycles that include of cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2×45 minutes. Each cycle comprised of planning, action, observation and reflection. To manage the class, the researcher made lesson plan. The action of this research used pen pals latter strategy to improve the students' writing skill.

a. Pre-test activity

The pre-test had been done before the classroom action research. It was conducted on Wednesday, July 15th, 2021. It started at 10.00 up to

11.30 A.M. There were 20 students of XI followed the test. The test was a writing performance test. The students were asked to write the ekspositional text by choosing one of the themes that was given. Then, the result of the pre-test can be seen in the table below:

Table 6
The Students' Score of Pre-test

No	Name	Score	Notes
1	AG	37	INCOMPLETE
2	DA	36	INCOMPLETE
3	DI	36	INCOMPLETE
4	TR	35	INCOMPLETE
5	EN	40	INCOMPLETE
6	FI	49	INCOMPLETE
7	FE	44	INCOMPLETE
8	FE	35	INCOMPLETE
9	FI	37	INCOMPLETE
10	HE	34	INCOMPLETE
11	KA	39	INCOMPLETE
12	KU	75	COMPLETE
13	LI	35	INCOMPLETE
14	MI	75	COMPLETE
15	MU	34	INCOMPLETE
16	MU	35	INCOMPLETE
17	NO	34	INCOMPLETE
18	SE	56	INCOMPLETE
19	SI	57	INCOMPLETE
20	SO	56	INCOMPLETE
Total of all students' grade		879	
Total all of the students (n)		20	
The highest grade		75	
The Lowest grade		34	
Average		43,9	

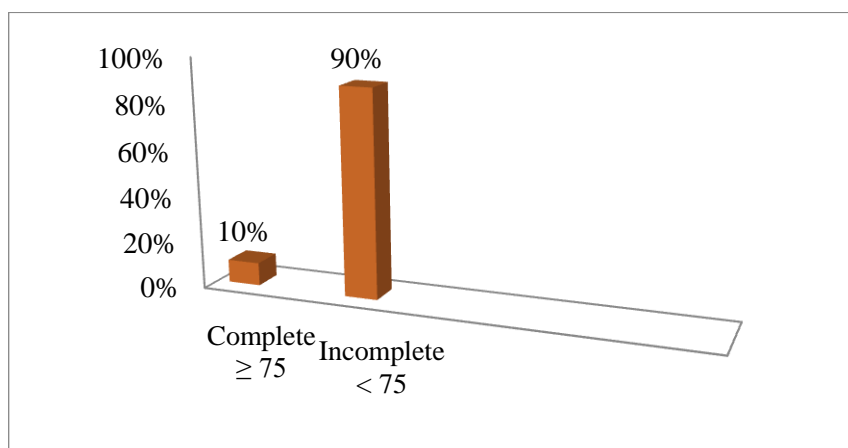
Source: the result of Pre-test on July, 15th 2021.

Furthermore, the results of the students' pre-test above can be summarized into the table of percentage and graph below:

Table 7
Students' Pre-test Grade

No	Grade	Frequencies	Percentage	Explanation
1	≥ 75	2	10%	Complete
2	< 75	18	90%	Incomplete
	Total	20	100%	

Figure 3
The Percentage of the Students' Grade in Pre-test



Based on the data above, it could be inferred that 18 students (90%) were not successful and 2 other students (10%) were successful. The successful students were those who got the minimum mastery criteria of English subject at MA Darussalam Seputih Banyak was 75. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 43,9 , so the result was unsatisfied. Therefore, the researcher used Pen Pals Letter strategy to improve the students' writing skill.

b. Cycle I

In cycle I, the research conducted 4 steps, such as Planning, Acting, Observing, Reflecting. Before conducting the 4 steps, the research analyzing and identified the data from the pre-test. The data of pre-test that students difficulties and problem in learning of writing. Hence, the researcher determined to apply the Pen Pals Letter Strategy in teaching writing of an analytical descriptive to overcome those problems. The implementation of the action in cycle I was held from July 17th, 2021 up to July 21th, 2021 at XI grade of MA Darrusalam Seputih Banyak. There were 20 students who followed this implementation. The more explanation of the cycle I was follows:

1) Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post-test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2) Acting

Acting is the second step in this research. The researcher also conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

Table 8
The Meeting Schedule of Action in Cycle I

Meeting	Day/Date	Time
1 st	Saturday, July 17 th , 2021	10.00 p.m. – 11.30 p.m.
2 nd	Wednesday, July 21 th , 2021	10.00 p.m. – 11.30 p.m.

a) The first meeting

The first meeting was conducted on Saturday, July 17th 2021 at 10.00 – 11.30 a.m., and it took about 2x45 minutes or 90 minutes. In this meeting, the researcher was a teacher and Fuad Nasrullah, S. Pd was the collaborator. At the beginning of the teaching learning process, the researcher greeted students by saying “salam and good morning” and asked about their condition first before checking the attendance list. Before giving the material, the researcher gave some questions, for example, “what do you know about analytical decriptive text?”. Some students could answered it but they used the Indonesian language. It could happen because they usually discuss it in the Indonesian language. Therefore, the researcher explained the material about analytical decriptive text, definition, structure, and example.

Furthermore, the researcher gave the students a topic and the students had to write an opinion and supporting evidence for it from the analytical descriptive text. Students started to make a text by making sub ideas into sentences, and into several well-structured paragraphs. The students look seriously during the pre-test. Some of the students look so confused to do the test. Then the students collect the letters written to the teacher and the teacher will distributed the letters that the students collected to other students to read and understand what the contents of the letter mean.

After that, the students developed specific criteria for evaluating their writing, divide up into pairs or small groups and read and reacted to one another's paragraphs, and edit and/or revise their own paragraphs before submitting a final draft for teacher evaluation. For the closing part, the researcher gave the motivation to the students and stimulated the students to conclude the material. And then, the researcher greets to closing the meeting. Then, the researcher greets to close the meeting, and reminded the students that it would be post-test in the next meeting.

b.) The second meeting

The second meeting was conducted on Wednesday, July 21th, 2021 at 10.00 – 11.30 a.m. This meeting used to post-test I,

this meeting was starting the class by greeting, praying, and checking attendance, and asking about the students' condition. The activity continued by giving some explanations more about analytical descriptive text and how to create it. The students had to write an analytical descriptive based on the topic given in 60 minutes, they can chose two topics there are health and gadget. The students did the test by using the Pen pals latter strategy.

Afterward, the students collected the letters written to the teacher and the teacher will distributed the letters that the students collected to other students to read and understand what the contents of the letter mean. After that, the students developed specific criteria for evaluating their writing, divide up into pairs or small groups and read and reacted to one another's paragraphs, and edit and/or revise their own paragraphs before submitting a final draft for teacher evaluation. The students did it seriously. It's repeat until the last students. It seemed that the student's scores would be improved. The students score was measured against a set of criteria namely content, organization, vocabulary, grammar, and mechanical.

3). Observing

In observation of researcher action, the collaborator observed the students' activities. The researcher as a teacher gave ekspositional text explanation by using Pen Pals Letter strategy.

While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting I and meeting II. The result of the students' learning activities could be seen as follow:

Table 9
The Frequency Students' Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	The students pay attention to the teacher's explanation	14	70%
2	The students are able to do the task	11	55%
3	The students are active in class	10	50%
4	The students ask/ answer question from the teacher	9	45%
Total Students		20	

Source: The students' activity at the eleventh grade of MA Darussalam Seputih Banyak, 2021

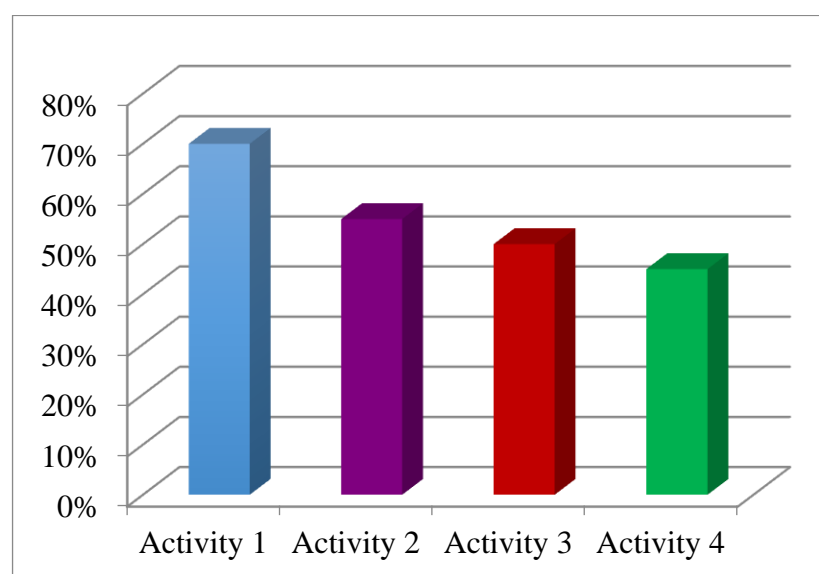


Figure 4.
The Percentage of Students Activities in Cycle I

The table showed that not all the students' were active in learning process. There were 14 students (70 %) who gave attention to the teacher explanation. 11 students (55%) who are able to do the task, 10 students who were active in the class (50%) and 9 students (45%) can ask/ answer question from the teacher.

1) Reflecting

From the result observation in learning process in cycle I, it is concluded that in the learning process has not achieved Minimum Mastery Criteria (MMC) that is 75 of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test grade and the result of students' post-test I grade.

c. Post test I

The end of second meeting the researcher gave post-test 1 conducted in cycle I with similar task on pre-test before. The kind of the test was writing test that asked the students to write analytical ekspositional text, they can choose two topics there are health and gadget. The result of the students' test in post-test 1 was better than test in pre-test before. The result of the students' test in post-test 1, as follow:

Table 10
The Students' Score of Post-Test I

No	Name	Score	Notes
1	AG	58	INCOMPLETE
2	DA	56	INCOMPLETE
3	DI	72	INCOMPLETE
4	TR	76	COMPLETE
5	EN	76	COMPLETE
6	FI	79	COMPLETE
7	FE	88	COMPLETE
8	FE	65	INCOMPLETE
9	FI	73	INCOMPLETE
10	HE	51	INCOMPLETE
11	KA	74	INCOMPLETE
12	KU	82	COMPLETE
13	LI	65	INCOMPLETE
14	MI	78	COMPLETE
15	MU	58	INCOMPLETE
16	MU	63	INCOMPLETE
17	NO	62	INCOMPLETE
18	SE	69	INCOMPLETE
19	SI	68	INCOMPLETE
20	SO	60	INCOMPLETE
Total of all students' grade		1382	
Total all of the students (n)		20	
The highest grade		88	
The Lowest grade		51	
Average		69,1	

Furthermore, the results of the students' pre-test above can be summarized into the table of percentage and graph below:

Table 11
The Students' Grade of Post-test 1

No	Grade	Frequencies	Percentage	Explanation
1	≥ 75	8	40%	Complete
2	< 75	12	60%	Incomplete
	Total	20	100%	

Source: The result grade of writing post-test 1 at XI grade of MA Darussalam Seputih Banyak, 2021

Then, the graph of The Students' Grade of post-test I in cycle I could be seen as follow:

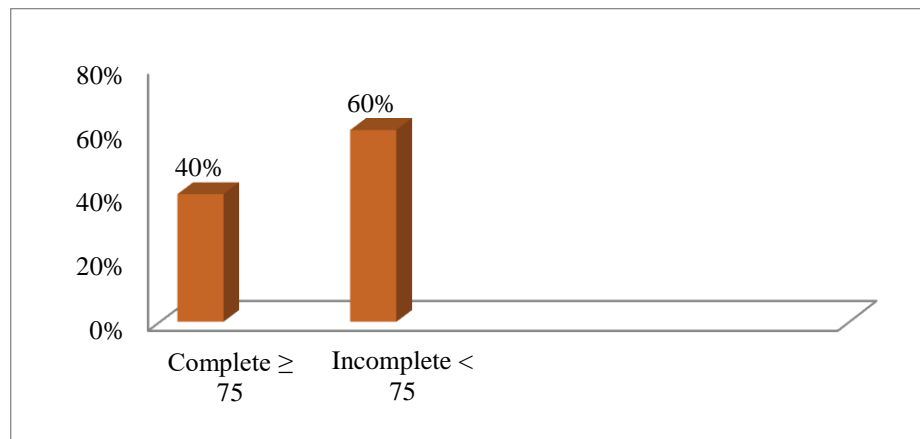


Figure 5.
The Percentage of the Students' Grade on Post-test 1

Based on the result above, it could be seen that 8 students (40%) got grade up to the standard and 12 students (60%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 75. Learning process was said successful when 75% students got grade ≥ 75 . The fact showed that the result was unsatisfied. The comparison between pre-test grade and post-test I grade was as follows:

Table 12
The Comparison of Students' Pre-Test score and Post-Test I writing skill in Cycle I

Interval	Pre-Test	Post-Test I	Explanation	
≥ 75	10%	40%	Increase	

< 75	90%	60%	Decrease	
Total	100%	100%		

Then, the graph of comparison students' comparison writing of pre-test and post-test I grade in cycle I could be seen as follow:

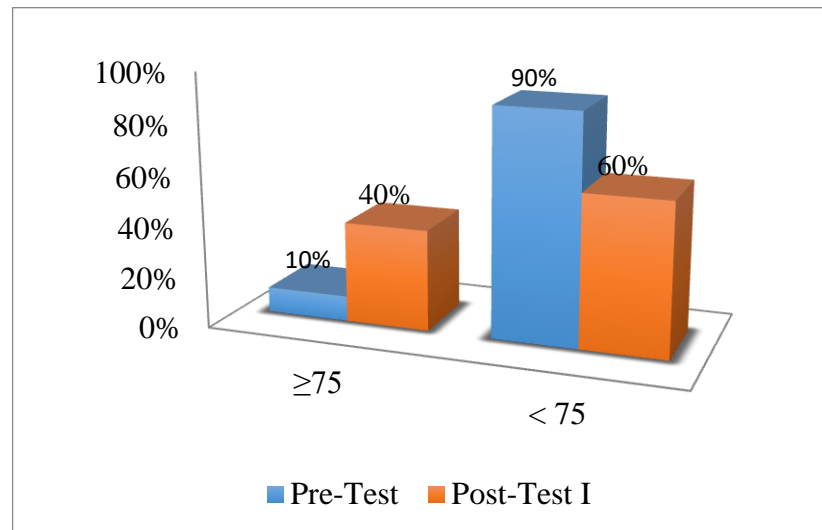


Figure 6. The Comparison of Percentage of the Students' Increase Grade on Pre-test and post-test I

The table and the graphic above, it could be inferred that 20 students (100%) were not successful and 0 other students (0%) were successful. The successful students were those who got the minimum mastery criteria at MA Darussalam Seputih Banyak at least 75. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 43,1, so the result was unsatisfied. Meanwhile, based on the graphic of pot-test 1, it could be seen that 8 students (40%) got grade up to the standard and 12 students (60%) got grade less than the standard. It was higher than the result of pre-

test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 75. Learning process was said successful when 75% students got grade ≥ 75 . The fact showed that the result was unsatisfied.

d. Cycle II

The action in the cycle I was not successful enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. The steps of the cycle II as follows:

1) Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to give the material for students in writing skill by the Pen Pals Letter strategy.

The researcher and collaborator prepared the lesson plan, observation sheet of the students' activities, identified the problem, and found the causes of problem at the first and the last of learning activities. The researcher also planned to give evaluation to measure the students' skill on the given materials.

2) Acting

The next action was taken after it was proven that in cycle I there was still no improvement. The researcher also conducted this

cycle in two meetings. The schedule of action in this cycle is as follows:

Table 13
The Meeting Schedule of Action in Cycle II

Meeting	Day/Date	Time
1 st	Saturday, July 24 th , 2021	10.00 p.m. – 11.30 p.m.
2 nd	Saturday, July 31 th , 2021	10.00 p.m. – 11.30 p.m.

a) The first meeting

The first meeting was held on Saturday, July 24th, 2021 at 10.00 – 11.30 a.m. and it took about 90 minutes or 2x45 minutes. At the beginning of the teaching and learning process, the researcher began the meeting by praying, greeting, checking the attendance list, and asking about the student's condition. The researcher gave the learning material about writing an analytical descriptive text. In this section, the researcher as the teacher also explained the material clearly.

After the explanation was done, the teacher asked the students about the material to know the student's comprehension. In this meeting, the condition of the class was effective. Most of the students were paying attention to the teacher's explanation. Then for the next section, the teacher ordered the students to listen and pay attention to what is

explained by the teacher until the students understand the material.

Afterward, the researcher gave two topics for students. The students had to make an analytical descriptive text about the topics. The researcher used pen pals letter strategy to do the practice. Later on, if the students still have difficulties, the students' can ask the teacher. To strengthen their result learning the teacher gave some evaluation from their learning results, the feedbacks and questions as needed to check their understanding about the topic that had been taught. Before the time was up, the teacher gave motivation to the students and remind them to keep on learning at home. Then, the teacher greets to closed the meeting, and reminded the students that it would be post-test in the next meeting.

b) The second meeting

The second meeting was conducted on Saturday, July 31th, 2021 at 10.00 – 11.30 a.m. The meeting was started by praying and greeting, checking the attendance list, and asking about the students' condition. On this occasion, the researcher gave some topics they are about Drugs and Smoking to the students write in the analytical descriptive text. Every student chose one topics. Same with the Post-test I, in this meeting the students did the test by Pen Pals Letter strategy.

Afterward, the students collected the letters written to the teacher and the teacher will distributed the letters that the students collected to other students to read and understand what the contents of the letter mean. After that, the students developed specific criteria for evaluating their writing, divide up into pairs or small groups and read and reacted to one another's paragraphs, and edit and/or revise their own paragraphs before submitting a final draft for teacher evaluation. This meeting used to post-test II at the end of cycle II, for 2x45 minutes after the students given the action. The researcher gave post-test to the students. In this meeting almost all of the students could answer well.

3) Observing

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result grade of students' learning activities observation, as follow:

Table 14
The Frequency Students' Activity in Cycle II

No	Students Activities	Frequency	Percentage
1	The students pay attention to the teacher's explanation	16	80%
2	The students are able to do the task	15	75%
3	The students are active in class	17	85%
4	The students ask/ answer question from the teacher	15	75%
Total Students		20	

Source: The students' activity at the eleventh grade of MA Darussalam Seputih Banyak.

Furthermore, the graph of percentage students activity in cycle II, as follow:

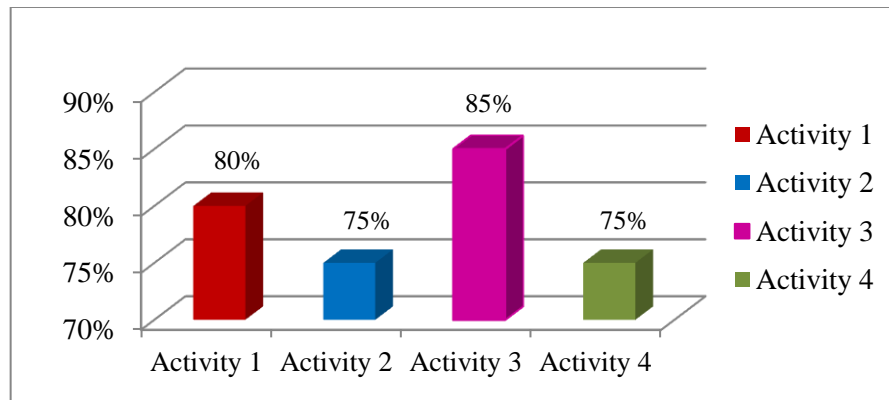


Figure 7. The Percentage of Students activity in Cycle II

The table above showed that the students' activity in cycle II was increase. The students' activity that had high percentage were the students pay attention of the teacher explanation 80%, then, are able to do the task 75% , the students active in the class 85%, and the last the students can ask/ answer question from the teacher 75%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage $\geq 75\%$.

4) Reflecting

From the result of learning process in cycle II, the researcher analyzed that generally by using Pen Pals Letter strategy. The students writing skill would improve. At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like

student's post-test II grade and observation of student's learning activities.

e. Post test II

In this meeting almost all of the students could answer well. It could be seen from the result of the post-test II provided. There were 4 of 20 students got the grade under the minimum mastery criteria in MA Darussalam Seputih Banyak. The result of the students' test in post-test II, as follow:

Table 15
The Students' Score of Post-Test II

No	Name	Score	Notes
1	AG	84	COMPLETE
2	DA	82	COMPLETE
3	DI	73	INCOMPLETE
4	TR	78	COMPLETE
5	EN	79	COMPLETE
6	FI	84	COMPLETE
7	FE	91	COMPLETE
8	FE	81	COMPLETE
9	FI	82	COMPLETE
10	HE	66	INCOMPLETE
11	KA	88	COMPLETE
12	KU	86	COMPLETE
13	LI	61	INCOMPLETE
14	MI	89	COMPLETE
15	MU	68	INCOMPLETE
16	MU	86	COMPLETE
17	NO	85	COMPLETE
18	SE	86	COMPLETE
19	SI	88	COMPLETE
20	SO	91	COMPLETE
Total of all students' grade		1628	
Total all of the students (n)		20	
The highest grade		91	
The Lowest grade		61	
Average		81,4	

Furthermore, the results of the students' pre-test above can be summarized into the table of percentage and graph below:

Table 16
The Students' Post Test II grade

No	Grade	Frequencies	Percentage	Explanation
1	≥ 75	16	80 %	Complete
2	< 75	4	20%	Uncomplete
	Total	20	100 %	

Source: The result grade of writing post test II at XI grade of MA Darussalam Seputih Banyak, 2021

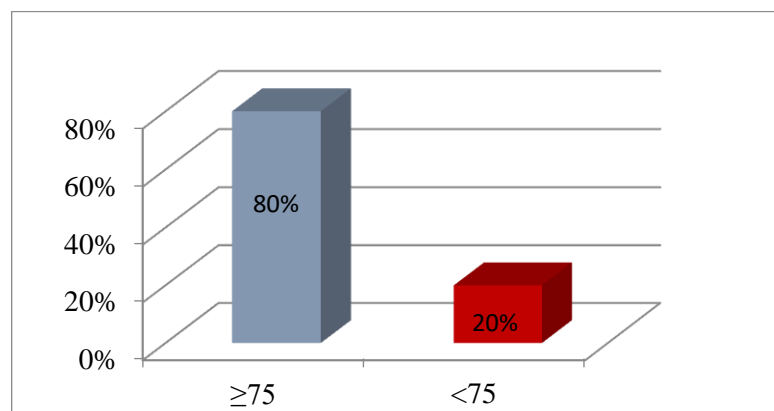


Figure 8. The Percentage of the Students' Grade in Post-test II

Based on the result above, it could be inferred that 16 students (80%) were successful and 4 other students (20%) were not successful. From the post-test 2 results, the researcher got the average of 81,4. It was higher than post-test 1 in cycle I. The comparison between students post-test I grade and post-test II grade could be compared on the following table.

Table 17
The Comparison of Students' Pre-Test score,
Post-test I and Post-Test II

Interval	Pre- Test	Post-Test I	Post-Test II	Explanation
≥ 75	10%	40%	80%	Increase
< 75	90%	60%	20%	Decrease
Total	100%	100%	100%	

Then, the graph of students writing skill post-test I and post-test II grade in cycle II could be seen as follow:

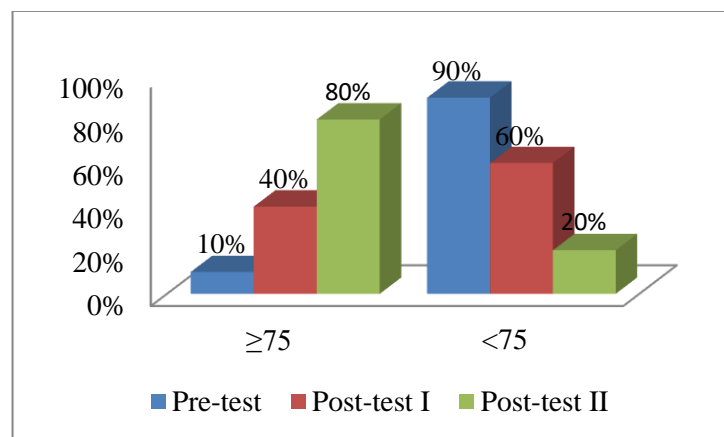


Figure 9. The Percentage of Comparison of Pre-test score,
Post-test I and Post-test II

From the table above, it could be seen that the grade of the students in post-test II was various. It could be inferred that 16 students (80%) were successful and 4 other students (20%) were not successful. From the post-test II results, the researcher got the average of 81,4. It was higher than pre-test and post-test 1. It means that the indicator of success of this research had been achieved that was $\geq 75\%$ students got grade 75. It indicated that the students' writing skill was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that Pen Pals Letter strategy improve the students' writing skill. Pen Pals Letter strategy is strategy that can use to help students in improve their writing skill. This strategy also can helps students to make a plan and arrange what will the students want to write. Therefore, it has proved that Pen Pals Letter strategy could be an interesting strategy to teaching writing skill.

f. Result of Students Learning

1) Result of students Pre-Test Grade

In this phase, the researcher presented the pre- test to measure the students ability before implementing the treatment. The researcher obtained the data through test in the from of essay which completed for 60 minutes. It was done on 14st July 2021. From the result of pre-test showed that most of the students got difficult for doing the test. Based on pre-test result, it could be inferred that 20 students (100%) were not successful and 0 other students (0%) were successful. The successful students were those who got the minimum mastery criteria at MA Darussalam Seputih Banyak at least 75.

2) Result of Students Post- Test 1 Grade

In this research, to know the students writing skill after implementing the treatment the researcher conducted the post-test I. It was done on 21th July 2021. Based on the result of post-test 1, it could be seen that 8 students (40%) got grade up to the standard and 12 students (60%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 75. Learning process was said successful when 75% students got grade ≥ 75 . The fact showed that the result was unsatisfied.

3) Result of Students' Post- Test II Grade

In this phase, the researcher continued to cycle II because the grade of post-test I in cycle I did not fulfilled the MMC yet that was only 40% passed the MMC. The researcher presented the post- test II to measure the students' skill after implementing the treatment. The researcher obtained the data through test in the form of writing test which completed for 90 minutes, it could be seen that the grade of the students in post-test II was various. It could be inferred that 16 students (80%) were successful and 4 other students (20%) were not successful. From the post-test II results, the researcher got the average of 81,4. It was higher than post-test 1 in cycle I. It means that the indicator of success of this

research had been achieved that was $\geq 75\%$ students got grade 75.

It indicated that the students' writing skill was improved.

g. Comparison of Grade in Pre-Test, Post-Test I in cycle I, and Post-Test II in Cycle II.

English learning process was successfully in cycle I but the students' average grade was low. While the grade of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average grade was higher than cycle I. Based on the result of the pre-test, post-test I and post-test II, it was know that there was a positive significant increasing of the students' grade. It could be seen from the students get grade 75 from 0 to 8 became 16. Therefore, the researcher concludes that the research was successful because the indicator of success in this research had been achieved. The following was the table of the comparison between grade in pre-test, post-test I and post-test II:

Table 18
The Comparison of Students' Pre-Test, Post-Test I Grade in Cycle I and Post-Test II Grade in Cycle II

Interval	Pre-Test	Post-Test I	Post-Test II	Explanation
≥ 75	2	8	16	Complete
< 75	18	12	4	Incomplete
Total	20	20	20	

The researcher showed the graph of the result of pre-test, post-test I and post-test II, as follow:

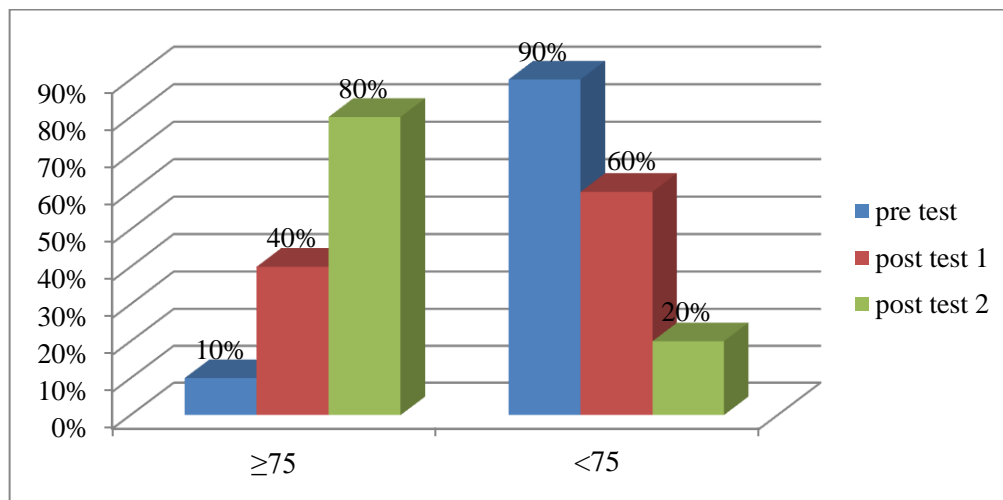


Figure 10. The Comparison Grade of Students writing skill in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II

Based on the graph above, it could be inferred that Pen pals letter strategy could improve the students' writing skill. It is supported by improving grade of the students from pre-test to post-test I and from post-test I to post-test II.

h. The Result of Students' Learning Activities in Cycle I and Cycle II

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement is as follows:

Table 19
The Percentage of Students Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Improving
		F	Percentage	F	Percentage	
1	The students give pay attention of the teacher's explanation	14	70%	16	80%	Improved
2	The students' are able to do the task	11	55%	15	75 %	Improved

3	The students are active in class	10	50%	17	85 %	Improved
4	The students' ask/answer question from the teacher	9	45%	15	75%	Improved

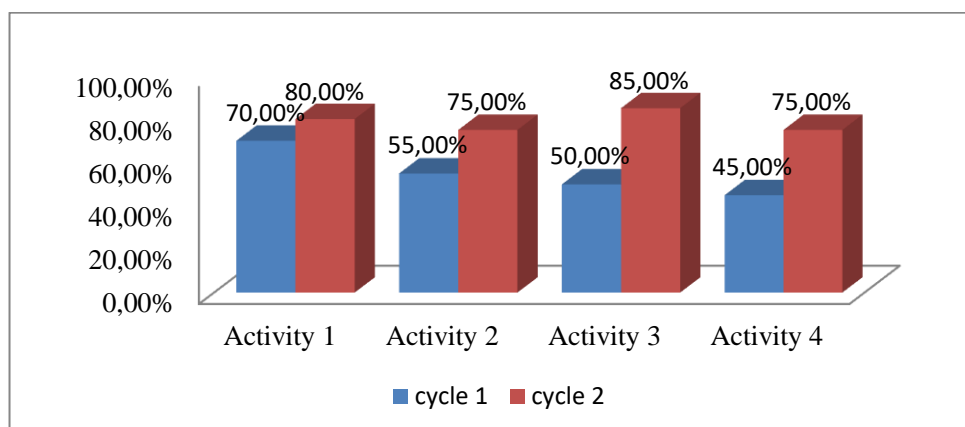


Figure 11. Figure of Learning Activity in Cycle I and Cycle II

Based on the data had gotten, it can be explained as follow:

- 1) The Students pay attention to the teacher's explanation from the first meeting to the next meeting was increased. In cycle I it was only 70% and in cycle II 80%, it is improved 20%.
- 2) The students who ask/answered question from the teacher was increased from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was improved 20%, from cycle I 55% and cycle II 75%.
- 3) The students are active in the class. The active students in class were improved. It could be seen on the cycle I 50% and cycle II 85%, it improved 35%. Based on the data above, it could be concluded that

the students felt comfort and active with the learning process because most of the students shown good improving in writing skill when Pen Pals Letter strategy was applied in learning process from cycle I up to cycle II.

4) The students ask or answer question from the teacher

The students who had done the task were increased. It could be seen on the cycle I 45% and cycle II 75%, it increased 30%. Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of Pen Pals Letter strategy improve the students' in writing skill. There was progress average grade from 43,3 to 69,9 and to 81,4.

Based on the result of pre-survey, it can be inferred that there was an improving on the average grade and total of the students who passed the test from pre-test, post-test I to post-test II. The average grade in the pre-test was 20 students' did not achieve the criteria (100%).

Moreover, in the post-test I there was 8 students or (40%) passed the test the indicator students get $\text{grade} \geq 75$ with average 69,9. Meanwhile, in the post-test II there was 16 students or (80%) passed the test the indicator students get $\text{grade} \geq 75$ with average 81,4. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success 75% of students got grade 75 was achieved.

B. DISCUSSION

Based on the explanation of cycle I and cycle II, it could be inferred that the use of Pen Pals Letter strategy could improve the students' writing skills. There was progress from the students got grade ≥ 75 from pre-test 90% or 2 students, post-test I 40% or 8 students and post-test II become 80% or 16 students. We could be seen that was an enhancement on the students' complete score and the total scores of the students who passed the least from pre-test, post-test I to post-test II.

Moreover, the standard criteria with the score minimum at the school were 75. In this research, in the post-test I there was 8 students, or 40% passed the test with an average of 69,1 and the post-test II was students 16 students or 80% who passed the test with an average of 81,4. From the explanation, the researcher concluded that the research was successful and it could be stopped in cycle II because the indicator of success 75% of students got score >75 was reached.

Thus, the above results have succeeded in proving several theories put forward in this study which believe that the application of pen pals letter strategy can be the right solution in teaching writing. As stated by Dewi Tri Hastuti also suggested that the pen pals letter strategy was important. This study also supports previous research, this study showed a significant increase in the achievement of students' writing skills after they were taught

using the pen pals letter strategy¹. In addition, Clarena Larrotta concludes that there is a pen pals letter that has a significant effect on students' writing skills.²

The result of the student's activities in cycle I and cycle II were improved. The students pay attention from 70% become 80%, the students able do the task from 55% become 75%, the students activeness in the class from 50% become 85%, the students ask/answer questions from the teacher 45% become 75%. A result of students' activities in cycle I and cycle II, there are improvements in students' learning activities.

Furthermore, the results above successfully proved some stated theories in this research which believe that the implementation of the pen pals letter strategy can be an appropriate solution for students participating in the class. The student was an increase of student activity for cycle I to cycle II with the indicators are students pay attention (listening, qualification, showing, evidence), the students respond teachers questions (answering, agreement, refusing, saying, submitted), the students ask questions (clarifying, examine, clear, concluding, finding, solving), the students comprehend the material (mention, explaining, identifying, marking out, example, concluding).³

¹ Dewi Tri Hastuti, "The use Of Pen Pal Project To Teach Writing Skill Of Recount Text To The Tenth Grade Students Of Sman 1 Trenggalek," n.d., 1.

² Linda B. Gambrell et al., "Authentic Reading, Writing, and Discussion: An Exploratory Study of a Pen Pal Project," *The Elementary School Journal* 112, no. 2 (December 2011): 234–58, <https://doi.org/10.1086/661523>.

³ Mimin Haryati, *Model Dan Teknik Penilaian Pada Tingkat Satuan Pendidikan* (Jakarta: Gaung Persada Press, 2017). p.125-126

Pen pal letter strategy can enhance students' vocabulary as students will get a lot of input of new words from their peers in exchanging the letters. Teacher's comments and suggestions can also be the meaningful input for the students in improving their vocabulary size. In writing letters to their peers, students also unconsciously benefited from the project in activating their background knowledge. Thus students were broadening their perspectives and developed their ideas in producing their writing so they wrote a meaningful product of writing. Finally, as students were getting used to writing, especially on their own willingness, their spelling and mechanics in writing improved because of the frequent activity. Their sense of structural sentences was gradually improved by itself as students frequently write.

There are several purposes for this writing activity. The first is to have students learn the form of communication, the friendly letter. The second is to have students write to each other students write to other students about themselves, synthesizing their own learning and increasing their comprehension.⁴ The state above telling us that is students will introducing themselves to each other and write interesting stories. Pen pals have provided an authentic audience for student's writing through the years.⁵ It is mean that pen pal is an effective teaching strategy in the teaching and learning of writing especially analytical exposition text.

⁴ Kuta, Katherine Wiesolek, "*Reading and Writing to Learn*", New York. Libraries United, P.135.

⁵ Peterson, Shelley S, "*Writing Across the Curriculum*", Canada. Portage and Main Press, P.58.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher concluded that the writing skill could be improved through Pen Pals Letter strategy at the eleventh graders of MA Darussalam Seputih Banyak. It can be seen on the progress from pre-test to cycle I and cycle II. The percentage of students' writing skill got from post-test II of cycle II is 80%.

It means that the result of cycle II had already achieved the indicator of success that is 75 % of the students achieve the Minimum Mastery Criteria (MMC). It is because Pen Pals Letter strategy consists of the effective teaching procedures that significantly encourage and improve the students' writing skill.

In addition Pen Pals Letter strategy can improve students' learning activity at the eleventh grade of MA Darussalam Seputih Banyak. It was investigated that the percentage of learning activity of cycle II is 78%. It means that Pen Pals Letter strategy can improve the student's learning activity. It is because the use of all teaching procedures in Pen Pals Letter strategy can support the researcher effectively in improving the students' learning activities.

B. Suggestion

Based on the conclusion above, there are some suggestion intended to the increasement of teaching and learning process, as follows:

1. For English Teacher

It is better for the teacher to use Pen Pals Letter strategy in English learning especially in writing skill.

2. For the Students

It is suggested to the students in order to be more active in learning process in the class and improve their writing skill so they can be successful in English learning.

3. For Headmaster

The result of this research as the considering in learning process in the school and the headmaster can convey to the teachers that they know students' problem in order to teach learning effectively.

4. For the school

The school should support the English learning process by preparing the facilitation and instrument completely. The school should provide the good situation to support English learning process.

5. For the next Researcher

It is recommended that future researchers use this technique to increase other English learning.

Bibliographi

- Atika, Rizky, M Khairi Ikhsan, and Sumatera Barat. “*Teaching Writing Descriptive Text By Combining Mind Mapping Strategy And Pen Pal Letters Strategy Of The Second Grade In Junior High School,*” n.d., 4.
- Barry H. Cohen. *Explaining Psychological Statistic*. Canada: John Wiley & Sons, 2013.
- Brown, H. Douglas. *Teaching by Principle An Interactive Approach to Language Pedagogy*. San Francisco: Longman, n.d.
- Creswell, Jhon W. *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*. Third Edition. United States of America: SAGE Publications. Inc, 2009.
- Donald Ary et al. *Introduction to Research in Education*. 8th ed. Belmont: CA: Wadsworth, 2010.
- Elizabeth, DePoy, PhD, MSW, OTR. *Introduction to Research Understanding and Applying Multiple Strategies*. U.S.A, 2016.
- Gambrell, Linda B., Elizabeth M. Hughes, Leah Calvert, Jacquelynn A. Malloy, and Brent Igo. “*Authentic Reading, Writing, and Discussion: An Exploratory Study of a Pen Pal Project.*” *The Elementary School Journal* 112, no. 2 (December 2011): 234–58. <https://doi.org/10.1086/661523>.
- Guth, N. (2002). Community literacy day: A new school develops community support. *The Reading Teacher*, 56(3), 234-236.
- Harmer, Jeremy. *How to Teach Writing*. England: Pearson Education Limited, 2004.
- Hastuti, Dewi Tri. “*The Use Of Pen Pal Project To Teach Writing Skill Of Recount Text To The Tenth Grade Students Of Sman 1 Trenggalek,*” n.d., 8.
- Heaton, J. B. *Writing English Language Test*. United States of America: Longman Group UK Limited, 1988.
- Heaton, J.B. *Writing English Language Tests*. New York: Longman Group UK Limited, 1988.
- Hyland, Ken. *Second Language Writing*. Cambridge; New York: Cambridge University Press, 2003. <http://hdl.handle.net/2027/heb.31742>.

- Kuta, Katherine Wiesolek. "*Reading and Writing to Learn*". New York. Libraries United, 2008.
- Larrotta, Clarena, and Arlene F Serrano. "*Pen Pal Writing: A Holistic and Socio-Cultural Approach to Adult English Literacy*," n.d., 11.
- Lenhart, Arafah, Smith, & Macgill. "*Writing, Technology and Teens*". Washington D.C.: Pew Internet & American Life Project, 2008.
- Lie, Woon Wern, and Melor Md Yunus. "*Pen Pals Are Now in Your Finger Tips—A Global Collaboration Online Project to Develop Writing Skills.*" *Creative Education* 09, no. 15 (2018): 2491–2504. <https://doi.org/10.4236/ce.2018.915188>.
- Louis Cohen, Lawrence Manion, and Keith Morrison. *Research Methods in Education*. New York: Routledge, 2007.
- M. Hughes, Elizabet., & Mahalingappa, Laura. (2018). "*Experiences and Perceived Benefits of a Digital Pen Pal Experience on Preservice Teachers' Preparation for Working with English Learners*". Routledge taylor and francis group. Vol. 40 No. 3 (2018): 258-259. (Accessed December 10, 2021)
- Muhammad Javed. "*A Study of Students' Assessment in Writing Skills of the English Language*" Vol 6 No. 2 (2013): 130.
- Nunan, David, ed. *Practical English Language Teaching*. 1st ed. New York: McGraw-Hill/Contemporary, 2003.
- Peterson, Shelley S. "*Writing Across the Curriculum*". Canada. Portage and Main Press, 2005
- Rajendra K., Sharman. *Demography And Population Problems*. India, 2007.
- Rankin, Joan L. "*Connecting Literacy Learners: A Pen Pal Project*" 46. No. 3 (2016).
- Titik Harsiati. "*Feedback And Self Regulation In Writing Learning Assesment In Junior High School.*" *Journal of Intensive Studies on Language, Literature, Art, and Culture* Vol. 1 No. 1 (2017).
- Westwood, Peter. *Learning and Learning Difficulties A Handbook for Teachers*. Autralian: ACER Press, 2004.
- Wiener, Carlie S., and Karen Matsumoto. "*Ecosystem Pen Pals: Using Place-Based Marine Science and Culture to Connect Students.*" *Journal of*

Geoscience Education 62, no. 1 (February 26, 2014): 41–48.
<https://doi.org/10.5408/12-401.1>.

Yuliah, Siti, Agustia Widiastuti, and Ghea Resta Meida. “*The Grammatical and Mechanical Errors of Students in Essay Writing*” 5 (2019): 15.

Appendices

Pre-Test**Writing Test**

Please make a one paragraph analytical exposition text and choose one of the following topics!

- a. Forest
- b. Education

Post-Test 1**Writing Test**

Please make a one paragraph analytical exposition text and choose one of the following topics!

- a. Gadget
- b. Health

Post-Test 2
Writing Test

Please make a one paragraph analytical exposition text and choose one of the following topics!

- a. Drugs
- b. Smoking

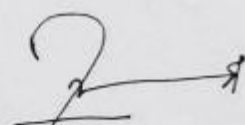
Analytic Writing Criteria

No	Indicator	Point	Criteria
1.	Content	30-27	Excellent to very good
		26-22	Good to average
		21-17	Fair to poor
		16-13	Very poor
2.	organization	20-18	Excellent to very good
		17-14	Good to average
		13-10	Fair to poor
		9-7	Very poor
3.	Vocabulary	20-18	Excellent to very good
		17-14	Good to average
		13-10	Fair to poor
		9-7	Very poor
4.	Language use	25-22	Excellent to very good
		21-19	Good to average
		17-11	Fair to poor
		10-5	Very poor
5.	Mechanics	5	Excellent to very good
		4	Good to average
		3	Fair to poor
		2	Very poor

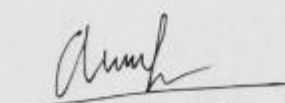
JADWAL KELAS XI

HARI	WAKTU	KELAS	KETERANGAN
RABU,14 JULI 2021	10.00-11.30	XI	PRE-TEST
SABTU, 17 JULI 2021	10.00-11.30	XI	TREATMENT
RABU,21 JULI 2021	10.00-11.30	XI	TREATMENT + POST TEST
SABTU, 24 JULI 2021	10.00-11.30	XI	TREATMENT
SABTU, 31 JULI 2021	10.00-11.30	XI	TREATMENT + POST TEST

Mengetahui,
Kepala Sekolah


Kamari, S.Pd.I

Guru Mata Pelajaran

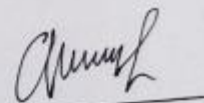

Fuad Nasrullah, S.Pd

Analytic Writing Criteria of Pre-Test

No	Name	Criteria					Total Score
		Content	Organization	Vocabulary	Language Use	Mechanics	
1	AG	13	9	8	6	2	38
2	DA	13	7	9	6	2	37
3	DI	13	7	7	6	2	35
4	TR	13	7	7	6	2	35
5	EN	15	8	7	8	2	40
6	FI	21	10	8	9	2	50
7	FE	18	7	8	8	2	43
8	FE	13	7	7	5	2	34
9	HI	13	7	7	8	2	37
10	HE	13	7	7	5	3	35
11	KA	13	8	9	6	3	39
12	KU	22	17	16	13	3	71
13	LI	13	7	7	5	2	34
14	MI	18	16	14	12	2	62
15	MU	13	7	7	6	2	35
16	MU	13	7	7	6	2	35
17	NO	13	7	7	5	2	34
18	SE	14	10	13	17	2	56
19	SI	14	11	12	18	2	57
20	SO	18	10	10	17	2	57

Seputih Banyak, Juli 2021

Collaborator



Fuad Nasrullah

Analytic Writing Criteria of Post-Test 1

No	Name	Criteria					Total score
		Content	Organization	Vocabulary	Language Use	Mechanics	
1	AG	17	14	13	11	3	58
2	DA	16	10	10	17	3	56
3	DI	18	18	17	17	2	72
4	TR	20	18	17	18	3	76
5	EN	19	18	19	17	3	76
6	FI	20	18	18	20	3	79
7	FE	27	20	18	19	4	88
8	FE	19	13	13	18	2	65
9	HI	20	16	17	18	2	73
10	HE	17	10	12	10	2	51
11	KA	25	15	14	17	3	74
12	KU	26	17	18	18	3	82
13	LI	17	16	14	15	3	65
14	MI	21	18	15	21	3	78
15	MU	20	15	10	10	3	58
16	MU	20	14	10	16	3	63
17	NO	17	13	13	16	3	62
18	SE	18	13	17	18	3	69
19	SI	18	14	16	17	3	68
20	SO	18	16	15	17	3	69

Seputih Banyak, Juli 2021

Collaborator



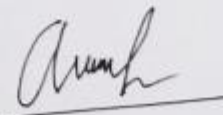
Fuad Nasrullah

Analytic Writing Criteria of Post-Test 2

No	Name	Criteria					Total score
		Content	Organization	Vocabulary	Language Use	Mechanics	
1	AG	27	17	17	19	4	84
2	DA	27	16	18	18	3	82
3	DI	16	17	18	19	3	73
4	TR	22	16	17	19	4	78
5	EN	21	17	18	20	3	79
6	FI	22	18	19	21	4	84
7	FE	28	20	19	20	4	91
8	FE	20	19	17	21	4	81
9	HI	21	22	18	18	3	82
10	HE	18	16	12	17	3	66
11	KA	28	18	17	21	4	88
12	KU	27	18	17	20	4	86
13	LI	16	14	17	11	3	61
14	MI	27	19	18	21	4	89
15	MU	16	14	14	21	3	68
16	MU	27	18	17	20	4	86
17	NO	27	18	17	19	4	85
18	SE	27	17	18	20	4	86
19	SI	28	18	17	21	4	88
20	SO	28	18	19	22	4	91

Seputih Banyak, Juli 2021

Collaborator



Fuad Nasrullah


Table
Observation Sheet of Students' Activities in Cycle 1

No	Name	Activity			
		The students pay attention of the teacher's explanation	The students arable do the task	The students are active in class	The students ask/answer the question from the teacher
1	AG	✓	-	✓	-
2	DA	-	-	-	-
3	DI	✓	✓	✓	✓
4	TR	✓	✓	-	✓
5	EN	✓	✓	-	-
6	FI	✓	✓	✓	✓
7	FE	-	✓	✓	✓
8	FE	-	✓	-	✓
9	HI	✓	-	-	✓
10	HE	-	-	-	✓
11	KA	✓	✓	-	-
12	KU	✓	✓	✓	-
13	LI	-	✓	✓	-
14	MI	✓	✓	✓	-
15	MU	-	-	✓	-
16	MU	✓	-	-	✓
17	NO	-	-	✓	✓
18	SE	✓	-	-	✓

19	SI	✓	✓	-	-
20	SO	✓	✓	-	-

Note: Tick (✓) for each positive activity

Seputih Banyak, Juli 2021
The Researcher



Elby Nourma Mudha
NPM. 1601070012

Table
Observation Sheet of Students' Activities in Cycle 2

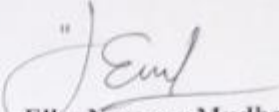
No	Name	Activity			
		The students pay attention of the teacher's explanation	The students arable do the task	The students are active in class	The students ask/answer the question from the teacher
1	AG	✓	✓	✓	✓
2	DA	✓	✓	✓	✓
3	DI	-	✓	-	-
4	TR	✓	✓	✓	✓
5	EN	✓	✓	✓	-
6	FI	✓	✓	✓	✓
7	FE	✓	✓	✓	✓
8	FE	✓	✓	-	✓
9	HI	✓	-	✓	✓
10	HE	-	-	-	✓
11	KA	✓	✓	✓	✓
12	KU	✓	-	✓	-
13	LI	-	-	✓	✓
14	MI	✓	✓	✓	✓
15	MU	-	-	✓	-
16	MU	✓	✓	✓	-
17	NO	✓	✓	✓	✓
18	SE	✓	✓	✓	✓

19	SI	✓	✓	✓	✓
20	SO	✓	✓	✓	✓

Note: Tick (✓) for each positive activity

Seputih Banyak, Juli 2021

The Researcher


Elby Nourma Mudha
NPM. 1601070012

OBSERVATION SHEET OF RESEARCHER'S ACTIVITIES

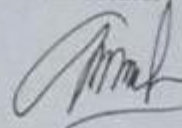
CYCLE 1

Researcher Activities	Good	Enough	Low
1. Pre-teaching			
a. Preparing the lesson	✓		
b. Preparing the material		✓	
c. Class opening ability		✓	
2. While-teaching	✓		
a. Informing the objective of learning			
b. The writer implements opinion-proof strategy that includes the following steps:			
1) Provide students with an opinion-proof "guide" either written on the chalkboard or as a handout.			
2) Have students write an opinion and supporting evidence for it from the text.			
3) Students write a connected essay using their opinion and evidence as topic sentence and supporting details, respectively.			
4) Peer editing, in this step, students (1) develop specific criteria for evaluating their writing, (2) divide up into pairs or small groups and read and react to one another's paragraphs, and (3) edit and/or revise their own paragraphs before submitting a final draft for teacher evaluation.			
3. Post-teaching		✓	

a. Concluding the result of learning	✓		
b. Class closing ability	✓		
Tick (✓) for each positive effect			

Metro, September 2020

Collaborator



Fuad Nasrullah, S.Pd

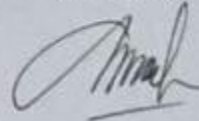
OBSERVATION SHEET OF RESEARCHER'S ACTIVITIES

CYCLE 2

Researcher Activities	Good	Enough	Low
1. Pre-teaching			
a. Preparing the lesson	✓		
b. Preparing the material	✓		
c. Class opening ability		✓	
2. While-teaching	✓		
a. Informing the objective of learning			
b. The writer implements opinion-proof strategy that includes the following steps:			
1) Provide students with an opinion-proof "guide" either written on the chalkboard or as a handout.			
2) Have students write an opinion and supporting evidence for it from the text.			
3) Students write a connected essay using their opinion and evidence as topic sentence and supporting details, respectively.			
4) Peer editing, in this step, students (1) develop specific criteria for evaluating their writing, (2) divide up into pairs or small groups and read and react to one another's paragraphs, and (3) edit and/or revise their own paragraphs before submitting a final draft for teacher evaluation.			
3. Post-teaching		✓	

a. Concluding the result of learning	<input checked="" type="checkbox"/>		
b. Class closing ability	<input checked="" type="checkbox"/>		
Tick (✓) for each positive effect			

Metro, September 2020
Collaborator



Fuad Nasrullah, S.Pd

APPENDICES



Pre test



Treatment 1 cycle 1



Treatment 2 cycle 1



Post test 1 cycle 1



Treatment 3 cycle 2



Treatment 4 cycle 2



Post test 2 cycle 2



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
 Telp. (0725) 41307 Fax. (0725) 47296 Email: iain@iainmetro.ac.id website: www.iainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 IAIN METRO

Nama : Elby Nourma Mudha
 NPM : 1601070012

Fakultas/Jurusan : TBI
 Semester/TA : XI / 2021

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin 03-09-2021	✓		* Bab 1, di bagian Prior research mengganti kata "Will be carried out"	
2.	Jumat 10-09-2021	✓		* Bab 2 : - Tambahkan definisi Skill	
3.	Kamis 04-11-2021	✓		* Tambahkan footnote di materi "Skills Needed In Writing Skills"	
4.	Jumat 03-12-2021	✓		* Perbaiki bagian "The Principles of Pen Fals letter"	
5.	Senin 03-01-2022	✓		* Perbaiki bagian while teaching di Bab 3	

Mengetahui :
 Ketua Jurusan TBI

Andianto, M.Pd
 NIP. 19871102 201503 1 004

Dosen Pembimbing I

Dr. Mahrus As'ad M.Ag
 NIP. 19611221 199603 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jl. Ki. Hajar Dewantara Kampus 15 A Iringsmyo Kota Metro Lampung 34111
 Telp. (0725) 41307 Fax. (0725) 47296 Email: tarbiyah@iainmetro.ac.id website: www.tarbiyah.iainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Elby Nourma Mudha
 NPM : 1601070012

Fakultas/Jurusan : TBI
 Semester/TA : XII / 2022

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
6	Jum'at 14 - 01 - 2022	✓		Perbaiki Bab 2 di bagian prosedur	
7	Jum'at 19 - 01 - 2022	✓		Tambahkan materi tentang writing skill di bab II.	
8	Senin 24 - 01 - 2022	✓		Perjelas lagi materi tentang text analytical exposition text di bab II.	
9	Senin 31 - 01 - 2022	✓		Perbah Criteria Penilaian di is Measurement fabric sesuai dengan kriteria analytical exposition text.	

Mengetahui :
 Ketua Jurusan TBI

Andianto, M.Pd
 NIP. 19871102 201503 1 004

Dosen Pembimbing I

Dr. Mahrus As'ad M.Ag
 NIP. 19611221 199603 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBİYAH DAN ILMU KEGURUAN
 Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 Email: tadris@iaimetro.ac.id website: www.tadris.iaimetro.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
 FAKULTAS TARBİYAH DAN ILMU KEGURUAN
 IAIN METRO

Nama : Elby Nourma Mudha

Fakultas/Jurusan : TBI

NPM : 1601070012

Semester/TA : XII / 2022

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
10.	14 - 02 - 2022	✓		Tambahkan Materi tentang Analytical exposition dan Pen Paris di bab II	J. Eul
11.	15 - 03 - 2022	✓		Tambahkan Materi tentang Pen Par letter dan bentuk Contohnya -	J. Eul
12.	17 - 05 - 2022	✓		Perbaiki di bagian discuss Bab IV	J. Eul
13.	09 - 06 - 2022	✓		Perbaiki Diskursi Bab Pengantar Grafik rita dan 10/10	J. Eul

Mengetahui :
 Ketua Jurusan TBI

Agdianto, M.Pd
 NIP. 19871102 201503 1 004

Dosen Pembimbing I

Dr. Mahrus As'ad M.Ag
 NIP. 19611221 199603 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jl. Ki. Hajar Dewantara Kampus 15 A Iringsulyo Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 Email: tdch@iainmetro.ac.id website: www.iainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Elby Nourma Mudha

Fakultas/Jurusan : TBI

NPM : 1601070012

Semester/TA : XI / 2021

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu, 22-09-2021		√	Bimbingan Bab 4 - Perbaiki di bagian discussion	
2.	Selasa, 05-10-2021		√	- Perhatikan tenses nya di bab 4 (menggunkan past tense). - Perbaiki lagi di bagian discussion	
3.	Selasa, 12-10-2021		√	ACC Bab 4, 5, pindah ke pembimbing I	

Mengetahui :
Ketua Jurusan TBI

Ardianto, M.Pd
NIP. 19871102 201503 1 00

Dosen Pembimbing II

Ning Setio Wati, M.Pd
NIP. 1987 08142042



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Inggiluyo Metro Timur Kota Metro Lampung 34111
 Metro Telephone (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouni.ac.id, e-mail: tarbiyah.iam@metrouni.ac.id

Nomor : B-0586/In.28.1/J/TL.00/03/2020
 Lampiran : -
 Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
 KEPALA MA DARUSSALAM SEPUTIH BANYAK
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **ELBY NOURMA MUDHA**
 NPM : 1601070012
 Semester : 8 (Delapan)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Pendidikan Bahasa Inggris
 Judul : THE INFLUENCE OF PEN PALS LATER'S STRATEGY ON STUDENTS' WRITING SKILL AMONG THE ELEVENTH GRADE OF MA DARUSSALAM SEPUTIH BANYAK

untuk melakukan *pra-survey* di MA DARUSSALAM SEPUTIH BANYAK.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 03 Maret 2020
 Ketua Jurusan
 Tadris Bahasa Inggris

 Ahmad Subhan Roza, M.Pd.
 NIP. 196506102008011014



**YAYASAN PENDIDIKAN ISLAM DARUSSALAM
MADRASAH ALIYAH DARUSSALAM
SEPUTIH BANYAK LAMPUNG TENGAH
STATUS : TERAKREDITASI**

Alamat : Jln. Monas Kembar no. 15-16 timur pasar tanjung harapan kec. Seputih banyak lampung tengah 34156

Nomor : 102/MA.DS/Kep./SB/III/2020
Perihal : Surat Balasan

Kepada,

Yth : Dekan FTIK IAIN METRO

Di

Metro

Dengan Hormat,

Berdasarkan surat izin penelitian Nomor : B-0586/In.28.1/I/TL.00/03/2020
Tanggal 03 Maret 2020, Kami pihak MA. Darussalam Seputih Banyak telah menerima
saudara **ELBY NOURMA MUDHA** untuk melaksanakan kegiatan penelitian di kelas XI
(sebelas) IPS Mata Pelajaran Bahasa Inggris yang ada di MA. Darussalam Seputih
Banyak.

Demikian surat ini kami buat sebagai dasar bukti bahwa yang bersangkutan telah
melaksanakan kegiatan tersebut.

Sep Banyak, 16 Maret 2020
Kepala sekolah
MA Darussalam

MADRASAH ALIYAH
DARUSSALAM
TERAKREDITASI
KOMARIS.Pd.1



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-932/In.28/S/U.1/OT.01/09/2021

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Elby Nourma Mudha
NPM : 1601070012
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1601070012

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 24 September 2021
Kepala Perpustakaan



As'ad
Dr. As'ad, S. Ag., S. Hum., M.H.
NIP 19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara 15A Inggmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metroiniv.ac.id, e-mail: iain@metroiniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Elby Nourma Mudha
NPM : 1601070012
Jurusan : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 10 Juni 2022
Ketua Jurusan TBI


Andianto, M.Pd
NIP. 1987 1102 201503 1 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan R. Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111
 Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iaih@metrouniv.ac.id

SURAT TUGAS

Nomor: B-2585/In.28/D.1/TL.01/07/2021

Wakil Dekan Akademik dan Kelembagaan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **ELBY NOURMA MUDHA**
 NPM : 1601070012
 Semester : 10 (Sepuluh)
 Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Melaksanakan observasi/survey di MA DARUSSALAM SEPUTIH BANYAK, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF PEN PALS LETTER STRATEGY TO INCREASE THE WRITING SKILL OF THE ELEVENTH GRADE OF MA DARUSSALAM SEPUTIH BANYAK"
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa tersebut.

Demikian surat tugas ini dikeluarkan untuk dilaksanakan dengan penuh rasa tanggung jawab.

Dikeluarkan di : Metro
 Pada Tanggal : 02 Juli 2021

Mengetahui,
 Pejabat Setempat

KOMARI, S.Pd.I.

Wakil Dekan Akademik dan
 Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
 NIP 19760222 200003 1 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inggmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metro.univ.ac.id, e-mail: tarbiyah.iaim@metro.univ.ac.id

Nomor : B-2584/In.28/D.1/TL.00/07/2021
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
**KEPALA MA DARUSSALAM
SEPUTIH BANYAK**
di-
Tempat

Assalamu'alaikum Wr. Wb.

Berdasarkan dengan Surat Tugas Nomor: B-2585/In.28/D.1/TL.01/07/2021, tanggal 02 Juli 2021 atas nama saudara:

Nama : **ELBY NOURMA MUDHA**
NPM : 1601070012
Semester : 10 (Sepuluh)
Jurusan : Tadris Bahasa Inggris

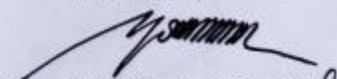
Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA DARUSSALAM SEPUTIH BANYAK, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF PEN PALS LETTER STRATEGY TO INCREASE THE WRITING SKILL OF THE ELEVENTH GRADE OF MA DARUSSALAM SEPUTIH BANYAK".

Kami mengharapkan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Demikian surat izin ini kami sampaikan, atas bantuan dan kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 02 Juli 2021
Wakil Dekan I,


Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



**YAYASAN PENDIDIKAN ISLAM DARUSSALAM
MADRASAH ALIYAH DARUSSALAM
SEPUTIH BANYAK LAMPUNG TENGAH
STATUS : TERAKREDITASI**

Alamat : Jln. Monas Kembar no. 15-16 timur pasar tanjung harapan kec. Seputih banyak lampung tengah 34156

Nomor : 138/YPID/MA.Ds/SB/XI/2021
Lampiran : -
Hal : **SURAT BALASAN**

Kepada Yth
Bapak Ketua Jurusan
Institut Agama Islam Negeri Metro
Di tempat

Assalamu'alaikum Wr.Wb

Yang bertanda tangan dibawah ini Kepala MA Darussalam Sep. Banyak Lampung Tengah menerangkan bahwa:

Nama : ELBY NOURMA MUDHA
NPM : 1601070012
Jurusan : Fakultas Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris

Mahasiswa tersebut diizinkan untuk melakukan Riset/Penelitian di MA. Darussalam Sep. Banyak Lampung Tengah untuk menyelesaikan tugas Akhir/Skripsi.

Demikian surat keterangan ini saya buat, agar dapat digunakan sebagaimana mestinya.

Wassalamu'alaikum Wr.Wb

Sep. Banyak, Sabtu 31 Juli 2021

Kepala MA Darussalam Sep.Banyak

KOMARI, S.Pd.I

THE USE OF PEN PALS LETTER STRATEGY TO INCREASE THE WRITING SKILL OF THE ELEVENTH GRADE OF MA DARUSSALAM SEPUTIH BANYAK

by Elby Nourma Mudha 1601070012

Submission date: 21-Jun-2022 10:34AM (UTC+0700)

Submission ID: 1860530503

File name: Elby_Nourma_Mudha-1601070012.docx (280.5K)

Word count: 13078

Character count: 66747



THE USE OF PEN PALS LETTER STRATEGY TO INCREASE THE WRITING SKILL OF THE ELEVENTH GRADE OF MA DARUSSALAM SEPUTIH BANYAK

ORIGINALITY REPORT

23%	23%	4%	3%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	repository.metrouniv.ac.id Internet Source	14%
2	123dok.com Internet Source	6%
3	repository.radenintan.ac.id Internet Source	1%
4	eprints.undip.ac.id Internet Source	1%
5	www.journals.uchicago.edu Internet Source	1%
6	jurnal.ubl.ac.id Internet Source	1%

Exclude quotes Off

Exclude matches < 1%

Exclude bibliography Off

A



SILABUS MATA PELAJARAN
SEKOLAH MENENGAH ATAS/MADRASAH ALIYAH/SEKOLAH
MENENGAH KEJURUAN/MADRASAH ALIYAH KEJURUAN
(SMA/MA/SMK/MAK)

MATA PELAJARAN BAHASA INGGRIS

KEMENTERIAN PENDIDIKAN DAN
KEBUDAYAAN JAKARTA, 2016

DAFTAR ISI

I.	PENDAHULUAN	1
	A. Rasional	
	B. Kompetensi Setelah Mempelajari Bahasa Inggris di Pendidikan Dasar dan Pendidikan Menengah	2
	C. Kompetensi Setelah Mempelajari Bahasa Inggris di Sekolah Menengah Atas/Madrasah Aliyah/Sekolah Menengah Kejuruan/Madrasah Aliyah Kejuruan	3
	D. Kerangka Pengembangan Kurikulum Bahasa Inggris Sekolah Menengah Atas/Madrasah Aliyah/Sekolah Menengah Kejuruan/Madrasah Aliyah Kejuruan	4
	E. Pembelajaran dan Penilaian	8
	F. Kontekstualisasi Pembelajaran Sesuai dengan Kondisi Lingkungan dan Peserta Didik	9
II.	KOMPETENSI DASAR, MATERI PEMBELAJARAN, DAN KEGIATAN PEMBELAJARAN	10
	A. Kelas X	10
	B. Kelas XI	15
	C. Kelas XII	21

Kelas: XI

Alokasi Waktu : 2 jam pelajaran/minggu

Kompetensi Sikap Spiritual dan Sikap Sosial dicapai melalui pembelajaran tidak langsung (*indirect teaching*) pada pembelajaran Kompetensi Pengetahuan dan Kompetensi Keterampilan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi peserta didik.

Penumbuhan dan pengembangan Kompetensi Sikap dilakukan sepanjang proses pembelajaran berlangsung dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter peserta didik lebih lanjut.

Pembelajaran untuk kompetensi pengetahuan dan kompetensi keterampilan sebagai berikut ini.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>should, can</i>)</p> <p>4.1 Menyusun teks interaksi</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan yang menunjukkan saran dan tawaran, dengan modal <i>should</i> dan <i>can</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. 	<ul style="list-style-type: none"> - Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisikan dan tawaran dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Diberikan beberapa situasi, membuat beberapa saran dan tawaran yang sesuai secara tertulis kemudian dibacakan ke kelas
Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran

<p>transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Melakukan pengamatan di lingkungan sekolah dan sekitarnya untuk membuat serangkaian saran dan tawaran untuk memperbaikinya - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>I think, I suppose, in my opinion</i>)</p> <p>4,2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan menyatakan pendapat <i>I think, I suppose, in my opinion</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Situasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan pendapat dan pikiran - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran dan menyebutkan pernyataan yang dimaksud - Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi peserta didik menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya dan kemudian menyatakan pendapat dan pikirannya terkait dengan upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil Belajar

3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks	<ul style="list-style-type: none"> • Fungsi Sosial <p>Menjaga hubungan interpersonal dalam konteks resmi</p>	<ul style="list-style-type: none"> - Mencermati dan menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa
Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya</p> <p>Teks Undangan Resmi</p> <p>Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja</p> <p>Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Struktur Teks <p>Dapat mencakup:</p> <ul style="list-style-type: none"> - Sapaan - Isi - Penutup <ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan dan istilah yang digunakan dalam undangan resmi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <ul style="list-style-type: none"> • Topik <p>Acara formal yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI</p> <ul style="list-style-type: none"> • Multimedia <p>Layout yang membuat tampilan teks lebih menarik.</p>	<p>acara yang berbeda</p> <ul style="list-style-type: none"> - Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar - Mencermati beberapa undangan resmi lainnya, dan mengidentifikasi bagian-bagiannya serta ungkapan-ungkapan yang digunakan - Diberikan beberapa undangan resmi yang tidak lengkap, dan kemudian melengkapinya dengan kata dan ungkapan yang sesuai - Diberikan deskripsi tentang acara yang akan dilaksanakan, dan kemudian membuat undangan resminya - Menempelkan undangan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya

<p>3.4 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</p> <p>Teks <i>eksposisi analitis</i></p> <p>Menangkap makna secara kontekstual terkait fungsi sosial,</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis • Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - Pendapat/pandangan - Argumentasi secara analitis - Kesimpulan • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan seperti <i>I believe, I think</i> - Adverbia <i>first, second, third ...</i> - Kata sambung <i>Therefor, consequently, based on the arguments</i> 	<ul style="list-style-type: none"> - Membaca dua teks eksposisi analitis tentang isu-isu aktual yang berbeda. - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis satu teks lainnya - Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga teks eksposisi yang dicampur aduk secara acak, untuk kemudian bekerja sama
Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual</p> <p>4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Isu-isu aktual yang perlu dibahas yang menumbuhkan perilaku yang termuat di KI 	<p>mengelompokkan dan menyusun kembali menjadi tiga teks eksposisi analitis yang koheren, seperti aslinya</p> <ul style="list-style-type: none"> - Membacakan teks-teks eksposisi tsb dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar - Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya. - Menempelkan teks tsb di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya

<p>3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>passive voice</i>)</p> <p>4.5 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu</p>	<ul style="list-style-type: none"> • Fungsi Sosial Mendeskripsikan, memaparkan secara obyektif • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam <i>passive voice</i> - Preposisi <i>by</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Benda, binatang, tumbuh-tumbuhan, yang terkait dengan mata pelajaran lain yang menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Membaca dan mencermati beberapa deskripsi tentang produk seni budaya dari beberapa negara dengan banyak menggunakan kalimat pasif - Membacakan deskripsi setiap produk budaya secara lisan di depan kelas secara bermakna dengan ucapan dan tekanan yang benar - Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat berbentuk pasif, dengan grammar dan ejaan yang benar - Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan yang benar - Melakukan refleksi tentang proses dan hasil belajarnya
Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		

<p>3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya</p> <p>Teks surat pribadi</p> <p>Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya</p> <p>Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjalin kedekatan hubungan antar pribadi • Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - Tempat dan tanggal - Penerima - Sapaan - Isi surat - Penutup • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan keakraban yang lazim digunakan dalam surat pribadi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Pengalaman, informasi, hal lain yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan beberapa contoh surat pribadi dengan ucapan, dan tekanan kata yang benar. - Membaca dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis dua surat pribadi lainnya - Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga surat pribadi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga surat pribadi yang koheren, seperti aslinya - Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya - Melakukan refleksi tentang proses dan hasil belajar
<p>3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjelaskan, memberikan alasan, mensyukuri, dsb. • Struktur Teks <ul style="list-style-type: none"> - Memulai 	<ul style="list-style-type: none"> - Menyaksikan / menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan sebab akibat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>because of ..., due to ..., thanks to ...</i>)</p> <p>4.7 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - Menanggapi (diharapkan /di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Kata yang menyatakan hubungan sebab akibat: <i>because of ..., due to ..., thanks to ...</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Keadaan, perbuatan, tindakan di sekolah, rumah, dan sekitarnya yang layak dibahas melalui sebab akibat yang dapat menumbuhkan perilaku yang termuat di KI. 	<ul style="list-style-type: none"> - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud - Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi peserta didik menulis teks pendek yang melibatkan pemuatan sebab akibat dan kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya dan kemudian membuat beberapa pandangan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar

<p>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya</p> <p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena • Struktur Teks Dapat mencakup : <ul style="list-style-type: none"> - fenomena - identitas gejala - rangkaian penjelasan • Unsur Kebahasaan <ul style="list-style-type: none"> - Adverbia <i>first, then, following, finally</i> - Hubungan sebab-akibat (<i>if –then, so, as a consequence, since, due to, because of, thanks to</i>) - Kalimat pasif, dalam tenses yang <i>present</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik 	<ul style="list-style-type: none"> - Membaca beberapa teks information report terkait mata pelajaran lain di Kelas IX - Menggunakan alat analisis, mengidentifikasi bagian-bagian struktur teks report dan mengamati cara penggunaannya, seperti yang dicontohkan - Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda - Mengumpulkan informasi dari berbagai sumber untuk membuat teks-teks tentang fenomena alam pendek dan sederhana. - Menempelkan teks masing-masing di dinding kelas untuk dibaca temannya - Mempresentasikan teksnya kepada teman-
---	---	---

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
mata pelajaran lain di kelas XI	Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhkan perilaku yang termuat dalam KI	teman yang datang membaca - Melakukan langkah yang sama dengan topik fenomena sosial - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p> <p>4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>	<ul style="list-style-type: none"> • Fungsi sosial Mengembangkan nilai- nilai kehidupan dan karakter yang positif • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Membahas hal-hal yang terkait dengan tema lagu yang liriknya akan segera dibaca - Membaca dan mencermati isi lirik lagu terkait dengan pembahasan sebelumnya - Menyimak, dan menirukan guru membaca lirik lagu secara bermakna - Menyebutkan bagian- bagian yang terkait dengan pesan-pesan tertentu - Membahas pemilihan kata tertentu terkait dengan tema lagu - Melakukan refleksi tentang proses dan hasil belajarnya

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MA Darussalam Seputih Banyak
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : XI/Ganjil
 Materi Pokok : Teks Eksposisi Analitis
 Alokasi Waktu : 2 Minggu x 2 Jam Pelajaran @45 Menit

A. Kompetensi Inti

- **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.4 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	<ul style="list-style-type: none"> • Menganalisis unsur-unsur eksposisi dari sebuah kalimat • Memahami struktur teks eksposisi analitis • Memahami unsur kebahasaan dari teks eksposisi analitis
4.4 Teks eksposisi analitis 4.4.1 Menangkap makna secara kontekstual	<ul style="list-style-type: none"> • Menemukan dan menyusun kembali teks eksposisi analitik dari kalimat yang tersusun secara acak

<p>terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual</p> <p>4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Membacakan teks-teks eksposisi dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar • Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya
---	---

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menganalisis unsur-unsur eksposisi dari sebuah kalimat
- Memahami struktur teks eksposisi analitis
- Memahami unsur kebahasaan dari teks eksposisi analitis
- Menemukan dan menyusun kembali teks eksposisi analitik dari kalimat yang tersusun secara acak
- Membacakan teks-teks eksposisi dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar
- Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya

D. Materi Pembelajaran

- Fungsi Sosial

Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis

- Struktur Teks

Teks eksposisi

A. Analytical Exposition is kind of text which consist into the kinds Argument. Analytical Exposition merupakan jenis teks yang termasuk ke dalam jenis Argument. Teks ini berisi tentang pemikiran terperinci tentang sebuah kejadian atau peristiwa yang ada di sekitar.

B. The Purpose of Analytical Exposition

To persuade by presenting argument

To analyse or explain 'how' and 'why'

Atau untuk meyakinkan pembaca bahwa topic yang dihadirkan adalah topic yang penting untuk dibahas atau mendapat perhatian dengan cara pemberian argument-argumen atau pendapat-pendapat yang mendukung ide pokok atau topic tersebut.

C. Generic structure of the Analytical Exposition

1. A thesis

Dalam bagian Thesis, penulis memperkenalkan tentang topik atau ide pokok yang akan dibahas. Thesis selalu berada di paragraf pertama dalam Analytical Exposition Text.

2. Argument

Dalam bagian ini penulis menghadirkan argumen-argumen atau pendapat-pendapat yang mendukung ide pokok penulis, biasanya dalam sebuah Analytical Exposition Text terdapat lebih dari dua argumen. Semakin banyak argumen yang ditampilkan semakin percaya pembaca bahwa topik yang dibahas oleh penulis adalah topik yang sangat penting atau membutuhkan perhatian.

3. Conclusion

Bagian ini merupakan bagian penutup dari sebuah Analytical Exposition Text yang selalu terletak di akhir paragraf. Reiteration berisi penulisan kembali atau penempatan kembali ide pokok yang terdapat di paragraf pertama. Recommendation juga biasa disebut dengan conclusion atau kesimpulan.

D. Language Features of Analytical Exposition

(Ciri Kebahasaan)

1. Penulisan analytical exposition text menggunakan simple present tense.
2. Menggunakan kata-kata yang mengekspresikan pikiran atau perasaan penulis, contohnya: experience, feel, know, realize, sense, think, dll.

3. Menggunakan internal conjunction yaitu kata penghubung yang menghubungkan argumen di antara dua klausa. Internal conjunctions dapat dibagi menjadi empat kategori, yaitu (1) addition (penambahan) Contohnya besides, in addition, further. (2) Comparisons (perbandingan), seperti but, vice versa, meanwhile, on the other hand. (3) Time (waktu), misalnya kata second, then, then, next. (4) Cause-effect (akibat). Contoh katanya antara lain consequence, as a result, so, the result
4. Menggunakan causal conjunctions (reason–why) atau sebab-akibat. Misalnya kata as a result, because, by, consequently, despite, due to, for that reason, dll.

CARS SHOULD BE BANNED

Thesis

Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.

(Mobil harus dilarang di kota. Seperti yang kita ketahui, mobil membuat polusi dan membuat banyak kecelakaan di jalan dan kematian.)

Argument 1

Firstly, cars, as we all know, give contribution to the most of the pollution in the world. Cars emit deadly gas that causes illness such as bronchitis, lung cancer, and ‘triggers’ off asthma. Some of these illnesses are so bad that people can die from them.

(Pertama, mobil, sebagai mana kita ketahui, menyumbang polusi terbanyak di dunia. Mobil mengeluarkan gas mematikan yang menyebabkan penyakit seperti bronchitis, kanker paru-paru, dan pemicu asthma. Beberapa penyakit tersebut sangatlah buruk bagi manusia yang bisa menyebabkan kematian.)

Argument 2

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

(Yang kedua, kota sangatlah sibuk. Pejalan kaki berjalan ke mana-mana dan mobil umumnya menabrak pejalan kaki di kota, yang menyebabkan kematian. Mobil hari ini adalah pembunuh terbesar di jalan.)

Argument 3

Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or to concentrate on your homework, and especially when you talk to someone.

(Yang ketiga, mobil sangatlah berisik. Jika kamu tinggal di kota, kamu mungkin akan menjumpai sangat lah susah untuk tidur di malam hari atau untuk berkonsentrasi pada pekerjaan rumah kalian, dan khususnya ketika kamu berbicara kepada seseorang.)

Conclusion

- In conclusion, cars should be banned from the city for the reason listed.

(Kesimpulannya, mobil harus dilarang dari kota berdasarkan alasan tersebut.)

• Topik

Isu-isu aktual yang perlu dibahas yang menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Discovery learning, Problem Based Learning (PBL)
- 3) Metode : Tanya jawab, wawancara, diskusi dan bermain peran

F. Media Pembelajaran

1. Media

- ❖ Worksheet atau lembar kerja (siswa)

- ❖ Lembar penilaian

2. Alat/Bahan

Penggaris, spidol, papan tulis

G. Sumber Belajar

- Depdikbud, 2017. *BAHASA INGGRIS Kelas XI Stop Bullying Know*, Jakarta : kementerian budaya dan pendidikan.
- Kamus Bahasa Inggris
- Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran

1 . Pertemuan Pertama (2 x 45 Menit)
Kegiatan Pendahuluan (10 Menit)
<p>Guru :</p> <p>Orientasi</p> <ul style="list-style-type: none"> ❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran ❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin ❖ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>Aperpepsi</p> <ul style="list-style-type: none"> ❖ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya ❖ Mengingat kembali materi prasyarat dengan bertanya. ❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>Motivasi</p> <ul style="list-style-type: none"> ❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. ❖ Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : <ul style="list-style-type: none"> ➢ <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i> ➢ <i>Tujuan Teks Eksposisi Analitis</i> ➢ <i>Struktur Teks Eksposisi Analitis</i> ➢ <i>Ciri-ciri kebahasaan Teks Eksposisi Analitis</i> ❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung ❖ Mengajukan pertanyaan

1 . Pertemuan Pertama (2 x 45 Menit)	
Pemberian Acuan	
<ul style="list-style-type: none"> ❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. ❖ Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung ❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. 	
Kegiatan Inti (70 Menit)	
Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<p><u>KEGIATAN LITERASI</u> Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i> dengan cara :</p> <ul style="list-style-type: none"> ❖ Melihat (tanpa atau dengan Alat) Menayangkan gambar/foto/video yang relevan. ❖ Mengamati <ul style="list-style-type: none"> ➢ Lembar kerja materi <i>Pengertian, tujuan, struktur, dan ciri-ciri kebahasaan Teks Eksposisi Analitis dan konteks penggunaannya</i>. ➢ Pemberian contoh-contoh <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> untuk dapat dikembangkan peserta didik, dari media interaktif, dsb ❖ Membaca (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung). Membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan <i>Teks Eksposisi Analitis dan konteks penggunaannya</i>. ❖ Mendengar Pemberian materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> oleh guru. ❖ Menyimak Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : <ul style="list-style-type: none"> ➢ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i>

1 . Pertemuan Pertama (2 x 45 Menit)	
	untuk melatih kesungguhan, ketelitian, mencari informasi.
Problem statemen (pertanyaan/identifikasi masalah)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <ul style="list-style-type: none"> ❖ Mengajukan pertanyaan tentang materi : <ul style="list-style-type: none"> ➢ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.
Data collection (pengumpulan data)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <ul style="list-style-type: none"> ❖ Mengamati obyek/kejadian Mengamati dengan seksama materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya. ❖ Membaca sumber lain selain buku teks Mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang sedang dipelajari. ❖ Aktivitas Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi <i>Teks Eksposisi Analitis dan konteks</i>

1 . Pertemuan Pertama (2 x 45 Menit)	
	<p><i>penggunaannya</i> yang sedang dipelajari.</p> <p>❖ Wawancara/tanya jawab dengan nara sumber Mengajukan pertanyaan berkaitan dengan materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang telah disusun dalam daftar pertanyaan kepada guru.</p> <p><u>COLLABORATION (KERJASAMA)</u> Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <p>❖ Mendiskusikan Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i>.</p> <p>❖ Mengumpulkan informasi Mencatat semua informasi tentang materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.</p> <p>❖ Mempresentasikan ulang Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> sesuai dengan pemahamannya.</p> <p>❖ Saling tukar informasi tentang materi : ➤ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari,</p>

1 . Pertemuan Pertama (2 x 45 Menit)	
	mengembangkan kebiasaan belajar dan belajar sepanjang hayat.
Data processing (pengolahan Data)	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <ul style="list-style-type: none"> ❖ Berdiskusi tentang data dari Materi : <ul style="list-style-type: none"> ➤ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> ❖ Mengolah informasi dari materi <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i> yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja. ❖ Peserta didik mengerjakan beberapa soal mengenai materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i>.
Verification (pembuktian)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <ul style="list-style-type: none"> ❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : <ul style="list-style-type: none"> ➤ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> <p>antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
Generalization	<u>COMMUNICATION (BERKOMUNIKASI)</u>

1 . Pertemuan Pertama (2 x 45 Menit)	
(menarik kesimpulan)	<p>Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> ❖ Menyampaikan hasil diskusi tentang materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan. ❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : <ul style="list-style-type: none"> ➢ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> ❖ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> dan ditanggapi oleh kelompok yang mempresentasikan. ❖ Bertanya atas presentasi tentang materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. <p><u>CREATIVITY (KREATIVITAS)</u></p> <ul style="list-style-type: none"> ❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang materi : <ul style="list-style-type: none"> ➢ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> ❖ Menjawab pertanyaan tentang materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang akan selesai dipelajari ❖ Menyelesaikan uji kompetensi untuk materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang terdapat pada buku

1 . Pertemuan Pertama (2 x 45 Menit)	
	pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.
Catatan : Selama pembelajaran <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: <u>nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan</u>	
Kegiatan Penutup (10 Menit)	
<p>Peserta didik :</p> <ul style="list-style-type: none"> ❖ Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i> yang baru dilakukan. ❖ Mengagendakan pekerjaan rumah untuk materi pelajaran <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i> yang baru diselesaikan. ❖ Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah. <p>Guru :</p> <ul style="list-style-type: none"> ❖ Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i>. ❖ Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas projek/produk/portofolio/unjuk kerja pada materi pelajaran <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i>. ❖ Memberikan penghargaan untuk materi pelajaran <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i> kepada kelompok yang memiliki kinerja dan kerjasama yang baik. 	

1 . Pertemuan Kedua (2 x 45 Menit)	
Kegiatan Pendahuluan (10 Menit)	
<p>Guru :</p> <p>Orientasi</p> <ul style="list-style-type: none"> ❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran ❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin ❖ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. 	

1 . Pertemuan Kedua (2 x 45 Menit)

Aperpepsi

- ❖ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- ❖ Mengingat kembali materi prasyarat dengan bertanya.
- ❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- ❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- ❖ Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :
 - *Pengertian Teks Eksposisi Analitis dan konteks penggunaannya*
 - *Tujuan Teks Eksposisi Analitis*
 - *Struktur Teks Eksposisi Analitis*
 - *Ciri-ciri kebahasaan Teks Eksposisi Analitis*
- ❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- ❖ Mengajukan pertanyaan

Pemberian Acuan

- ❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- ❖ Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- ❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (70 Menit)

Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<p><u>KEGIATAN LITERASI</u> Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i> dengan cara :</p> <ul style="list-style-type: none"> ❖ Melihat (tanpa atau dengan Alat) Menayangkan gambar/foto/video yang relevan. ❖ Mengamati <ul style="list-style-type: none"> ➢ Lembar kerja materi <i>Pengertian, tujuan, struktur, dan ciri-ciri kebahasaan Teks Eksposisi Analitis dan konteks</i>

1 . Pertemuan Kedua (2 x 45 Menit)	
	<p><i>penggunaannya.</i></p> <ul style="list-style-type: none"> ➤ Pemberian contoh-contoh <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> untuk dapat dikembangkan peserta didik, dari media interaktif, dsb <p>❖ Membaca (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung). Membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan <i>Teks Eksposisi Analitis dan konteks penggunaannya.</i></p> <p>❖ Mendengar Pemberian materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> oleh guru.</p> <p>❖ Menyimak Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : <ul style="list-style-type: none"> ➤ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> untuk melatih kesungguhan, ketelitian, mencari informasi. </p>
Problem statemen (pertanyaan/identifikasi masalah)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <p>❖ Mengajukan pertanyaan tentang materi : <ul style="list-style-type: none"> ➤ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat. </p>
Data collection	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik mengumpulkan informasi yang</p>

1 . Pertemuan Kedua (2 x 45 Menit)	
(pengumpulan data)	<p>relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <ul style="list-style-type: none"> ❖ Mengamati obyek/kejadian Mengamati dengan seksama materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya. ❖ Membaca sumber lain selain buku teks Mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang sedang dipelajari. ❖ Aktivitas Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang sedang dipelajari. ❖ Wawancara/tanya jawab dengan nara sumber Mengajukan pertanyaan berkaitan dengan materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang telah disusun dalam daftar pertanyaan kepada guru. <p><u>COLLABORATION (KERJASAMA)</u></p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <ul style="list-style-type: none"> ❖ Mendiskusikan Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i>. ❖ Mengumpulkan informasi Mencatat semua informasi tentang materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.

1 . Pertemuan Kedua (2 x 45 Menit)	
	<ul style="list-style-type: none"> ❖ Mempresentasikan ulang Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> sesuai dengan pemahamannya. ❖ Saling tukar informasi tentang materi : <ul style="list-style-type: none"> ➢ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.
Data processing (pengolahan Data)	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <ul style="list-style-type: none"> ❖ Berdiskusi tentang data dari Materi : <ul style="list-style-type: none"> ➢ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> ❖ Mengolah informasi dari materi <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i> yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja. ❖ Peserta didik mengerjakan beberapa soal mengenai materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i>.

1 . Pertemuan Kedua (2 x 45 Menit)	
Verification (pembuktian)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <ul style="list-style-type: none"> ❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : <ul style="list-style-type: none"> ➤ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> <p>antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
Generalization (menarik kesimpulan)	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> ❖ Menyampaikan hasil diskusi tentang materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan. ❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : <ul style="list-style-type: none"> ➤ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> ❖ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> dan ditanggapi oleh kelompok yang mempresentasikan. ❖ Bertanya atas presentasi tentang materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang dilakukan dan peserta didik lain diberi kesempatan untuk

1 . Pertemuan Kedua (2 x 45 Menit)	
	<p>menjawabnya.</p> <p><u>CREATIVITY (KREATIVITAS)</u></p> <ul style="list-style-type: none"> ❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang materi : <ul style="list-style-type: none"> ➤ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> ❖ Menjawab pertanyaan tentang materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang akan selesai dipelajari ❖ Menyelesaikan uji kompetensi untuk materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.
<p>Catatan : Selama pembelajaran <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: <u>nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan</u></p>	
Kegiatan Penutup (10 Menit)	
<p>Peserta didik :</p> <ul style="list-style-type: none"> ❖ Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i> yang baru dilakukan. ❖ Mengagendakan pekerjaan rumah untuk materi pelajaran <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i> yang baru diselesaikan. ❖ Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah 	

1 . Pertemuan Kedua (2 x 45 Menit)

Guru :

- ❖ Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran *Pengertian Teks Eksposisi Analitis dan konteks penggunaannya*.
- ❖ Peserta didik yang selesai mengerjakan tugas proyek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas proyek/produk/portofolio/unjuk kerja pada materi pelajaran *Pengertian Teks Eksposisi Analitis dan konteks penggunaannya*.
- ❖ Memberikan penghargaan untuk materi pelajaran *Pengertian Teks Eksposisi Analitis dan konteks penggunaannya* kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

1 . Pertemuan Ketiga (2 x 45 Menit)

Kegiatan Pendahuluan (10 Menit)

Guru :

Orientasi

- ❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
- ❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin
- ❖ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Aperpepsi

- ❖ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- ❖ Mengingat kembali materi prasyarat dengan bertanya.
- ❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- ❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- ❖ Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :
 - *Pengertian Teks Eksposisi Analitis dan konteks penggunaannya*
 - *Tujuan Teks Eksposisi Analitis*
 - *Struktur Teks Eksposisi Analitis*
 - *Ciri-ciri kebahasaan Teks Eksposisi Analitis*

1 . Pertemuan Ketiga (2 x 45 Menit)	
<ul style="list-style-type: none"> ❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung ❖ Mengajukan pertanyaan <p>Pemberian Acuan</p> <ul style="list-style-type: none"> ❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. ❖ Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung ❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. 	
Kegiatan Inti (70 Menit)	
Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i> dengan cara :</p> <ul style="list-style-type: none"> ❖ Melihat (tanpa atau dengan Alat) Menayangkan gambar/foto/video yang relevan. ❖ Mengamati <ul style="list-style-type: none"> ➤ Lembar kerja materi <i>Pengertian, tujuan, struktur, dan ciri-ciri kebahasaan Teks Eksposisi Analitis dan konteks penggunaannya</i>. ➤ Pemberian contoh-contoh <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> untuk dapat dikembangkan peserta didik, dari media interaktif, dsb ❖ Membaca (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung). Membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan <i>Teks Eksposisi Analitis dan konteks penggunaannya</i>. ❖ Mendengar Pemberian materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> oleh guru. ❖ Menyimak Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran

1 . Pertemuan Ketiga (2 x 45 Menit)	
	<p>mengenai materi :</p> <ul style="list-style-type: none"> ➤ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> <p>untuk melatih kesungguhan, ketelitian, mencari informasi.</p>
<p>Problem statemen (pertanyaan/identifikasi masalah)</p>	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <ul style="list-style-type: none"> ❖ Mengajukan pertanyaan tentang materi : <ul style="list-style-type: none"> ➤ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> <p>yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.</p>
<p>Data collection (pengumpulan data)</p>	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <ul style="list-style-type: none"> ❖ Mengamati obyek/kejadian Mengamati dengan seksama materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya. ❖ Membaca sumber lain selain buku teks Mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang sedang dipelajari. ❖ Aktivitas Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan

1 . Pertemuan Ketiga (2 x 45 Menit)

mengmati dan membaca yang akan diajukan kepada guru berkaitan dengan materi *Teks Eksposisi Analitis dan konteks penggunaannya* yang sedang dipelajari.

❖ **Wawancara/tanya jawab dengan nara sumber**

Mengajukan pertanyaan berkaitan dengan materi *Teks Eksposisi Analitis dan konteks penggunaannya* yang telah disusun dalam daftar pertanyaan kepada guru.

COLLABORATION (KERJASAMA)

Peserta didik dibentuk dalam beberapa kelompok untuk:

❖ **Mendiskusikan**

Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi *Teks Eksposisi Analitis dan konteks penggunaannya*.

❖ **Mengumpulkan informasi**

Mencatat semua informasi tentang materi *Teks Eksposisi Analitis dan konteks penggunaannya* yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.

❖ **Mempresentasikan ulang**

Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi *Teks Eksposisi Analitis dan konteks penggunaannya* sesuai dengan pemahamannya.

❖ **Saling tukar informasi** tentang materi :

➤ *Teks Eksposisi Analitis dan konteks penggunaannya*

dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain,

1 . Pertemuan Ketiga (2 x 45 Menit)	
	kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.
Data processing (pengolahan Data)	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <ul style="list-style-type: none"> ❖ Berdiskusi tentang data dari Materi : <ul style="list-style-type: none"> ➢ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> ❖ Mengolah informasi dari materi <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i> yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja. ❖ Peserta didik mengerjakan beberapa soal mengenai materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i>.
Verification (pembuktian)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <ul style="list-style-type: none"> ❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : <ul style="list-style-type: none"> ➢ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> <p>antara lain dengan : Peserta didik dan guru secara bersama-sama membahas</p>

1 . Pertemuan Ketiga (2 x 45 Menit)	
	jawaban soal-soal yang telah dikerjakan oleh peserta didik.
Generalization (menarik kesimpulan)	<p><u>COMMUNICATION (BERKOMUNIKASI)</u> Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> ❖ Menyampaikan hasil diskusi tentang materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan. ❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : <ul style="list-style-type: none"> ➤ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> ❖ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> dan ditanggapi oleh kelompok yang mempresentasikan. ❖ Bertanya atas presentasi tentang materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. <p><u>CREATIVITY (KREATIVITAS)</u></p> <ul style="list-style-type: none"> ❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang materi : <ul style="list-style-type: none"> ➤ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> ❖ Menjawab pertanyaan tentang materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang akan selesai dipelajari

1 . Pertemuan Ketiga (2 x 45 Menit)	
	<ul style="list-style-type: none"> ❖ Menyelesaikan uji kompetensi untuk materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.
<p>Catatan : Selama pembelajaran <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: <u>nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan</u></p>	
Kegiatan Penutup (10 Menit)	
<p>Peserta didik :</p> <ul style="list-style-type: none"> ❖ Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i> yang baru dilakukan. ❖ Mengagendakan pekerjaan rumah untuk materi pelajaran <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i> yang baru diselesaikan. ❖ Mengagendakan materi atau tugas proyek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah. <p>Guru :</p> <ul style="list-style-type: none"> ❖ Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i>. ❖ Peserta didik yang selesai mengerjakan tugas proyek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas proyek/produk/portofolio/unjuk kerja pada materi pelajaran <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i>. ❖ Memberikan penghargaan untuk materi pelajaran <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i> kepada kelompok yang memiliki kinerja dan kerjasama yang baik. 	

1 . Pertemuan Keempat (2 x 45 Menit)	
Kegiatan Pendahuluan (10 Menit)	
<p>Guru :</p> <p>Orientasi</p> <ul style="list-style-type: none"> ❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran ❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin ❖ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>Aperpepsi</p> <ul style="list-style-type: none"> ❖ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya ❖ Mengingat kembali materi prasyarat dengan bertanya. ❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>Motivasi</p> <ul style="list-style-type: none"> ❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. ❖ Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : <ul style="list-style-type: none"> ➢ <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i> ➢ <i>Tujuan Teks Eksposisi Analitis</i> ➢ <i>Struktur Teks Eksposisi Analitis</i> ➢ <i>Ciri-ciri kebahasaan Teks Eksposisi Analitis</i> ❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung ❖ Mengajukan pertanyaan <p>Pemberian Acuan</p> <ul style="list-style-type: none"> ❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. ❖ Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung ❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. 	
Kegiatan Inti (70 Menit)	
Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/pemberian rangsangan)	<u>KEGIATAN LITERASI</u> Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi <i>Pengertian Teks Eksposisi Analitis dan konteks</i>

1 . Pertemuan Keempat (2 x 45 Menit)	
	<p><i>penggunaannya dengan cara :</i></p> <ul style="list-style-type: none"> ❖ Melihat (tanpa atau dengan Alat) Menayangkan gambar/foto/video yang relevan. ❖ Mengamati <ul style="list-style-type: none"> ➢ Lembar kerja materi <i>Pengertian, tujuan, struktur, dan ciri-ciri kebahasaan Teks Eksposisi Analitis dan konteks penggunaannya.</i> ➢ Pemberian contoh-contoh <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> untuk dapat dikembangkan peserta didik, dari media interaktif, dsb ❖ Membaca (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung). Membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan <i>Teks Eksposisi Analitis dan konteks penggunaannya.</i> ❖ Mendengar Pemberian materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> oleh guru. ❖ Menyimak Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : <ul style="list-style-type: none"> ➢ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> untuk melatih kesungguhan, ketelitian, mencari informasi.
Problem statemen (pertanyaan/identifikasi masalah)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <ul style="list-style-type: none"> ❖ Mengajukan pertanyaan tentang materi : <ul style="list-style-type: none"> ➢ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual

1 . Pertemuan Keempat (2 x 45 Menit)	
	sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.
Data collection (pengumpulan data)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <ul style="list-style-type: none"> ❖ Mengamati obyek/kejadian Mengamati dengan seksama materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya. ❖ Membaca sumber lain selain buku teks Mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang sedang dipelajari. ❖ Aktivitas Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang sedang dipelajari. ❖ Wawancara/tanya jawab dengan nara sumber Mengajukan pertanyaan berkaitan dengan materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang telah disusun dalam daftar pertanyaan kepada guru. <p><u>COLLABORATION (KERJASAMA)</u></p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <ul style="list-style-type: none"> ❖ Mendiskusikan Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i>.

1 . Pertemuan Keempat (2 x 45 Menit)	
	<ul style="list-style-type: none"> ❖ Mengumpulkan informasi Mencatat semua informasi tentang materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar. ❖ Mempresentasikan ulang Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> sesuai dengan pemahamannya. ❖ Saling tukar informasi tentang materi : <ul style="list-style-type: none"> ➢ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.
Data processing (pengolahan Data)	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <ul style="list-style-type: none"> ❖ Berdiskusi tentang data dari Materi : <ul style="list-style-type: none"> ➢ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> ❖ Mengolah informasi dari materi <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i> yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan

1 . Pertemuan Keempat (2 x 45 Menit)	
	<p>informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.</p> <ul style="list-style-type: none"> ❖ Peserta didik mengerjakan beberapa soal mengenai materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i>.
Verification (pembuktian)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <ul style="list-style-type: none"> ❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : <ul style="list-style-type: none"> ➢ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> <p>antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
Generalization (menarik kesimpulan)	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> ❖ Menyampaikan hasil diskusi tentang materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan. ❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : <ul style="list-style-type: none"> ➢ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> ❖ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi <i>Teks Eksposisi Analitis dan konteks</i>

1 . Pertemuan Keempat (2 x 45 Menit)	
	<p><i>penggunaannya</i> dan ditanggapi oleh kelompok yang mempresentasikan.</p> <ul style="list-style-type: none"> ❖ Bertanya atas presentasi tentang materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. <p><u>CREATIVITY (KREATIVITAS)</u></p> <ul style="list-style-type: none"> ❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang materi : <ul style="list-style-type: none"> ➢ <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> ❖ Menjawab pertanyaan tentang materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang akan selesai dipelajari ❖ Menyelesaikan uji kompetensi untuk materi <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.
<p>Catatan : Selama pembelajaran <i>Teks Eksposisi Analitis dan konteks penggunaannya</i> berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: <u>nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan</u></p>	
Kegiatan Penutup (10 Menit)	
<p>Peserta didik :</p> <ul style="list-style-type: none"> ❖ Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i> yang baru dilakukan. ❖ Mengagendakan pekerjaan rumah untuk materi pelajaran 	

1 . Pertemuan Keempat (2 x 45 Menit)
<p><i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya yang baru diselesaikan.</i></p> <ul style="list-style-type: none"> ❖ Mengagendakan materi atau tugas proyek/produk/portofolio/unjuk kerja yang harus dipelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah. <p>Guru :</p> <ul style="list-style-type: none"> ❖ Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya.</i> ❖ Peserta didik yang selesai mengerjakan tugas proyek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas proyek/produk/portofolio/unjuk kerja pada materi pelajaran <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya.</i> ❖ Memberikan penghargaan untuk materi pelajaran <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i> kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

I. Penilaian Hasil Pembelajaran

1. Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Name	Activity				Jumlah Skor	Skor sikap
		The students give pay attention to the teacher's explanation	The students are able to do the task	The students are active in group	The students ask/answer the question from the teacher		
1	AG						
2	DA						
3	DI						
4	TR						
5	EN						

Catatan :

1. Aspek perilaku dinilai dengan kriteria:

100 = Sangat Baik

75 = Baik

50 = Cukup

25 = Kurang

2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria
= $100 \times 4 = 400$

3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$

4. Kode nilai / predikat :

75,01 – 100,00 = Sangat Baik (SB)

50,01 – 75,00 = Baik (B)

25,01 – 50,00 = Cukup (C)

00,00 – 25,00 = Kurang (K)

Penilaian Kemampuan Menulis

No	Name	Criteria					Total score
		Content	Organization	Vocabulary	Language use	Mechanics	
1	AG						
2	DA						
3	DI						
4	TR						
5	EN						

Panduan Penilaian Kemampuan Menulis

No	Indicator	Point	Criteria
1.	Content	30-27	Excellent to very good
		26-22	Good to average
		21-17	Fair to poor
		16-13	Very poor
2.	organization	20-18	Excellent to very good
		17-14	Good to average
		13-10	Fair to poor
		9-7	Very poor
3.	Vocabulary	20-18	Excellent to very good
		17-14	Good to average

		13-10	Fair to poor
		9-7	Very poor
4.	Language use	25-22	Excellent to very good
		21-19	Good to average
		17-11	Fair to poor
		10-5	Very poor
5.	Mechanics	5	Excellent to very good
		4	Good to average
		3	Fair to poor
		2	Very poor

CURRICULUM VITAE



The writer, Elby Nourma Mudha, was born in Metro on 04th October 1998. She is the first child of two sibling from married couple Mr. Abdul Rahman and Mrs. Juaria Wati. She living with parents in Gunung Batin Baru Central Lampung. The writer completed her formal education at SDIT Bustanul Ulum in 2004-2010, then continued to junior high school level at SMP Negeri 3 Way Pengubuan in 2010-2013 then continued to a higher level of high school in SMK Negeri 1 Terusan Nunyai in 2013 until 2016. In 2016 the author is listed as a student of the Faculty of Tarbiyah and Islam majoring in English Education Department at the State Institute for Islamic studies through the Selection of SPAN-PTKIN Line of State Colleges.